



LCFF Budget Overview for Parents

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

CDS Code: 15-63859-0000000

School Year: 2026-27

LEA contact information:

Kevin Tallon

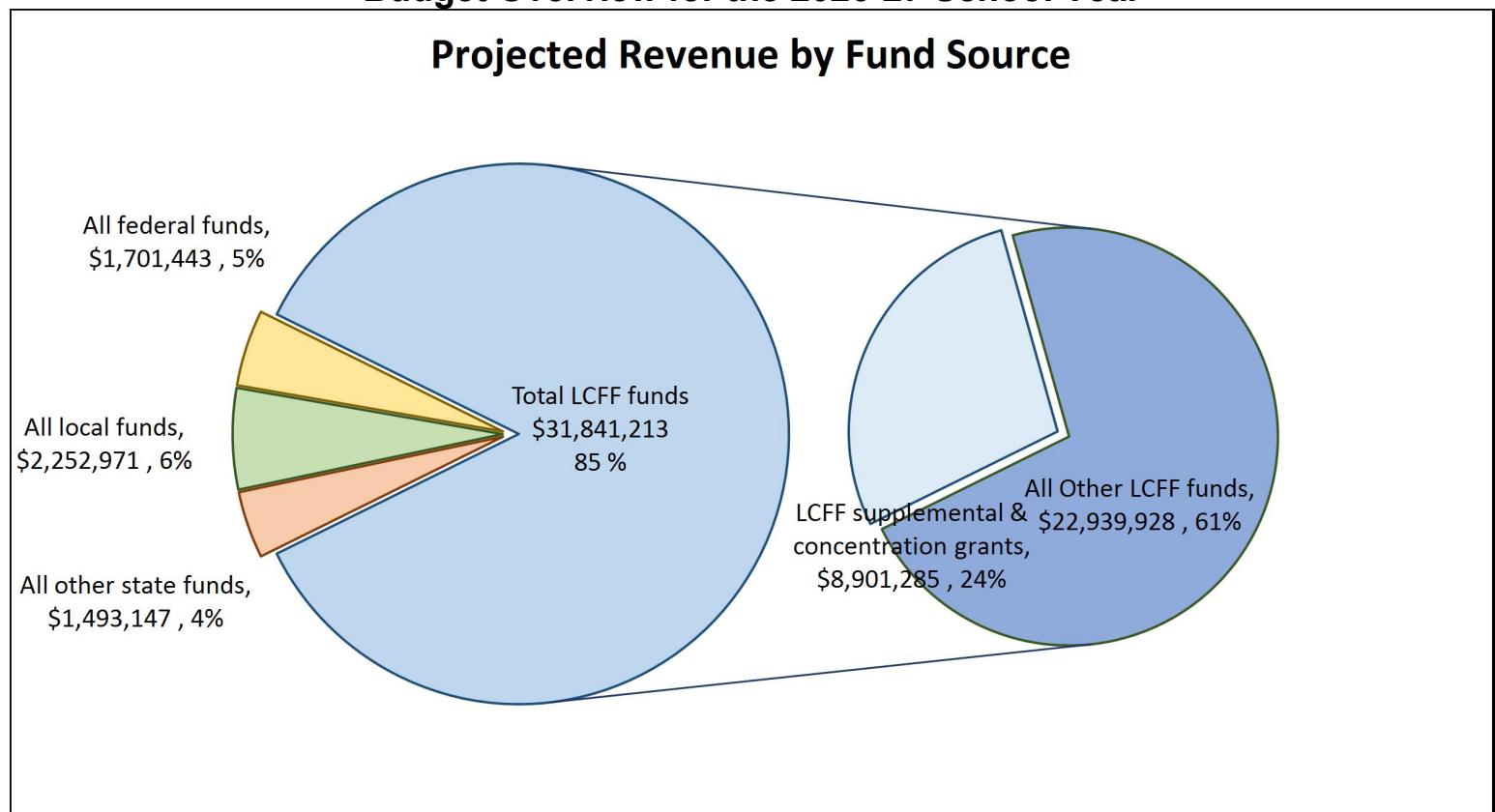
Superintendent

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 2026-27 School Year

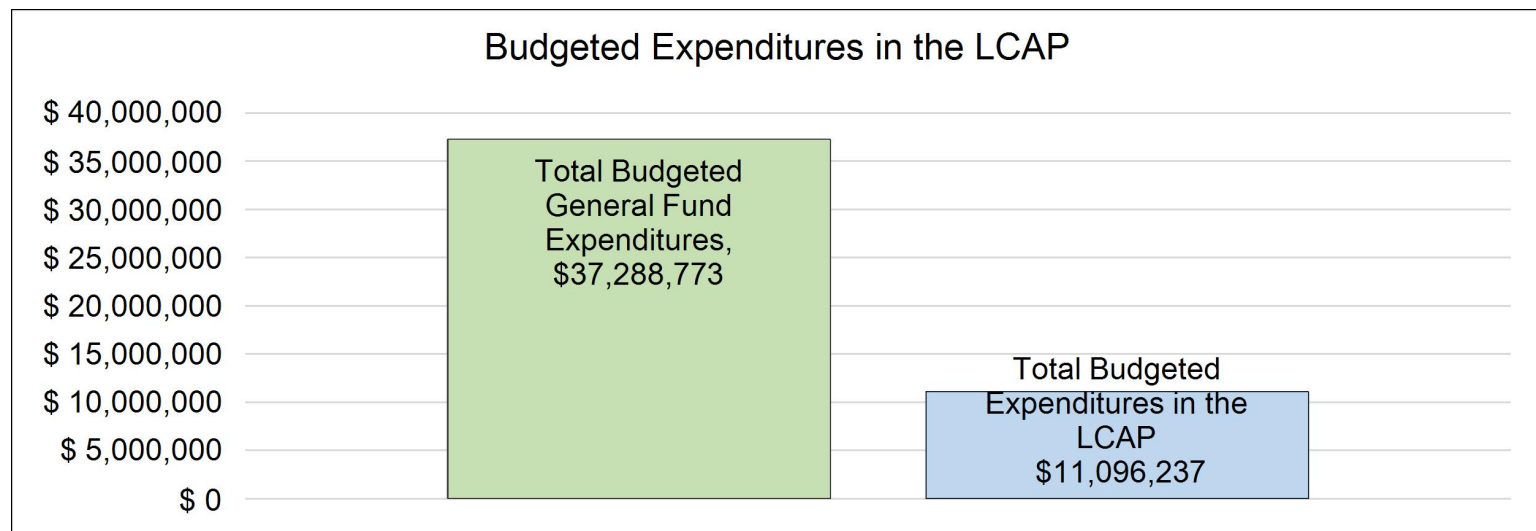


This chart shows the total general purpose revenue Wasco Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Wasco Union High School District is \$37,288,773.29, of which \$31,841,213 is Local Control Funding Formula (LCFF), \$1,493,146.70 is other state funds, \$2,252,970.59 is local funds, and \$1,701,443 is federal funds. Of the \$31,841,213 in LCFF Funds, \$8,901,285 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 2026-27. 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 \$37,288,773.29 for the 2026-27 school year. Of that amount, \$11,096,237 is tied to actions/services in the LCAP and \$26,192,536.29 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General operating expenses, personnel costs, routine maintenance, utilities, insurance, administrative services, and other districtwide projects necessary to support the overall operation of the District and maintain educational programs and services.

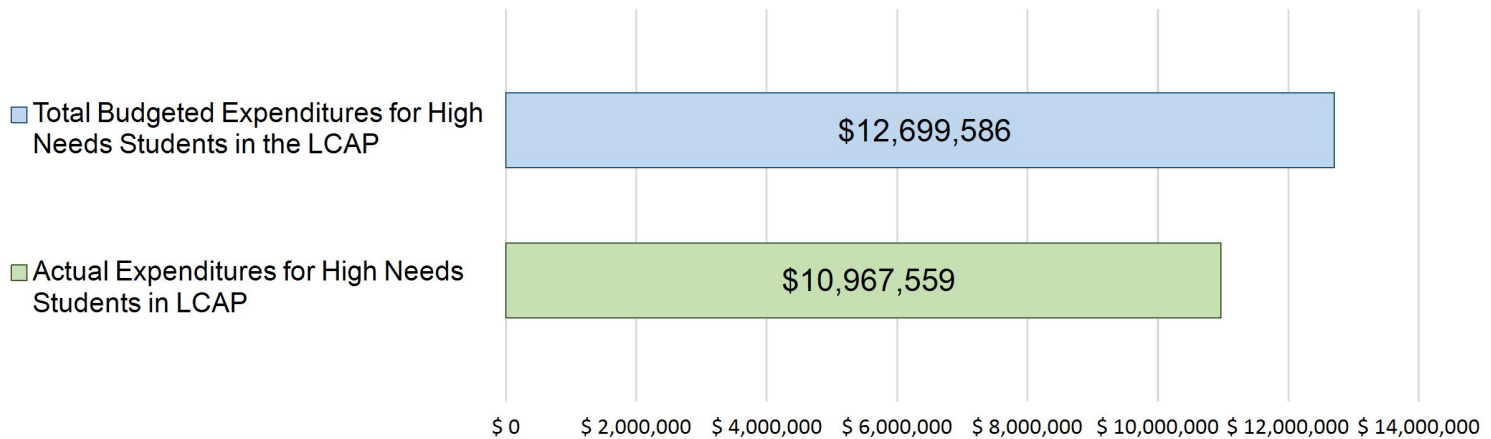
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Wasco Union High School District is projecting it will receive \$8,901,285 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 \$10,736,124 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 2025-26

Prior Year Expenditures: Increased or Improved Services for High Needs Students



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 2025-26, Wasco Union High School District's LCAP budgeted \$12,699,586 for planned actions to increase or improve services for high needs students. Wasco Union High School District actually spent \$10,967,559 for actions to increase or improve services for high needs students in 2025-26.



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 [2026-27]

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 1,764 students in the City of Wasco, located in northern Kern County, California. The City of Wasco has an estimated population of approximately 25,000 residents and is a primarily agricultural community. In recent years, the city has experienced limited residential growth due to aging water infrastructure that has restricted the issuance of building permits for new housing. As a result, the district has experienced declining enrollment trends.

The student population is predominantly Hispanic (94.2%), and approximately 88% of students are identified as socioeconomically disadvantaged. The district's unduplicated pupil count, representing students eligible for additional supports under the Local Control Funding Formula (LCFF), is 1,563 students, or approximately 88.6% of total enrollment. WUHSD also serves a population of English Learners and continues to prioritize language development and academic support to ensure equitable access to rigorous academic programs.

WUHSD operates two school sites: Wasco High School, a comprehensive high school, and Independence High School, a continuation high school. Wasco High School offers a comprehensive instructional program grounded in a college-preparatory curriculum and provides students with access to instructional technology, comprehensive athletic programs, renovated facilities, and a wide range of extracurricular opportunities. The district offers multiple programs designed to support college and career readiness, including an Agriculture Career Preparation Academy, dual enrollment and concurrent enrollment opportunities, Fine Arts and Drama programs, and several Career Technical Education (CTE) pathways. The district continues to explore opportunities to expand these programs and enhance facilities to support student learning.

Independence High School serves as the district's continuation school and has been designated as an Equity Multiplier School. The school provides an alternative educational setting designed to support students who benefit from a smaller and more individualized learning environment. Independence High School focuses on academic recovery, credit completion, and personalized student support, with the goal of helping students either transition back to the comprehensive high school or successfully complete graduation requirements.

WUHSD remains committed to providing high-quality educational opportunities for all students. The district has received several state recognitions for its programs and achievements, including designation as a California Gold Ribbon School, recognition of Independence High School as a Model Continuation School, and the California Distinguished School Award for Wasco High School. These recognitions reflect the district's commitment to student achievement, effective instructional practices, and meaningful student engagement.

Overall, WUHSD prioritizes a collaborative, student-centered approach to education that emphasizes high-quality instruction, alignment with state academic standards, professional learning for educators, and data-informed decision-making. The district also implements a Multi-Tiered System of Supports (MTSS) framework to address students' academic, behavioral, and social-emotional needs and to ensure that appropriate interventions and supports are provided at each level of student need. Through these integrated systems of support, WUHSD seeks to ensure that all students graduate prepared for college, career, and responsible participation in their communities.

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) continues to focus on improving student outcomes through targeted supports, strong instructional practices, and a positive school climate. Analysis of district performance data across key state indicators shows measurable improvement in several areas, reflecting the effectiveness of actions implemented through the Local Control and Accountability Plan (LCAP). At the same time, data highlights areas where additional refinement and continued implementation of strategies are necessary to accelerate progress for all student groups.

In English Language Arts (ELA), the district demonstrated notable improvement following declines in the prior year. The All Student group increased by 16.5 points, moving into the Green performance band, with several student groups also demonstrating significant gains, including Long-Term English Learners (+16.6 points) and Students with Disabilities (+23.3 points). These improvements indicate that actions aligned with LCAP Goal 1, Actions 4 and 5 have been effective in improving student outcomes through expanded push-in instructional support, increased tutoring opportunities during and beyond the instructional day, and focused academic language development strategies. Despite these improvements, English Learners showed minimal growth (+0.8 points) and remained in the Red performance band. Moving forward, the district will continue refining supports for English Learners through expanded academic language development, structured literacy strategies, and increased tutoring opportunities to accelerate progress and close persistent achievement gaps.

In Mathematics, the district has demonstrated two consecutive years of improvement across student groups. The All Student group increased by 12.7 points, moving into the Yellow performance band, and no student groups were identified in the Red performance band. Growth across subgroups, including English Learners (+21.5 points), Long-Term English Learners (+10 points), and Students with Disabilities (+4.7 points), reflects the continued implementation of targeted supports aligned with LCAP Goal 1, Actions 4 and 5, including instructional aide support and expanded tutoring opportunities. While progress has been observed, achievement gaps remain between the All Student group and several subgroups. The district will continue strengthening mathematics instruction through targeted interventions, differentiated

supports, and ongoing progress monitoring to evaluate the effectiveness of supports and accelerate learning for English Learners and Students with Disabilities.

Performance on the English Learner Progress Indicator (ELPI) shows consistent improvement over the past two years. The percentage of English Learners making progress toward English language proficiency increased from 32.5% to 39.4% in 2024–2025 and continued to increase to 49.4% in 2025–2026. Subgroup results also demonstrate positive trends, with Short-Term English Learners reaching the Green performance level and Long-Term English Learners achieving the Blue performance level. These improvements indicate that actions aligned with LCAP Goal 1, Action 5, including ELPAC Bootcamp training, academic language development strategies, expanded push-in instructional support, and increased tutoring opportunities, have been effective. The district will continue strengthening English Language Development instruction and ensuring consistent implementation of academic language strategies across classrooms to maintain and build upon this progress.

The district continues to demonstrate strong outcomes related to School Climate. Attendance remained stable at approximately 94%, suspension rates remained at or near zero, and graduation rates increased over two consecutive years. These outcomes reflect the effectiveness of restorative practices implemented under LCAP Goal 1, Action 2, as well as student engagement strategies supported through LCAP Goal 3, Action 2, including advisory programs and peer mentorship opportunities. The district will continue implementing these practices while maintaining a focus on student engagement, social-emotional supports, and strong attendance systems to sustain positive school climate outcomes.

In the area of College and Career Readiness, the district demonstrated strong performance on the College and Career Indicator (CCI), increasing by 11.7 percentage points in 2023–2024, with 46.3% of students meeting the “Prepared” level and placing the district in the Green performance band. While overall performance remained stable in 2024–2025, Students with Disabilities experienced a 7.6% decline, indicating a need for additional targeted supports. The district has implemented strategies aligned with LCAP Goals 1 and 2, including adding an Early College and Career Counselor and expanding credit recovery opportunities to support A–G completion, CTE pathway participation, and dual enrollment access. Moving forward, the district will continue implementing these strategies while strengthening targeted supports for Students with Disabilities to improve equitable access to college- and career-readiness opportunities.

At Wasco Independence High School, the district’s Equity Multiplier school, data reflects the need for continued targeted supports. The school received Equity Multiplier funding due to a non-stability rate of 71%, indicating a high proportion of students experiencing educational instability, and a Red performance level on the College and Career Indicator across several student groups. In response, the district implemented specialized academic counseling for Students with Disabilities and English Learners, expanded credit-recovery opportunities, individualized graduation plans, and increased access to CTE and dual enrollment programs. Additional actions aligned with LCAP Goal 4, Action 1 will focus on expanding work-based learning opportunities, strengthening individualized graduation pathways, and increasing coordination between counseling and instructional staff to improve college- and career-readiness outcomes for students at Independence High School.

- 2023 CA Dashboard: 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)

In addition to LCAP-funded actions and services, the district has utilized supplemental funding sources to further support student learning recovery.

The Wasco Union High School District (WUHSD) has strategically aligned and braided Learning Recovery Emergency Block Grant (LREBG) funds with LCAP Goal 1, Action 1.4: Intervention Supports and Extended Learning Opportunities to address learning loss and accelerate academic recovery for students most impacted by disrupted learning.

Local data and California School Dashboard indicators identified significant areas of need. English Learners, Long-Term English Learners (LTELs), and Students with Disabilities were identified in the Red or Very Low performance levels in both English Language Arts and Mathematics. While there has been measurable progress since the 2024 Dashboard, a persistent performance gap remains between these student groups and the All Student group, indicating the continued need for targeted intervention and expanded academic support.

In response, LREBG funds will strengthen academic support and intervention classes, 2.0 FTE instructional aides, Summer School, Freshman Academy, and the use of assessment tools such as NWEA to monitor student progress and inform instruction, and include expanded tutoring, push-in instructional support, and credit recovery opportunities to address academic gaps and support progress toward graduation. These actions are aligned with LREBG funds.

Based on the analysis of state and local data, these actions have contributed to improved outcomes in English Language Arts and Mathematics, as well as increased access to extended learning opportunities. Additional support is needed to accelerate learning and close achievement gaps.

Moving forward, the district will use LREBG funds to expand targeted tutoring opportunities, intervention supports, and extended learning opportunities, with a focus on improving outcomes for English Learners, LTELs, and Students with Disabilities. WUHSD will continue to utilize local assessment data, including NWEA, to monitor progress and adjust supports to ensure students receive timely and effective intervention.

Overall, district data indicates that the actions and services implemented through the LCAP are producing positive outcomes across several indicators. The district will continue to refine and expand targeted supports, monitor progress across student groups, and adjust strategies as needed to ensure continued improvement in student achievement, engagement, and postsecondary readiness. The district recognizes that progress across these indicators is interconnected and reflects the combined impact of actions across multiple LCAP goals, particularly in the areas of academic support, student engagement, and college and career readiness.

Reflections: Technical Assistance

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

The Wasco Union High School District is not currently receiving Differentiated Assistance. The district will continue to monitor student outcomes and implement LCAP actions to support continuous improvement across all student groups.

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) 1/26/2026 Wasco High School Certificated Staff 2/10/2026 Equity Multiplier School: IHS Parents and Community 1/26/2026 Wasco Independence High School Student Advisory Group 2/11/2026 Wasco Independence High School Staff 2/13/2026 Wasco High School Student Advisory Group 2/11/2026 WUHSD Superintendent's Council 2/24/2026 WUHSD District Site Leadership Team 2/18/2026 WUHSD Executive Cabinet 2/18/2026 WUHSD English Learner Advisory Committee 2/18/2026 WUHSD District English Learner Advisory Committee 2/18/2026 WUHSD Classified Staff 3/11/2026 Kern County SELPA 5/14/26	Educational partners were engaged in developing the Local Control and Accountability Plan (LCAP) through a series of meetings, surveys, and collaborative discussions held between January 2026 and April 2026. These engagement opportunities enabled students, staff, and administrators to review district data, reflect on progress toward current LCAP goals, and provide input on priorities for the 2026–2027 LCAP. Focused engagement for Independence High School, the district's Equity Multiplier School, included targeted feedback from multiple educational partner groups. Input was gathered from students (January 26, 2026), certificated staff (February 11, 2026), classified staff (March 11, 2026), and administration (February 24, 2026). During these meetings, stakeholders reviewed site-level data, discussed current programs and supports, and identified areas where additional resources and interventions may be needed to improve student outcomes. Feedback from these educational partner groups was reviewed alongside district performance data and progress monitoring of current LCAP goals and actions. This collaborative review process informed the development of the 2026–2027 draft LCAP. Additionally, the district ensured alignment between the LCAP and each school's School Plan for Student Achievement (SPSA) so that district goals, actions, and services reflect the needs identified at the site level.

Educational Partner(s)	Process for Engagement
WUHSD Classified Bargaining Unit (CSEA) 3/20/2026	
WUHSD Certificated Bargaining Unit (CTA) 3/20/2026	

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

Wasco Union High School District values the input of educational partners in the development of the Local Control and Accountability Plan (LCAP). As part of the annual LCAP development process, the district engaged a variety of stakeholder groups—including students, parents and community members, certificated staff, classified staff, district union representatives, ELAC/DELAC members, Kern County SELPA, and district administration—to gather feedback regarding student needs, district priorities, and opportunities for program improvement. Educational partners provided input through surveys, meetings, and discussions in which student achievement data, program effectiveness, and school climate indicators were reviewed.

Across stakeholder groups, common themes emerged, including the need to strengthen academic achievement in core subject areas, expand college- and career-readiness opportunities, maintain a safe and supportive school climate, and provide targeted supports for students at Wasco Independence High School, the district's Equity Multiplier school. Feedback from educational partners was reviewed by district leadership and used to inform the development of the district's LCAP goals, actions, and services, as well as the allocation of resources intended to improve student outcomes. The following sections summarize key feedback from educational partners and describe how this input influenced the district's priorities and planned actions within the LCAP.

Goal 1: Student Achievement - 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.

Educational Partner Feedback:

Multiple stakeholder groups emphasized the need to strengthen foundational academic skills in reading, writing, and mathematics.

~Certificated Staff (WHS & IHS): Teachers reported that many students enter high school performing below grade level and require additional scaffolding to access grade-level curriculum. Staff emphasized the importance of instructional aides, push-in instructional support, subject-specific tutoring, and targeted academic interventions to support English Learners, Students with Disabilities, and other struggling students.

~Parents and Community Members: Parents and community members highlighted the importance of improving math and reading proficiency and maintaining strong core instruction supported by tutoring, counseling services, and academic interventions.

~Students (WHS & IHS): Students reported that supportive teachers, instructional aides, and tutoring opportunities help them succeed academically. Students also noted that learning becomes more challenging when instruction moves too quickly or when they do not have sufficient access to academic help in difficult subjects.

~ELAC/DELAC: Members emphasized the need for increased reading and writing practice for English Learners, additional tutoring opportunities, and classroom support staff to help students develop academic language skills.

~Classified Staff: Classified staff identified similar academic needs, including challenges in reading, writing, and mathematics, as well as concerns related to attendance and student engagement. Staff also emphasized the need for increased academic support for students not

currently receiving specialized services, additional instructional aide support, and expanded tutoring opportunities. In addition, classified staff highlighted the importance of supporting students' social-emotional needs, noting that many students benefit from positive adult interactions, encouragement, and opportunities that build confidence and motivation.

~Kern County SELPA: Kern County SELPA: Input from SELPA emphasized the importance of continuing inclusive instructional practices through the push-in model and scaffolded support across all content areas to ensure Students with Disabilities have access to grade-level curriculum with appropriate accommodations and supports. SELPA also reinforced the need for targeted academic interventions and consistent implementation of support strategies to meet diverse learning needs.

Impact on the LCAP:

Based on this feedback, Goal 1 continues to prioritize a Multi-Tiered System of Supports (MTSS) that includes:

- ~Expanded tutoring opportunities during lunch and after school
- ~Continued push-in instructional aide support in core classes
- ~Targeted literacy support for English Learners
- ~Professional development for teachers and staff focused on instructional strategies and student engagement
- ~Expanded academic intervention opportunities for struggling students

Goal 2: College and Career Readiness - 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.

Educational Partner Feedback:

- ~Parents and Community Members: Parents expressed strong support for programs that prepare students for postsecondary opportunities, including Career Technical Education pathways, dual enrollment, credit recovery programs, and counseling services.
- ~Students (WHS & IHS): Students identified dual enrollment courses, Career Technical Education programs, and mentorship opportunities such as the Wonderful College Prep program as valuable supports that help them prepare for college and careers.
- ~Certificated Staff: Teachers emphasized the importance of expanding elective courses, CTE pathways, and early college opportunities to increase student engagement and provide meaningful career preparation opportunities.
- ~Classified Staff: Classified staff highlighted the importance of strengthening career readiness opportunities, particularly for Students with Disabilities, including work-based learning experiences, vocational training, and real-world skill development to better prepare students for postsecondary success.

Impact on the LCAP:

Based on this feedback, Goal 2 continues to support a broad course of study by:

- ~Maintaining and expanding CTE pathways
- ~Increasing access to dual enrollment and early college opportunities
- ~Supporting credit recovery options
- ~Expanding academic counseling services
- ~Strengthening college and career exploration and transition supports

Goal 3: Positive School Climate - 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 educational partners.

Educational Partner Feedback:

- ~Students: Students reported that supportive teachers, extracurricular activities, and positive relationships with peers play an important role in their success.
- ~Parents and Community Members: Parents emphasized the importance of maintaining a safe school environment, adequate supervision during non-instructional times, and continued social-emotional supports for students.
- ~Certificated Staff: Staff highlighted the importance of maintaining programs that support positive school climate, including S.T.R.I.P.E.S. recognition, MTSS supports, and social-emotional services.
- ~Classified Staff: Classified staff emphasized the importance of campus safety, including increased supervision—particularly in areas such as restrooms—and consistent enforcement of school expectations. Staff also highlighted the positive impact of programs such as S.T.R.I.P.E.S., the Tiger Wellness Center, and the push-in instructional model in supporting students' sense of safety and belonging. Additionally, staff emphasized the importance of building positive relationships with students and improving communication and collaboration among staff to better support student needs.

Impact on the LCAP:

Based on this feedback, Goal 3 continues to support a positive school climate through:

- ~Implementation of the MTSS framework
- ~Continued support for the S.T.R.I.P.E.S. program
- ~Funding for campus social workers
- ~Continued support for the District Safety Officer
- ~Continued support for the District Nurse
- ~Strengthening family communication through bilingual outreach and multiple communication platforms
- ~Enhancing staff collaboration and communication structures

Goal 4: Equity Multiplier Goal (Wasco Independence High School) - Wasco Independence High School aims to increase and improve student academic achievement and college and career readiness.

Educational Partner Feedback:

- ~Independence High School Students: Students emphasized the importance of instructional aides, tutoring opportunities, and credit-recovery options to help them stay on track for graduation.
- ~Independence High School Certificated Staff: Teachers highlighted the need for small-group instruction, additional academic support classes, and expanded CTE opportunities to increase student engagement and support postsecondary preparation.
- ~Independence High School Parents: Parents emphasized the importance of smaller class sizes, individualized academic counseling, and credit-recovery opportunities to help students meet graduation requirements.
- ~Classified Staff: Classified staff emphasized the importance of individualized support, improved attendance, and continued access to academic and social-emotional supports to help students successfully transition toward graduation and postsecondary opportunities.

~ Kern County SELPA: Input from SELPA emphasized the importance of continuing inclusive instructional practices through the push-in model and scaffolded support across all content areas to ensure Students with Disabilities have access to grade-level curriculum with appropriate accommodations and supports. SELPA also reinforced the need for targeted academic interventions and consistent implementation of support strategies to meet diverse learning needs.

Impact on the LCAP:

Based on this feedback, Goal 4 includes actions that support:

- ~Expanded tutoring and credit recovery opportunities
- ~Continued instructional aide support
- ~Individualized academic counseling
- ~Increased access to CTE and dual enrollment opportunities
- ~Targeted supports to improve college and career readiness outcomes

Overall, feedback from educational partners reinforced the district's commitment to strengthening academic achievement, expanding college- and career-readiness opportunities, maintaining a positive and supportive school climate, and providing targeted supports for students with the greatest needs. Input from students, families, staff, and community partners helped the district identify key priorities and areas for continued improvement. This feedback was carefully reviewed and considered during the development of the LCAP and directly informed the district's goals, actions, and services, as well as the allocation of resources designed to improve student outcomes. The district will continue to engage educational partners throughout the LCAP cycle to monitor progress, evaluate the effectiveness of actions and services, and ensure that programs and supports remain responsive to the needs of all 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 EI 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%	2025-26 Percentage of teachers who are appropriately assigned 100% Percentage of teachers who are fully credentialed: 96.1%	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: (+1.7%)
1.2	Percentage of Pupils who have access to standards-aligned materials as measured by curriculum reporting to Williams. Source: Local Indicator (Priority 1B)	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: 100%	2025-26 Percentage of Pupils who have access to standards-aligned materials: 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
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 2025 Facility Inspection Tool (FIT): "Exemplary"	Overall rating on 2026 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%	2025-26 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	2025-26 100% 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.
1.6	Distance from Standard Results CAASPP Math and ELA Source: CA School Dashboard	2023 CA School Dashboard English Language Arts: All: (+6.3) ELs: (-93.4) SED: (-0.3) SWD: (-110.8)	2024 CA School Dashboard English Language Arts: All: (-14.3 pts) ELs: (-97.7 pts) SED: (-19.5 pts)	2025 CA School Dashboard English Language Arts: All: +2.2 pts ELs: -96.9 pts SED: -3.0 pts	2026 CA School Dashboard English Language Arts: All: (+15.3 pts) ELs: (-73.4 pts) SED: (+11.3 pts)	CA School Dashboard English Language Arts: All: (-4.1 pts) ELs: (-3.5 pts)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of students who met or exceeded standard CAST- Science Source: CA School Dashboard- Other Reports (Priority 4A)	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)	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	SWD: -98.5 pts Math: All: -86.5 pts. ELs: -136.6 pts. SED: -91.9 pts. SWD: -154.8 pts Science: All: 48.4 pts. ELs: 40.7 pts. SED: 47.6 pts SWD: 40.7 pts All: 21.5% met or exceeded standard ELs: 1.2% met or exceeded standard SED: 18.9% met or exceeded standard SWD: 0.4% met or exceeded standard	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 exceeded standard) SWD: (20.88%)	SED: (-2.7 pts) SWD: (+12.3 pts) Math: All: (+25.2 pts) ELs: (+45.6 pts) SED: (+25.7 pts) SWD: (+28.6 pts) Science: All: (+6.1%) ELs: (+0.23%) SED: (+5.07%) SWD: (-5.48%)
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%) SED: (28.84%) SWD: (4.44%)	2025 CA School Dashboard Percentage of students completed A-G Course requirements: All: (24.3%) ELs: (0%) SED: (26%) SWD: (0%)	2026 CA School Dashboard Percentage of students completed A-G Course requirements: All: (31.6%) ELs: (15.4%) SED: (29.5%) SWD: (19.9%)	CA School Dashboard Percentage of students completed A-G Course requirements: All: (+0.7%) ELs: (-3.4%) SED: (+5.5%) SWD: (-4.9%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%)	2025 CA School Dashboard Percentage of students completing at least one CTE Pathway All: (35.4%) ELs: (33%) SED: (36%) SWD: (15%) Hispanic (IHS): 3%	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: (+29.65%) ELs: (+33%) SED: (+31.39%) SWD: (+12.8%) Hispanic (IHS): +3%
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%)	2025 CA School Dashboard Percentage of pupils meeting A-G Requirements and percentage of pupils completing at least one CTE Pathway All: (6.8%) ELs: (3.8%) SED: (6.9%) SWD: (2.6%)	2026 CA School Dashboard Percentage 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: (+3.2%) ELs: (+2.9%) SED: (+3%) SWD: (+2.6%)
1.10	Percentage of students making progress toward English proficiency as measured by the English Language Progress Indicator (ELPI) Source: CA School Dashboard (Priority 4E)	2023 CA School Dashboard Percentage of students making progress toward English proficiency as measured by the English Language Progress Indicator (ELPI): 32.5% making progress	2024 CA School Dashboard Percentage of students making progress toward English proficiency as measured by the English Language Progress Indicator (ELPI):	2025 CA School Dashboard Percentage of students making progress toward English proficiency as measured by the English Language Progress Indicator	2026 CA School Dashboard Percentage of students making progress toward English proficiency as measured by the English Language Progress Indicator	CA School Dashboard Percentage of students making progress toward English proficiency as measured by the English Language Progress Indicator (ELPI):

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			39.4% making progress	(ELPI): 49.4% making progress	(ELPI): 40% making progress	(+16.9%)
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 who are being reclassified as Fluent English Proficient (6.27%)	2024 - 25 Percentage of students who are being reclassified as Fluent English Proficient (12.28%)	2025 - 26 Percentage of students who are being reclassified as Fluent English Proficient (11.54%)	2026-27 Percentage of students who are being reclassified as Fluent English Proficient (12.27%)	Percentage of students who are being reclassified as Fluent English Proficient (+5.27%)
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%	2025 CA School Dashboard Percentage of students passing the AP Exam (Score of 3 or higher): 63%	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: (+23%)
1.13	Freshman Academy Summer School Attendance Rate (AERIES SIS) Summer School (Returning Students) Attendance Rate (AERIES SIS) Source: Local indicator - Aeries SIS (Priority 8)	Freshman Academy Summer School 2023 - Attendance Rate: 86.6% Summer School (Returning Students) Attendance Rate: 82.48%	2024 Freshman Academy Summer School Attendance Rate: 76.5% 2024 Summer School (Returning Students) Attendance: 74.69%	Freshman Academy Summer School 2025 Attendance Rate: 87.57% Summer School 2025 Attendance (Returning Students) Rate: 75.81%	Freshman Academy Summer School Attendance Rate: 80% or higher 2026-27 Summer School (Returning Students) Attendance Rate: 80%	Freshman Academy Summer School Attendance Rate:(-0.97%) Summer School (Returning Students) Attendance (-6.67%)
1.14	Attendance Rate (AERIES SIS)	2023-24 Attendance Rate: All: 93% ELs: 91%	2024-25 Attendance Rate: All: 95.56% ELs: 93%	2025-26 Attendance Rate: All: 94.05% ELs: 92.8%	2026-27 Attendance Rate: All: 94%	Attendance Rate: All: +1.05% ELs: +1.8% SED: +1.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Local Indicator - Aeries SIS (Priority 5A)	SED: 93% SWD: 90%	SED: 94% SWD: 92%	SED: 94.1% SWD: 90.8%	ELs: 92% SED: 94% SWD: 92%	SWD: +0.8%
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%	2024-25 Chronic Absenteeism Rate: (Spring 2025 - KIDS) All: 17% ELs: 23.7% SED: 17.06% SWD: 26.75%	2025-26 Chronic Absenteeism Rate: (Spring 2026 - KIDS) All: 17% ELs: 23% SED: 19% SWD: 31%	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: -16.7% SED: -9.17% SWD: -9.49%
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%	2025-2026 High School Dropout Rate: All: 0.5% ELs: 1.25% SED: 0.61% SWD: 0.00%	2026-27 High School Dropout Rate: All: under 2% ELs: under 2% SED: under 2% SWD: under 2%	High School Dropout Rate: All: +0.02% ELs: -0.39% SED: +0.19% SWD: +0.00%
1.17	Graduation Rate: Source: CA School Dashboard (Priority 5E)	2023 CA School Dashboard Graduation Rate: All: (90.7%) ELs: (83.8%) SED: (90.6%) SWD: (70.9%)	2024 CA School Dashboard Graduation Rate: All: (92.1%) ELs: (82.2%) SED: (91.7%) SWD: (89.4%)	2025 CA School Dashboard Graduation Rate: All: 92.8% ELs: 90.9% SED: 92.9% SWD: 84.6%	2026 CA School Dashboard Graduation Rate: All: (92.7%) ELs: (90.8%) SED: (92.6%) SWD: (84.9%)	CA School Dashboard Graduation Rate: All: (+2.1%) ELs: (+7.1%) SED: (+2.3%) SWD: (+13.7%)
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%	2025-26 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	Percentage of students who have access to supplemental resources All: No change, on track ELs: No change, on track SED: No change, on track

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					SED: Maintain 98% or above SWD: Maintain 98% or above	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: 90% effectiveness has not been tracked previously	2025 - 26 Wasco Way: Non-Tenured Professional Development Surveys: 90% Staff Professional Development Surveys: 91.3%	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: +91.3%

Goal Analysis [2025-26]

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 outlined in Goal #1 continue to focus on enhancing resources, ensuring compliance, and supporting diverse student needs, with an emphasis on socioeconomically disadvantaged students, English Learners (ELs), and foster/homeless youth. The district maintained its commitment to providing supplemental materials, equipment, supplies, and support services to improve student outcomes and promote a safe, effective learning environment.

Overall, implementation of actions under Goal #1 remained consistent with planned services, and actions were implemented as intended. The district continued to provide and maintain supplemental materials, equipment, supplies, and support agreements that improve learning conditions for all students and ensure the safety of facilities and equipment. This includes partial FTE support for the Director of Programs and District Accounting Supervisor to ensure compliance with state and federal requirements and appropriate allocation of resources. The district sustained a comprehensive system of academic and social-emotional supports, including three Academic Counselors, a lead Social Worker, a School Psychologist, and an Assistant Principal of Student Affairs. These services remained highly utilized by students and staff,

contributing to improved student engagement and well-being and supporting positive outcomes in the Graduation Rate and Chronic Absenteeism indicators.

Ongoing, intentional, job-embedded professional development remained a priority, supported by five Academic Coaches and induction Support Providers. These efforts focused on strengthening instructional practices and building staff capacity to meet the evolving academic and social-emotional needs of students, contributing to improvements in Academic Indicators, particularly in Mathematics and English Language Arts. The district also maintained a range of intervention supports and extended learning opportunities, including intervention classes, 2.0 FTE Instructional Aides, Summer School, Freshman Academy, use of NWEA assessments, and access to early college opportunities. Additional elective sections were funded to enhance student engagement and expand academic choice. While implementation remained consistent, the district increased its focus on improving participation and attendance within these programs, aligning with improvements in Attendance Rates and reductions in Chronic Absenteeism.

Targeted services for English Learners remained a priority, including a 0.5 FTE Language Assessor and 5.0 Instructional Aides providing personalized academic and language support. These services contributed to measurable growth in the English Learner Progress Indicator (ELPI) and supported reclassification and overall academic progress for English Learners, including Long-Term English Learners (LTELs). There were no substantive differences between planned actions and actual implementation; however, the district made strategic refinements in response to student performance data, particularly in the areas of A-G completion, support for Students with Disabilities (SWD), and attendance improvement efforts. Based on analysis of current data trends, the district has identified priority areas for future investment and will incorporate Learning Recovery and Educational Block Grant funds in the 2026–27 school year to further enhance services and address identified performance gaps.

Implemented actions continued to address opportunities to increase or improve services in the following areas:

Action 1.1) Supplemental Resources: The district continued to provide materials, equipment, and operational supports necessary to maintain safe facilities and effective learning environments. Staffing allocations supported compliance and fiscal oversight, ensuring services were implemented as intended.

Action 1.2) Academic & Social Emotional Services: Continued investment in counseling, mental health, and student support services contributed to improved outcomes in the Chronic Absenteeism Indicator and Graduation Rate Indicator, with all student groups maintaining performance at or above target levels and demonstrating positive trends.

Action 1.3) Staff & Curriculum Development & Training: Professional development remained focused on strengthening standards-based instruction and data-informed practices. These efforts supported improvements in the Academic Indicator, particularly in Mathematics and English Language Arts for several student groups.

Action 1.4) Intervention Supports & Extended Learning Opportunities: Intervention programs and extended learning opportunities remained in place to support student achievement and credit attainment. Additional attention was given to increasing student engagement and attendance within these programs, aligning with improvements seen in Attendance Rate and reductions in the Chronic Absenteeism Indicator.

Action 1.5) Increase English Learner Support & Services: Targeted supports for English Learners contributed to measurable growth in the English Learner Progress Indicator (ELPI), reflecting increased progress toward English proficiency.

Action 1.6) Credit Recovery & Academic Counseling for LTELs: The district continued to provide targeted academic planning, monitoring, and intervention supports for Long-Term English Learners (LTELs) through the collaborative efforts of the ELD Coordinator, ELD support staff, and counselors. These efforts included development of individualized four-year graduation plans, LTEL-specific academic tracking and

intervention plans, bilingual credit recovery supports, and ongoing academic monitoring to ensure students remain on track for graduation and college and career readiness. Additional support opportunities, including tutoring, Saturday School, and Summer School, were provided to increase access to intervention and academic acceleration opportunities for LTEL students.

Successes:

The district demonstrated strong performance across multiple state indicators. On the Academic Indicator (Mathematics), all student groups showed significant growth from the baseline year (All Students +25.2 points; ELs +45.6 points; SED +25.7 points; SWD +28.6 points), indicating sustained progress toward meeting or exceeding standards. On the Academic Indicator (English Language Arts), overall performance improved for All Students (+16.6 points) and Students with Disabilities (+12.3 points), with district performance remaining above the state median. The College/Career Indicator (CCI) components showed notable improvement. The percentage of students completing a CTE pathway increased significantly across all student groups (All Students +29.65%; ELs +33%; SED +31.39%; SWD +12.8%), and Advanced Placement (AP) exam pass rates (score of 3 or higher) increased by 23%. The English Learner Progress Indicator (ELPI) increased by 16.9%, reflecting strong progress in language acquisition among English Learners. Positive trends were also observed in Engagement Indicators. Attendance Rates remained above the district target (92–94%) for all student groups, while the Chronic Absenteeism Indicator decreased across all subgroups (All Students -7.88%; ELs -16%; SED -9.7%; SWD -13.74%). The Graduation Rate Indicator remained at or above goal for all student groups, and the Dropout Rate Indicator remained low, below the 2% threshold.

Challenges:

Despite overall positive performance, several areas require continued focus. On the Academic Indicator (English Language Arts), declines were observed for English Learners (-3.5 points) and Socioeconomically Disadvantaged students (-2.7 points), indicating a need for targeted literacy interventions. The district also recognizes that the original three-year ELA growth targets may have been set at an ambitious level and may require recalibration. For the Academic Indicator (Science), changes to the state metric limit direct comparison; however, a significant portion of students remain in the “Standard Nearly Met” performance level, indicating a need to accelerate progress toward meeting standards. Within the College/Career Indicator, A-G completion rates showed mixed results, with improvement for Socioeconomically Disadvantaged students (+5.5%) but declines for English Learners (-3.4%) and Students with Disabilities (-4.9%), highlighting persistent equity gaps in access to and completion of rigorous coursework. While improvements were seen in Engagement Indicators, continued attention is needed to ensure consistent participation in programs such as Freshman Academy and Summer School to sustain gains in attendance and further reduce chronic absenteeism.

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 \$830,496.68 (20.1%) in Goal 1 expenditures. Action 1.2 reflected a material difference of \$213,447.00, with 82.9% of the projected budget expended. Action 1.3 showed a material difference of \$429,846.77, with 56.0% of the budget expended. Action 1.4 had a material difference of \$133,082.50, with 86.0% of projected expenditures realized. Action 1.6 reflected a material difference of \$3,467.20, with 67.1% of the projected budget expended.

These variances were primarily due to the use of one-time funds from multiple funding sources, staffing adjustments, and lower-than-anticipated expenditures for professional development, materials, and intervention supports. In several actions, expenditures were lower than projected due to implementation refinements and reduced demand for certain services and resources throughout the school year.

Actions 1.1 and 1.5 did not show material differences, as expenditures closely aligned with projected budgets. Action 1.1 expended 91.1% of its projected budget, with a variance of \$45,908.00. Action 1.5 expended 98.9% of its projected budget, with a variance of \$4,745.21.

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:

1.4 (Percentage of implementation of CCSS for all students as measured by LEA Classroom Walkthroughs): Results continue to show consistent effective implementation with 100% CCSS implementation.

1.7 (Percentage of students completing A-G Course Requirements): Results were mixed, with slight overall growth (+0.7%) and gains for Socioeconomically Disadvantaged students (+5.5%); however, declines were observed for English Learners (-3.4%) and Students with Disabilities (-4.9%), indicating a continued need for targeted support.

1.8 (Percentage of students completing at least one CTE Pathway): Significant growth was observed across all student groups (All Students +29.65%; ELs +33%; SED +31.39%; SWD +12.8%), demonstrating strong progress in expanding college and career readiness opportunities.

1.17 (Graduation Rate): Graduation rates remained at or above goal for all student groups, indicating sustained positive outcomes.

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 maintained attendance rates above the district target of 92–94%, reflecting strong engagement.

1.15 (Chronic Absenteeism): Significant decreases were observed across all student groups (All Students -7.88%; ELs -16%; SED -9.7%; SWD -13.74%), indicating improved student engagement and effectiveness of supports.

1.16 (High School Dropout Rate): Rates remained low across all student groups and below the 2% threshold.

1.17 (Graduation Rate): Graduation rates remained at or above goal for all student groups, demonstrating sustained positive outcomes.

Action 1.3 – Staff and Curriculum Development and Training:

This action has been effective to partially effective in supporting student progress based on the following metrics:

1.6 (Academic Indicator – CAASPP ELA and Math; CAST Science):

Mathematics: Strong gains were observed across all student groups (All Students +25.2; ELs +45.6; SED +25.7; SWD +28.6), indicating effective instructional practices.

English Language Arts: Growth was seen for All Students (+16.6) and Students with Disabilities (+12.3); however, declines for English Learners (-3.5) and Socioeconomically Disadvantaged students (-2.7) indicate a need for continued focus on literacy instruction.

Science (CAST): Due to changes in the state metric, comparisons are limited; however, many students remain at the “Standard Nearly Met” level, suggesting a need for continued instructional refinement.

1.12 (Percentage of students passing the AP Exam with a score of 3 or higher): Increased by 23%, demonstrating improved access and success in rigorous coursework.

1.17 (Graduation Rate): Graduation rates remained stable at or above goal for all student groups.

1.19 (Staff Professional Development Effectiveness): Staff continues to report high levels of effectiveness in professional development, supporting ongoing instructional improvement.

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 (English Learner Progress Indicator – ELPI): Increased by 16.9%, reflecting strong progress in English language acquisition.
- 1.6 (Academic Indicator – Math and ELA): Continued gains in Mathematics and stabilization/growth in English Language Arts for several student groups indicate the positive impact of intervention supports.
- 1.11 (Percentage of students who are reclassified as Fluent English Proficient): Increased by 5.27% to 11.54% of students who were reclassified.
- 1.15 (Chronic Absenteeism): Decreases across all student groups suggest improved engagement in intervention and extended learning programs.
- 1.17 (Graduation Rate): Graduation rates remained at or above goal, indicating continued effectiveness in supporting credit attainment and completion.

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 (English Learner Progress Indicator – ELPI): Increased by 16.9%, demonstrating strong growth in language acquisition.
- 1.11 (Percentage of students who are reclassified as Fluent English Proficient): Increased by 5.27% to 11.54% of students who were reclassified.
- 1.6 (Academic Indicator – ELA and Math): Significant gains in Mathematics for English Learners (+45.6) and continued progress in English Language Arts for some groups demonstrate positive impact, though continued focus is needed due to the ELA decline (-3.5).
- 1.8 (CTE Pathway Completion): English Learners showed strong growth (+33%), indicating improved access to and completion of college and career pathways.

Action 1.6 - Credit Recovery & Academic Counseling for LTEL's

This action has been effective in supporting student progress based on the following metrics:

- 1.10 (English Learner Progress Indicator – ELPI): Increased by 16.9%, reflecting strong progress in English language acquisition.
- 1.11 (Percentage of students who are reclassified as Fluent English Proficient): Increased by 5.27% to 11.54% of students who were reclassified.

Overall, the actions outlined in Goal #1 have been effective in supporting student progress across multiple California School Dashboard indicators, particularly in Mathematics achievement, English Learner progress, college and career readiness, and student engagement, while continued refinement and targeted supports are needed to address persistent gaps in English Language Arts and A-G completion for specific student groups.

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, funding for various actions is being adjusted to align with students' needs, current budget constraints, rising costs, and the offset of the Learning Recovery Educational Block Grant and the Student Support & Professional Development Discretionary Block Grant.

Action 1.1 is being increased by \$69,372; action 1.2 is being reduced by \$ 240,615; action 1.3 is being reduced by \$516,380; and action 1.4 is being reduced by \$390,406. Actions are being adjusted to better align with estimated expenses from 25-26

Metrics: All metrics will remain the same.

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 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.	\$640,890.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 conducive to learning. This action addresses the lowest performance level for district Graduation Rate as well as the Wasco High School SWD Graduation Rate.	\$1,487,412.00	Yes
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 opportunities offer targeted support to teachers and staff, enhancing their capacity to address the specific needs of socioeconomically disadvantaged students, English Learners, and Foster/Homeless youth by strengthening overall instructional quality and access to rigorous coursework. Professional development under this action will focus on implementation of the California Mathematics Framework, including vertical alignment of courses, strengthening instructional coherence across grade levels, and the use of research-based instructional practices that promote conceptual understanding, problem-solving, and student engagement in mathematics.	\$479,890.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action is supported with Learning Recovery Emergency Block Grant (LREBG) funds to provide training, collaboration time, and instructional resources aligned to improved mathematics instruction. Although this action is implemented on an LEA-wide basis, it is principally directed toward unduplicated pupils, who experience disproportionately lower achievement in mathematics and require improved access to rigorous, standards-aligned instruction. This action is effective in meeting their needs by strengthening instructional practices, ensuring consistent and aligned curriculum delivery, and increasing access to high-quality math instruction that supports closing achievement gaps. Research supports the use of high-quality professional development and instructional coherence as key drivers of improved student outcomes. Studies (e.g., Darling-Hammond et al., 2017) show that sustained, job-embedded professional learning focused on content and pedagogy leads to measurable gains in student achievement, particularly in mathematics. Progress will be monitored using the following metric: 1.6 Distance from Standard – CAASPP Mathematics		
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, access to early college opportunities, and Student Nest tutoring services. Student Nest tutoring will provide targeted small group and one-on-one academic assistance to address unfinished learning and support student achievement in core subject areas. This action is supplemented with \$73,666 of Learning Recovery Emergency Block Grant (LREBG) funds to expand access to intensive, high-dosage tutoring. Academic Support Programs, including Summer School, Freshman Academy, Student Nest tutoring, expenditures, monitoring tools, and early college options by increasing credit recovery, instructional support, and elective choices beyond what could be provided with base funding alone. Intervention supports and extended learning opportunities play a crucial	\$819,775.00	Yes

Action #	Title	Description	Total Funds	Contributing
		role in leveling the playing field for socioeconomically disadvantaged, English Learners, and Foster/Homeless youth. This action is principally directed toward unduplicated pupils, including socioeconomically disadvantaged students, English Learners, and Foster/Homeless youth, who are disproportionately represented among students experiencing unfinished learning and credit deficiencies. The targeted tutoring support is effective in meeting their needs by providing increased instructional time, individualized assistance, and focused intervention beyond what is provided to all students. Research supports the use of high-dosage tutoring as an evidence-based strategy for accelerating student learning. Studies (e.g., Annenberg Institute, 2021) demonstrate that small-group and one-on-one tutoring significantly improves academic outcomes, particularly for students experiencing learning loss. Progress will be monitored using the following metric: 1.17 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 LTELs 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 LTELs. In addition, the district will provide ongoing professional development focused on implementation of the California ELD Roadmap. This includes integrated and designated ELD strategies, scaffolding techniques, and	\$456,167.00	Yes

Action #	Title	Description	Total Funds	Contributing
		instructional practices designed to improve outcomes for English learners. This action is supported with Learning Recovery Emergency Block Grant (LREBG) funds to strengthen staff capacity and improve instructional delivery for English Learners. This action is principally directed toward English Learners, including Long-Term English Learners, as they require additional language development support, progress monitoring, and targeted instructional strategies to achieve English proficiency and academic success. The combination of direct services and professional development is effective in meeting their needs by improving instructional quality, ensuring appropriate placement and monitoring, and accelerating progress toward reclassification. Research supports the implementation of the California ELD Roadmap and targeted language development strategies, demonstrating that integrated ELD instruction and ongoing teacher professional learning significantly improve language acquisition and academic outcomes for English Learners (CDE ELD Roadmap; Goldenberg, 2013). Progress will be monitored using the following metric: 1.10 Percentage of students making progress toward English proficiency (ELPI)		
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.	\$9,532.00	Yes

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%)	2025 CA Dashboard Percentage of Students enrolled in a Dual-Enrollment Course: All - (48.5%) ELL's - (39.9%) SED - (46%) SWD - (33%)	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 - (+16.21%) ELL's - (+27.24%) SED - (+16.41%) SWD - (+19.45%) 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) - (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%	25/26 Percentage of students enrolled in a CTE pathway All - 29.1%	2026-27 Percentage of students enrolled in a CTE pathway All - 38.7%	Percentage of students enrolled in a CTE pathway (-4.6%)
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 - 2025 Percentage of students who have access to digital supplemental resources: All - 100% ELL's - 100% SED - 100% SWD - 100%	2025 - 2026 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. Source: Local Indicator - SPED Coordinator Reports 2024 (Priority 7C)	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%	2025-2026 Percentage of SWDs are served inside of the regular classroom for at least 80% of the day - 75.9%	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 - (-9.5%) above target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%	2025-26 Percentage of students from the Ag Academy cohort who graduate with their AA/AS: 80.5%	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: 80.5% (-18% from baseline)
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)	2025 CA School Dashboard CCI All: 45.8% Prepared ELLs: 24.0% Prepared SED: 44.3% Prepared SWD: 12.8% 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 - (+11.2%) ELL's - (+15.9%) SED - (+12.34%) SWD - (+7.4%)
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%	2023-24 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 SED - No changes, on target SWD - No changes, on target
2.8	Based on % construction progress of the facilities action for Enhancing Facilities for	2025-2026 Baseline A- Planning and Design - No	25-26 Baseline Year	2025-2026 Baseline	2026-2027 A- Planning and Design - Yes	25-26 Baseline Year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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)	B-Permitting and Approvals - No C-Ground Breaking and Site Preparation - No D- Construction and Structural Development- No Total % complete: 0%		A- Planning and Design - Yes B-Permitting and Approvals - Yes C-Ground Breaking and Site Preparation - Yes D- Construction and Structural Development- No Total % complete: 40%	B-Permitting and Approvals - Yes C-Ground Breaking and Site Preparation - Yes D- Construction and Structural Development- Yes Total % complete: 75%	Total % complete: +40%

Goal Analysis [2025-26]

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 a broad course of study, college- and career-readiness opportunities, and technology resources, with an emphasis on equitable access for English Learners (ELs), Socioeconomically Disadvantaged (SED) students, and Students with Disabilities (SWD). The district remains committed to preparing all students for postsecondary success through expanded course offerings, Career Technical Education (CTE) pathways, dual-enrollment opportunities, and access to technology and infrastructure.

Overall, implementation of actions under Goal #2 remained consistent with planned services, and actions were implemented as intended. There were no substantive differences between planned actions and actual implementation. The district continued to provide college and career services through a full-time Career Guidance Technician, offering college field trips, financial aid workshops, and career exploration

opportunities to support postsecondary planning for all students. The district also maintained a broad course of study through the support of additional teaching staff, allowing for smaller class sizes and increased access to rigorous and diverse coursework. This continued investment supports equitable access to academic pathways and contributes to improved college and career-readiness outcomes. Career pathway development remained a priority through the Ag Career Academy and CTE programs. The district continued to provide staffing and resources to support hands-on learning experiences, internships, and opportunities for students to earn college credit. These efforts contributed to improved outcomes on the College/Career Indicator (CCI), demonstrating increased student preparedness. The district sustained its commitment to technology access and infrastructure, ensuring that all students maintained 1:1 Chromebook access and 100% access to digital supplemental resources. Technology staff continued to support network infrastructure, device maintenance, and instructional access, ensuring equitable learning opportunities for all student groups. Additionally, the district continued progress on facilities and infrastructure projects, with planning, permitting, and site preparation completed. Construction and structural development are in progress, with overall project completion at approximately 40%.

Implemented actions continued to address opportunities to increase or improve services in the following areas:

Action 2.1) College & Career Services – The district continued to provide college and career readiness supports through counseling, workshops, and career exploration opportunities. These services contributed to increased participation in dual-enrollment courses across most student groups.

Action 2.2) Broad Course of Study, Appropriate Class Sizes, and Additional Course Offerings – Continued investment in staffing supported access to a broad course of study and smaller class sizes, promoting equity and increasing student access to rigorous coursework.

Action 2.3) Ag Career Academy – The Ag Career Academy continued to provide targeted support, training, and real-world experiences for students, particularly benefiting unduplicated pupil groups through structured career preparation opportunities.

Action 2.4) CTE Pathways – The district maintained multiple CTE pathways supported by a CTE Coordinator, providing students with access to career-aligned coursework, internships, and college credit opportunities.

Action 2.5) Technology Devices, Resources, Connectivity, Infrastructure, and Support Services – The district maintained full implementation of 1:1 devices and digital access, supported by technology staff to ensure consistent connectivity and instructional access for all students.

Action 2.6) Enhancing Facilities for Comprehensive College and Career Technical Education Pathways - The district continued progress toward expanding Career Technical Education (CTE) facilities by developing a modern CTE classroom at the AG Farm to support hands-on learning, student engagement, and career readiness. Ongoing planning, permitting, and site preparation efforts support increased access to industry-aligned coursework, certifications, and real-world learning opportunities, particularly for English Learners, Socioeconomically Disadvantaged students, and foster/homeless youth.

Successes:

The district demonstrated progress across several College/Career and access-related indicators. The percentage of students enrolled in dual-enrollment courses (Metric 2.1) increased across all student groups except for Hispanic students at Independence High School (IHS), where participation remained at 0% due to programmatic limitations within the alternative education setting. The College/Career Indicator (CCI) (Metric 2.6) showed considerable improvement across all student groups (All Students: 45.8% Prepared; ELs: 24.0%; SED: 44.3%; SWD: 12.8%), reflecting increased readiness for postsecondary success.

The district maintained 100% access to digital supplemental resources (Metric 2.3) and 1:1 Chromebook access (Metric 2.7) across all student groups, ensuring equitable access to instructional technology. Facilities and infrastructure efforts also progressed, with key milestones completed in planning, permitting, and site preparation, supporting long-term improvements to learning environments.

Challenges:

Despite progress, several challenges remain. Participation in dual-enrollment courses (Metric 2.1) remains a concern at Independence High School, where Hispanic students continue to have limited access due to constraints in the alternative education setting. The percentage of students enrolled in a CTE pathway (Metric 2.2) declined by 2.9% (All Students: 29.1%), indicating a need to re-engage students and expand access to pathway opportunities. The percentage of Students with Disabilities served in the general education setting for at least 80% of the day (Metric 2.4) declined slightly to 75.9%, primarily due to an increased population of students requiring more intensive supports, particularly within the freshman class. The percentage of Students who graduated from the Ag Academy (Metric 2.5) dropped by 10% from the 24-25 school year, but remains strong at 80.5%. This is a four-year cohort that typically loses more students in the Sophomore year. A refocus on early support will help to curtail this decline. Additionally, while infrastructure projects are progressing (Metric 2.6), construction and structural development have not yet begun, and continued monitoring will be necessary to ensure timely completion.

Overall, the actions outlined in Goal #2 have been effective in expanding access to college and career readiness opportunities and technology resources, contributing to improved outcomes in the College/Career Indicator and equitable access measures, while continued efforts are needed to address declines in CTE participation and ensure equitable access to dual-enrollment opportunities for all student groups.

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 \$1,022,957.83 (14.3%) in Goal 2 expenditures. Action 2.2 reflected a material difference of +\$1,456,155.01, with 178.6% of the projected budget expended. Action 2.3 showed a material difference of \$134,105.72, with 76.6% of the budget expended. Action 2.4 had a material difference of \$311,032.12, with 57.5% of projected expenditures realized. Action 2.5 reflected a material difference of \$532,913.75, with 61.8% of the budget expended. Action 2.6 showed a material difference of \$1,655,869.82, with 33.8% of the projected budget expended.

These variances were primarily due to the use of one-time funds from multiple sources, staffing adjustments, evolving implementation timelines, and changes in service needs throughout the school year. Action 2.2 expenditures exceeded projections due to the addition of certificated staff funded under LCAP to expand course offerings, increase sections of high-demand courses, maintain appropriate class sizes, and support dual enrollment opportunities. Rising personnel costs also contributed to the higher-than-anticipated expenditures.

Action 2.4 expenditures were supplemented with Career Technical Education Incentive Grant (CTEIG) funding to support pathway implementation and instructional resources. Action 2.5 expenditures were supplemented with one-time technology funding, while declining enrollment reduced the need for additional technology purchases and services. Additionally, the CTE facilities expansion project supported through Action 2.6 remains in the planning and site preparation phase and has not yet incurred the full level of anticipated construction expenditures.

Action 2.1 did not show a material difference, expending 85.6% of its projected budget, with a variance of \$12,171.43.

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 (All: 48.5%; ELs: 39.9%; SED: 46%; SWD: 33%) except for the "Hispanic" subgroup at IHS, which remains at 0% due to limited access within the alternative education setting.

2.2 (Percentage of students enrolled in a CTE pathway): There was an overall decline of 10% (All Students: 23.7%), indicating a need to increase student participation and access to CTE pathway opportunities.

2.6 (College and Career Indicator): All student subgroups showed considerable growth for this metric (All: 45.8% Prepared; ELs: 24.0%; SED: 44.3%; SWD: 12.8%), indicating improved college and career readiness outcomes.

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 "Hispanic" subgroup at IHS, which remains at 0% due to limited access in the alternative setting.

2.2 (Percentage of students enrolled in a CTE pathway): There was an overall decline of 10% (All Students: 23.7%), indicating a need to increase student participation and access to CTE pathway opportunities.

Action 2.3 - Ag Career Academy: This action has been effective in supporting student progress based on the following metrics:

2.5 (Percentage of students from the Ag Academy cohort who graduate with their AA/AS): This metric continues to prove effective, with 80.5% of the students graduating with their AA/AS. Although this is lower than the 3-year goal, the percentage remains high.

2.6 (College and Career Indicator): All student subgroups showed considerable growth, indicating that participation in structured career pathway programs continues to support college and career readiness.

2.2 (Percentage of students enrolled in a CTE pathway): While overall enrollment declined, programs such as the Ag Career Academy continue to provide targeted opportunities and engagement for participating students.

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 (All: 48.5%; ELs: 39.9%; SED: 46%; SWD: 33%) except for the "Hispanic" subgroup at IHS, which remains at 0% due to limited access within the alternative education setting.

2.2 (Percentage of students enrolled in a CTE pathway): There was an overall decline of 10% (All Students: 23.7%), indicating a need to strengthen recruitment, retention, and access to pathway programs.

2.6 (College and Career Indicator): All student subgroups showed considerable growth (All: 45.8% Prepared; ELs: 24.0%; SED: 44.3%; SWD: 12.8%), demonstrating that students who remain in pathways are benefiting from these programs.

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:

1.17 (Graduation Rate): Graduation rates remained at or above goal for all student groups, indicating sustained positive outcomes.

2.3 (Percentage of students who have access to digital supplemental resources): 100% of students across all subgroups continue to 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 across all subgroups continue to have access to 1:1 Chromebooks, ensuring access to instructional materials and digital platforms.

Action 2.6 - (Enhancing Facilities for Comprehensive College and Career Technical Education Pathways): This action is still in the planning phase and has no direct impact on student outcomes. The metrics that will be measured are listed below as information:

2.2 (Percentage of students enrolled in a CTE pathway): There was an overall decline of 10% (All Students: 23.7%), indicating a need to increase student participation and access to CTE pathway opportunities.

2.3 (Percentage of students who have access to digital supplemental resources): 100% of students across all subgroups continue to have access to digital supplemental resources to support all courses.

2.6 (College and Career Indicator): All student subgroups showed considerable growth (All: 45.8% Prepared; ELs: 24.0%; SED: 44.3%; SWD: 12.8%), demonstrating that students who remain in pathways are benefiting from these programs.

Implementation Metric:

2.8 (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): 40%

1.3 (Facilities in good repair as measured by the Facility Inspection Tool (FIT).): Overall rating on 2025 Facility Inspection Tool (FIT): "Exemplary"

1.8 (Percentage of students completing at least one CTE Pathway): Significant growth was observed across all student groups (All Students +29.65%; ELs +33%; SED +31.39%; SWD +12.8%), demonstrating strong progress in expanding college and career readiness opportunities.

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 slightly adjusted to address rising costs, except for Action 2.5. which will be reduced by \$494,291. This is due to large initiatives and infrastructure needs that have now been completed. This amount also better aligns with estimated expenditures in the 25-26 school year.

Actions & Metrics: No changes to actions or metrics will be needed.

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	\$76,323.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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 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	\$1,924,166.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.	\$483,429.00	Yes
2.4	CTE Pathways	The WUHSD will provide 2.4 FTE CTE Teacher Salaries and 1.2 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 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,	\$728,574.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.	\$846,854.00	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.	\$1,394,694.13	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	(Positive School Climate Goals) 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)
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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.	2024-2026 Percentage of parents who feel the WUHSD seeks to gain parent input for decision making 100%	2025-2026 Percentage of parents who feel the WUHSD seeks to gain parent input for decision making 90%	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 +90%
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 Meetings	2024-25 Annual Title I Parent Meeting Attendance: 242 2024-25 Number of ELAC/DELAC Meetings: 5 Meetings	2025-26 Annual Title I Parent Meeting Attendance: 243 2024-25 Number of ELAC/DELAC Meetings: 6 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: (+3 parents) Number of ELAC/DELAC Meetings:+1 meeting
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.	2024-2025 Percentage of parents/guardians who complete the Post-IEP Survey: 80%	2025-2026 Percentage of parents/guardians who complete the Post-IEP Survey: 70%	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: 70%
3.4	Suspension Rate Source: CA School Dashboard (Priority 6A)	CA School Dashboard Suspension Rate: All - 0% ELL's - 0% SED - 0% SWD - 0%	2024 CA School Dashboard Suspension Rate: All - 0% ELL's - 0% SED - 0% SWD - 0%	2025 CA School Dashboard Suspension Rate: All: 0% ELLs: 0% SED: 0% SWD: 0%	2026 CA School Dashboard Maintain a Suspension Rate of 2% or less All - 2% or less ELL's - 2% or less	CA School Dashboard Suspension Rate: All -No Change, on track ELL's -No Change, on track

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					SED - 2% or less SWD - 2% or less	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%	2025-26 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%	Percentage of Students that participated in the School Connectedness Survey: 88.71%	2026-27 Percentage of Students that participated in the School Connectedness Survey : 75%	Percentage of Students that participated in the School Connectedness Survey: +18.83%
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 measured and added starting 25/26) LTEL Workshop Survey Feedback 0% (Never been measured and added starting 25/26)	Number of LTEL Family Workshops 6 LTEL Workshop Survey Feedback 70%	Number of LTEL Family Workshops:3 LTEL Workshop Survey Feedback 80%	Number of LTEL Family Workshops: 6 LTEL Workshop Survey Feedback: 70%

Goal Analysis [2025-26]

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 outlined in Goal #3 continue to support the development of a positive school culture that promotes the holistic success of students and staff. The district prioritizes campus safety, student engagement, and meaningful involvement of educational partners to ensure a learning environment that is safe, inclusive, and conducive to academic and social-emotional growth. Emphasis remains on strengthening relationships with families and educational partners to support student achievement and overall well-being.

Overall, implementation of actions under Goal #3 remained consistent with planned services, and actions were implemented as intended. There were no substantive differences between planned actions and actual implementation. The district continued to provide campus safety, attendance monitoring, and health services through key personnel, including a District Safety Officer, an Attendance Monitor, a Campus Supervisor, and a District Nurse. These services contributed to maintaining a safe school environment, as reflected in suspension and expulsion rates remaining at 0% districtwide. The district also continued to foster a positive, engaging school environment by supporting activities that promote connections among students, staff, and families. Events such as Back-to-School Night, Freshman Orientation, family engagement nights, assemblies, and extracurricular activities continued to strengthen school culture and student engagement. Parent and educational partner engagement remained a priority, with opportunities provided through the Tiger Parent Club, ELAC/DELAC meetings, and parent education events. These efforts supported increased opportunities for stakeholder input and collaboration, ensuring programs remain responsive to student and family needs.

Implemented actions continued to address opportunities to increase or improve services in the following areas:

Action 3.1) Campus Safety, Security, Attendance Supports, and Services – The district maintained staffing and systems to ensure safe campuses and consistent attendance monitoring, contributing to stable outcomes in suspension and expulsion rates.

Action 3.2) Positive and Engaging School Environment – The district continued to support school-wide activities, events, and programs that promote student engagement, school pride, and connection to the school community.

Action 3.3) Parent & Educational Partner Engagement – The district sustained efforts to increase stakeholder engagement through multiple forums, providing opportunities for input and collaboration while supporting families in navigating academic expectations.

Successes:

The district demonstrated continued success in maintaining a positive school culture and increasing engagement across several measures. The percentage of parents who feel the district seeks input for decision-making (Metric 3.1) remained high at 90%, exceeding the target despite a slight decline from the previous year. Participation in family engagement opportunities continued to grow, including increased attendance at the Annual Title I Parent Meeting (243 participants) and an increase in ELAC/DELAC meetings (6 total) (Metric 3.2), reflecting expanded opportunities for parent involvement. The percentage of parents/guardians completing the Post-IEP Survey (Metric 3.3) remained strong at 70%, exceeding the target and indicating continued engagement among families of Students with Disabilities. The district maintained 0% suspension and expulsion rates (Metrics 3.4 and 3.5), demonstrating continued success in maintaining a safe and supportive school environment. Student engagement improved significantly, as reflected in the School Connectedness Survey participation rate (Metric 3.6), which increased by 18.71% to 88.71%, indicating stronger student voice and participation. Additionally, the district expanded

engagement opportunities for Long-Term English Learner (LTEL) families, implementing 6 LTEL Family Workshops (Metric 3.7) with 70% positive feedback, establishing a new baseline for future growth.

Challenges:

Despite overall positive outcomes, several challenges remain. The percentage of parents who feel the district seeks input for decision-making (Metric 3.1) declined by 10% from the previous year, indicating a need to strengthen outreach and communication efforts. Similarly, participation in the Post-IEP Survey (Metric 3.3) declined by 10%, suggesting an opportunity to increase engagement strategies for families of Students with Disabilities. While participation in engagement activities increased, continued efforts are needed to ensure sustained and representative participation across all student groups and families. Additionally, as new measures such as LTEL Family Workshops are implemented, the district will need to continue building awareness and participation to ensure these efforts have a broad and lasting impact.

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 difference of \$110,659.29 (7.1%) in Goal 3 expenditures. Action 3.1 reflected a difference of \$67,677.84, with 105.9% of the projected budget expended. Action 3.2 showed a difference of \$33,470.62, with 112.0% of the budget expended. Action 3.3 had a difference of \$9,510.83, with 106.8% of projected expenditures realized.

These variances were primarily due to minor fluctuations in personnel, operational, and program implementation costs compared to projected budgets, including increased expenses related to student engagement activities, campus support services, and parent outreach efforts.

Actions 3.1, 3.2, and 3.3 did not show material differences, as expenditures remained closely aligned with projected budgets and supported the continued implementation of planned services and activities.

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 of 0%, well below the 2% threshold.

3.5 (Expulsion Rate): All student subgroups maintained an expulsion rate of 0%, continuing to reflect a safe school environment.

1.14 (Attendance Rate): Attendance rates remained strong across all student groups, maintaining above target levels.

1.15 (Chronic Absenteeism): Significant decreases were observed across all student groups (All Students -7.88%; ELs -16%; SED -9.7%; SWD -13.74%), indicating improved student engagement and effectiveness of supports.

1.16 (High School Dropout Rate): Rates remained low across all student groups and below the 2% threshold.

1.17 (Graduation Rate): Graduation rates remained at or above goal for all student groups, indicating sustained positive outcomes.

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 of 0%.

3.5 (Expulsion Rate): All student subgroups maintained an expulsion rate of 0%.

3.6 (Student Connectedness Survey): Participation increased significantly by 18.71% to 88.71%, indicating improved student engagement and voice.

1.17 (Graduation Rate): Graduation rates remained at or above goal for all student groups.

Action 3.3 - (Parent & Educational Partner Engagement): This action has been partially 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): 90%, representing a 10% decline from the previous year, though still above the target outcome.

3.2 (Annual Title 1 Parent Meeting Attendance / ELAC/DELAC Meetings): Attendance at the Annual Title I Parent Meeting increased slightly (+1 participant), and ELAC/DELAC meetings increased to 6 opportunities, indicating continued access and engagement opportunities for families.

3.3 (Participation Rates for Post-IEP Surveys): Participation declined to 70% (a 10% decrease from the previous year), though it remains above the target, indicating a need to strengthen engagement efforts for families of Students with Disabilities.

3.7 (LTEL Family Workshops): This is a newly established metric, with 6 workshops conducted and 70% positive feedback, establishing a baseline for future growth and engagement.

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, Actions, and Metrics for this goal will remain unchanged.

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 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	\$1,088,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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.	\$328,067.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	\$141,059.00	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 2026–27 school year, with targeted emphasis on improving outcomes for Hispanic students and Socioeconomically Disadvantaged (SED) students through expanded academic supports, intervention services, and college and career readiness opportunities.	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 qualifies for Equity Multiplier funding due to a high percentage of students experiencing educational instability and significant needs in academic achievement and college and career readiness. Recent data shows strong improvement in graduation rate (+9.5%, Green) and English Learner Progress Indicator outcomes (English Learners +14.1% and Long-Term English Learners +16.3%, both Green). However, performance on the College and Career Indicator remains low, with only 2.8% of students identified as “Prepared,” indicating a continued need to strengthen postsecondary readiness.

Wasco Independence High School is a continuation school where many students enroll after experiencing academic challenges, credit deficiencies, or disruptions in their education. As a result, the primary focus for many students is credit recovery and meeting graduation requirements, which may limit participation in traditional college and career readiness pathways. This context requires targeted, flexible supports to address both immediate academic needs and long-term postsecondary goals.

In response, the district is implementing actions focused on credit recovery, individualized academic support, and student engagement, including instructional aide support, expanded tutoring opportunities, and structured credit recovery systems such as Academic Weightroom and Edgenuity. These services are designed to improve academic achievement, graduation outcomes, and English language development, while also supporting students in developing a clear plan for college and career pathways after high school.

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) Source: Local Metric - Aeries SIS (Priority Goal 8)	2023 Passage rate of STDV B3 (BC Dual-enrollment course): All: 0% ELL's: 0% SED: 0% WUHSD has never monitored IHS students enrolling and passing this course.	2024 Passage rate of STDV B3 (BC Dual-enrollment course): All: 64.2% ELL's: 52.0% SED: 62.4% SWD: 100% Hispanic: 60%	202 Passage rate of STDV B3 (BC Dual-enrollment course): All: 67.5% ELL's: 30.3% SED: 75.5% SWD: 60% Hispanic: 40%	2026-27 Passage rate of STDV B3 (BC Dual-enrollment course): All: 60% ELL's - 60% SED - 60% SWD - 60% Hispanic - 60%	Passage rate of STDV B3 (BC Dual-enrollment course): All: +67.5% ELL's: + 30.3% SED: +75.5% SWD: + 60% Hispanic: +40%
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	2025 CA School Dashboard English Language Proficiency Indicator: 49.4% Making Progress	2026 CA School Dashboard English Language Proficiency Indicator: 35.8%	CA School Dashboard English Language Proficiency Indicator: +22.6%
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	2025 Percentage of students who graduate from WIHS All: 85.53% ELL's: 86.96% SED: 84.51% SWD: 100%	2026 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: - +0.73% ELL's: +1.26% SED: -0.19% SWD: +100%
4.4	Percentage of teachers who are appropriately assigned and fully credentialed as	2023-2024 Wasco Independence High	2024-25 Wasco Independence High	2025-26 Wasco Independence High	2026-27 Wasco Independence High	Wasco Independence High

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	measured by Annual Credential Audit Source: Local Indicator - CALPADS Report 4.4 (Priority 1A)	Teachers who are appropriately assigned 100% and fully credentialed 85.6%	Teachers who are appropriately assigned 100% and fully credentialed 85.6%	Teachers who are appropriately assigned 100% and fully credentialed 100%	Teachers who are appropriately assigned 90+% and fully credentialed 90%+	Teachers who are appropriately assigned No Change and fully credentialed: +14.4%

Goal Analysis [2025-26]

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 outlined in Goal 4 (IHS Equity Multiplier Goal) continue to focus on increasing and improving student academic achievement, graduation outcomes, and college and career readiness for students at Wasco Independence High School (WIHS). The district remains committed to addressing the unique needs of continuation high school students through targeted academic interventions, individualized supports, and expanded college and career readiness opportunities.

Overall, implementation of actions under Goal 4 remained consistent with planned services, and actions were implemented as intended. There were no substantive differences in the overall structure of actions; however, implementation continued to be refined based on updated student performance data and educational partner input. The district maintained targeted supports including instructional aides, credit recovery opportunities, individualized intervention supports, Academic Weightroom, 7th Period Edgenuity, and before- and after-school tutoring opportunities. These supports continued to provide students with flexible pathways to recover credits, improve academic performance, and remain on track for graduation. The district also maintained push-in instructional support models and scaffolded instructional practices to better support Students with Disabilities, English Learners, and credit-deficient students. Additional coordination between counseling staff, instructional staff, and intervention personnel continued to strengthen individualized graduation planning and academic monitoring systems. Continued emphasis was placed on increasing access to Career Technical Education (CTE) pathways, dual enrollment opportunities, and career-connected learning experiences to improve college and career readiness outcomes for WIHS students.

Implemented actions continued to address opportunities to increase or improve services in the following areas:

Action 4.1:

Wasco Independence High School continued to provide targeted academic support through instructional aides, credit recovery programs, individualized intervention supports, and scaffolded instructional practices. Continued implementation of Academic Weightroom, 7th Period Edgenuity, and targeted tutoring opportunities supported student credit attainment and academic progress. Professional development support through instructional coaching also continued to strengthen instructional practices and support staff in meeting the diverse academic and social-emotional needs of students.

Successes:

The district demonstrated continued success in improving student outcomes at WIHS across several indicators. The Graduation Rate (Metric 4.3) remained strong across all student groups (All Students: 85.53%; ELs: 86.96%; SED: 84.51%; SWD: 100%), demonstrating continued effectiveness in supporting students toward graduation. Performance on the English Language Proficiency Indicator (ELPI) (Metric 4.2) remained positive, with 49.4% of English Learners making progress toward English proficiency, reflecting continued effectiveness of targeted instructional supports and language development strategies. The district also maintained strong staffing stability and compliance. Teachers who are appropriately assigned and fully credentialed (Metrics 4.1 and 4.4) remained at 100%, ensuring students continued to receive instruction from properly credentialed staff and supporting consistency in instructional delivery. Continued implementation of instructional aide support, push-in instructional models, credit recovery opportunities, and individualized academic monitoring helped maintain strong graduation outcomes and improve access to academic support services for targeted student groups.

Challenges:

Despite continued progress in graduation and instructional support measures, college and career readiness remains an area of ongoing need for WIHS students. Students at the continuation high school continue to experience educational instability, inconsistent attendance, and challenges with student motivation and engagement, which affect academic consistency and long-term postsecondary readiness. Additionally, while English Learners continue to demonstrate progress on the ELPI, continued refinement of instructional supports is necessary to further accelerate language acquisition and improve access to rigorous coursework and postsecondary opportunities. The district also recognizes the continued need to strengthen systems of support for Students with Disabilities and socioeconomically disadvantaged students to ensure sustained progress toward college and career readiness goals.

Overall, the actions and services implemented under Goal 4 have been effective in supporting improved graduation outcomes, English language development, and access to individualized academic supports at WIHS, while continued focus is needed to strengthen college and career readiness outcomes and long-term student engagement for targeted student groups.

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 \$174,607.00 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 - Targeted Academic Intervention, Credit Recovery, and College & Career Readiness Supports: This action has been effective in supporting student progress based on the following metrics:

4.1 (Passage Rate of STDV B3 Dual-Enrollment Course): Significant growth was observed across all student groups compared to the baseline year. In 2024, passage rates increased to 67.5% for All Students, 30.3% for English Learners, 75.5% for Socioeconomically Disadvantaged students, 60% for Students with Disabilities, and 40% for Hispanic students. Current performance levels remain aligned with the district's long-term targets, demonstrating increased access to and success in dual-enrollment opportunities for WIHS students.

4.2 (English Language Proficiency Indicator - ELPI): The percentage of English Learners making progress toward English proficiency increased from 26.8% in 2023 to 49.4% in 2025, demonstrating continued improvement in language acquisition and effectiveness of targeted instructional supports.

4.3 (Percentage of students who graduate from WIHS): Graduation rates improved significantly from 2024 to 2025 across all student groups (All Students: 85.53%; ELs: 86.96%; SED: 84.51%; SWD: 100%), indicating strong progress in supporting students toward graduation completion and credit attainment.

4.4 (Percentage of teachers who are appropriately assigned and fully credentialed): WIHS maintained 100% appropriately assigned teachers and increased fully credentialed staff from 85.6% to 100%, demonstrating improved staffing stability and access to highly qualified instructional staff.

Moving forward, the district will continue to explore and expand opportunities to increase student engagement through Action 4.1, including the continued implementation of Academic Weightroom, 7th Period Edgenuity, expanded tutoring, and instructional aide support, as well as increased access to work-based learning and relevant career pathways. The district will also strengthen coordination between counseling, instructional staff, and support services to support credit recovery and ensure students are prepared with a clear plan for college and career pathways after high school.

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.

There has been a change to the description for Goal 4. The identified student groups have been added to meet the Equity Multiplier Goal requirements.

Based on reflection of prior practice and analysis of current data, the district will continue and refine Goal 4 actions to better align with student needs and improve outcomes in college and career readiness.

While the core actions—Instructional Aide support, Academic Coach services, and credit recovery systems—will remain in place due to their effectiveness in improving graduation and English language proficiency outcomes, the district will enhance implementation by strengthening the connection between credit recovery and postsecondary planning.

The district will continue to explore opportunities to increase student engagement and expand access to college- and career-readiness experiences within the continuation school model. This includes enhancing coordination among counseling, instructional staff, and support services to ensure students not only recover credits but also develop a clear, actionable plan for college and career pathways after graduation.

These refinements are intended to support progress toward the goal of a 10% increase in academic achievement and college- and career-readiness outcomes by the end of the 2026–2027 school year, while maintaining the strong supports that have contributed to improvements in graduation and English learner progress.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Additional Instructional Support	(Equity Multiplier Goal - 7399) 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 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)	\$190,805.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$8,901,285	\$1,132,530

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
39.424%	7.105%	\$1,561,301.66	46.529%

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 prepared requirement. Many students need	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 empower marginalized students to thrive	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
	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	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 were considered prepared. Socioeconomically Disadvantaged students were in the second	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 barriers such as language proficiency, financial constraints, or lack of familial support. By providing	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
	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	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: Broad Course of Study, Appropriate Class Sizes, and Additional Course Offerings Need:	A broad course of study, appropriate class sizes, and additional course offerings positively impact socioeconomically disadvantaged students, English Language Learners (ELLs), and Foster/Homeless youth by providing equitable	Percentage of students enrolled in a CTE Pathway (Metric 2.2)

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
	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	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.	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 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.	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, SED and FY students by enhancing access to early college and rigorous career 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	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
	Parents and students shared the desire for other means to earn a college degree in addition to the Ag Academy. Scope: Schoolwide	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)
2.5	Action: Technology Devices, Resources, Connectivity, Infrastructure and Support Services Need:	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	Percentage of students who have access to digital supplemental resources (Metric 2.3)

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
	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. ELs also have scored in the lowest category (red) for the English Learner Progress Indicator at only 32.5% making progress towards language proficiency.	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 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
	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. Scope: LEA-wide	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)
3.1	Action: Campus Safety, Security, Attendance Supports and Services	School safety, campus security, attendance monitoring, and school nursing services create an environment conducive to learning, which can lead	Student Attendance Rate (Metric 1.14)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: The 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 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%.	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.	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
	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 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%,	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
	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, 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.	Engaged parents, EI, 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 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.	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) 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
	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 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).		

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
	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	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.	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)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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: Limited to Unduplicated Student Group(s)	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 that are being Reclassified as Fluent English Proficient as reported by Kern Integrated Data System (Metric 1.11)
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	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	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
	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. 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)	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.	

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

N/A

Additional Concentration Grant Funding

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

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

2026-27 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	\$22,578,340	\$8,901,285	39.424%	7.105%	46.529%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$10,736,124.13	\$360,113.00	\$0.00	\$0.00	\$11,096,237.13	\$8,162,589.00	\$2,933,648.13

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	\$292,574.00	\$348,316.00	\$640,890.00				\$640,890.00	
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	\$1,485,662.00	\$1,750.00	\$1,487,412.00				\$1,487,412.00	
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	\$317,793.00	\$162,097.00	\$395,793.00	\$84,097.00			\$479,890.00	
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	\$746,109.00	\$73,666.00	\$746,109.00	\$73,666.00			\$819,775.00	
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	\$444,122.00	\$12,045.00	\$444,622.00	\$11,545.00			\$456,167.00	
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	\$8,732.00	\$800.00	\$9,532.00				\$9,532.00	
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 9-12	2024-2027	\$75,323.00	\$1,000.00	\$76,323.00				\$76,323.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	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	\$1,909,166.00	\$15,000.00	\$1,924,166.00				\$1,924,166.00	
2	2.3	Ag Career Academy	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Wasco High School 9-12	2024-2027	\$461,609.00	\$21,820.00	\$483,429.00				\$483,429.00	
2	2.4	CTE Pathways	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Wasco High School 9-12	2024-2027	\$619,513.00	\$109,061.00	\$728,574.00				\$728,574.00	
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	\$340,115.00	\$506,739.00	\$846,854.00				\$846,854.00	
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	\$1,394,694.13	\$1,394,694.13				\$1,394,694.13	
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	\$970,035.00	\$118,565.00	\$1,088,600.00				\$1,088,600.00	
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	\$191,097.00	\$136,970.00	\$328,067.00				\$328,067.00	
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	\$109,934.00	\$31,125.00	\$141,059.00				\$141,059.00	
4	4.1	Additional Instructional Support	All	No			Specific Schools: Wasco Independence High School 11th - 12th	2024-2027	\$190,805.00	\$0.00	\$0.00	\$190,805.00			\$190,805.00	

2026-27 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
\$22,578,340	\$8,901,285	39.424%	7.105%	46.529%	\$10,736,124.13	0.000%	47.551 %	Total:	\$10,736,124.13
								LEA-wide Total:	\$9,798,541.13
								Limited Total:	\$454,154.00
								Schoolwide Total:	\$1,212,003.00

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	\$640,890.00	
1	1.2	Academic and Social Emotional (SEL) Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,487,412.00	
1	1.3	Staff and Curriculum Development and Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$395,793.00	
1	1.4	Intervention Supports and Extended Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$746,109.00	
1	1.5	Increase English Learner Supports and Services	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	\$444,622.00	
1	1.6	Credit Recovery & Academic Counseling for LTEL's	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$9,532.00	

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	\$76,323.00	
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	\$1,924,166.00	
2	2.3	Ag Career Academy	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Wasco High School 9-12	\$483,429.00	
2	2.4	CTE Pathways	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Wasco High School 9-12	\$728,574.00	
2	2.5	Technology Devices, Resources, Connectivity, Infrastructure and Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$846,854.00	
2	2.6	Enhancing Facilities for Comprehensive College and Career Technical Education Pathways	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,394,694.13	
3	3.1	Campus Safety, Security, Attendance Supports and Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,088,600.00	
3	3.2	Positive and Engaging School Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$328,067.00	
3	3.3	Parent & Educational Partner Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$141,059.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$12,996,848.00	\$11,142,166.35

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)
1	1.1	Supplemental Resources and Supports	Yes	\$516,455.00	\$509,534.09
1	1.2	Academic and Social Emotional (SEL) Services	Yes	\$1,244,762.00	\$1,031,314.72
1	1.3	Staff and Curriculum Development and Training	Yes	\$976,314.00	\$546,467.23
1	1.4	Intervention Supports and Extended Learning Opportunities	Yes	\$949,091.00	\$832,115.26
1	1.5	Increase English Learner Supports and Services	Yes	\$425,730.00	\$420,984.79
1	1.6	Credit Recovery & Academic Counseling for LTEL's	Yes	\$10,527.00	\$7,059.80
2	2.1	College and Career Services	Yes	\$84,510.00	\$72,338.57
2	2.2	Broad Course of Study, Appropriate Class Sizes, and Additional Course Offerings	Yes	\$1,853,581.00	\$3,309,736.01
2	2.3	Ag Career Academy	Yes	\$572,890.00	\$438,784.28
2	2.4	CTE Pathways	Yes	\$731,318.00	\$420,285.88

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Technology Devices, Resources, Connectivity, Infrastructure and Support Services	Yes	\$1,395,050.00	\$862,136.25
2	2.6	Enhancing Facilities for Comprehensive College and Career Technical Education Pathways	Yes	\$2,500,000.00	\$844,130.18
3	3.1	Campus Safety, Security, Attendance Supports and Services	Yes	\$1,142,676.00	\$1,210,353.84
3	3.2	Positive and Engaging School Environment	Yes	\$279,068.00	\$312,538.62
3	3.3	Parent & Educational Partner Engagement	Yes	\$140,269.00	\$149,779.83
4	4.1	Additional Instructional Support	No	\$174,607.00	\$174,607.00

2025-26 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)
8,672,711	\$12,699,586.00	\$10,967,559.35	\$1,732,026.65	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	\$516,455.00	\$509,534.09		
1	1.2	Academic and Social Emotional (SEL) Services	Yes	\$1,244,762.00	\$1,031,314.72		
1	1.3	Staff and Curriculum Development and Training	Yes	\$976,314.00	\$546,467.23		
1	1.4	Intervention Supports and Extended Learning Opportunities	Yes	\$949,091.00	\$832,115.26		
1	1.5	Increase English Learner Supports and Services	Yes	\$425,730.00	\$420,984.79		
1	1.6	Credit Recovery & Academic Counseling for LTEL's	Yes	\$10,527.00	\$7,059.80		
2	2.1	College and Career Services	Yes	\$84,510.00	\$72,338.57		
2	2.2	Broad Course of Study, Appropriate Class Sizes, and Additional Course Offerings	Yes	\$1,853,581.00	\$3,309,736.01		
2	2.3	Ag Career Academy	Yes	\$572,890.00	\$438,784.28		
2	2.4	CTE Pathways	Yes	\$608,663.00	\$420,285.88		
2	2.5	Technology Devices, Resources, Connectivity, Infrastructure and Support Services	Yes	\$1,395,050.00	\$862,136.25		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.6	Enhancing Facilities for Comprehensive College and Career Technical Education Pathways	Yes	\$2,500,000.00	\$844,130.18		
3	3.1	Campus Safety, Security, Attendance Supports and Services	Yes	\$1,142,676.00	\$1,210,353.84		
3	3.2	Positive and Engaging School Environment	Yes	\$279,068.00	\$312,538.62		
3	3.3	Parent & Educational Partner Engagement	Yes	\$140,269.00	\$149,779.83		

2025-26 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)
21,974,869	8,672,711	17.548	57.014%	\$10,967,559.35	0.000%	49.910%	\$1,561,301.66	7.105%

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, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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 32627(d).

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

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024