

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Woodlake Unified School District

CDS Code: 54767940000000

School Year: 2024-25

LEA contact information:

Rick Rodriguez

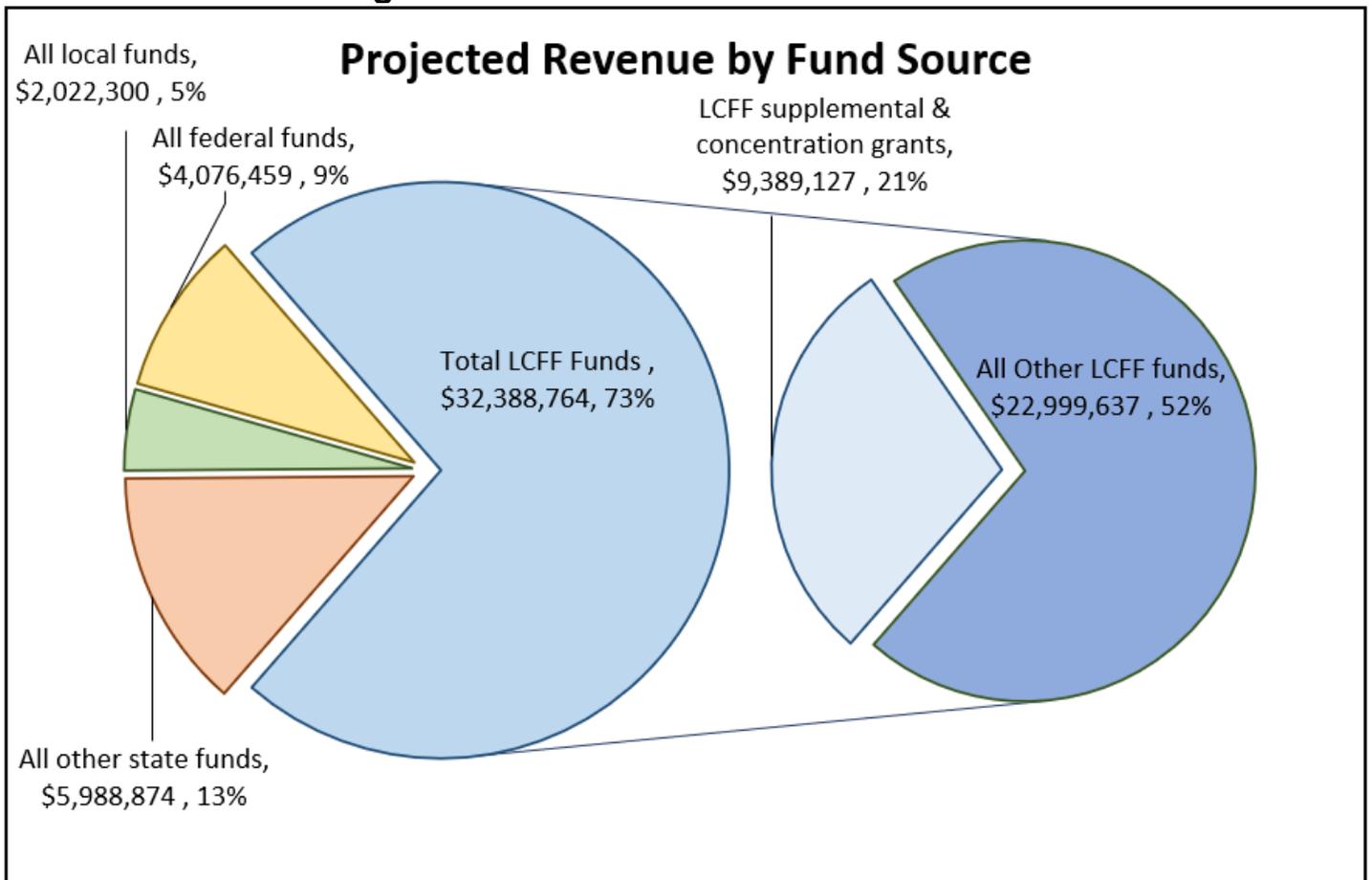
Assistant Superintendent

rrodriguez@w-usd.org

559-564-8081

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

Budget Overview for the 2024-25 School Year

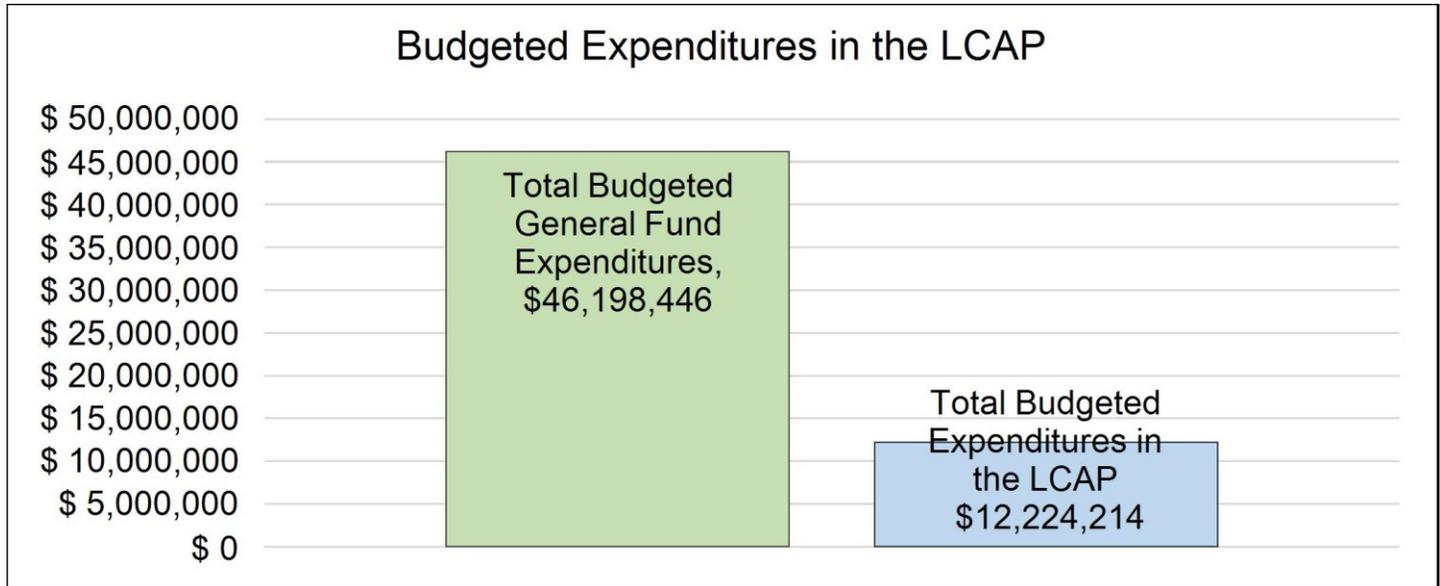


This chart shows the total general purpose revenue Woodlake Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Woodlake Unified School District is \$44,476,397, of which \$32,388,764 is Local Control Funding Formula (LCFF), \$5,988,874 is other state funds, \$2,022,300 is local funds, and \$4,076,459 is federal funds. Of the \$32,388,764 in LCFF Funds, \$9,389,127 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 Woodlake Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Woodlake Unified School District plans to spend \$46,198,446 for the 2024-25 school year. Of that amount, \$12,224,214 is tied to actions/services in the LCAP and \$33,974,232 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

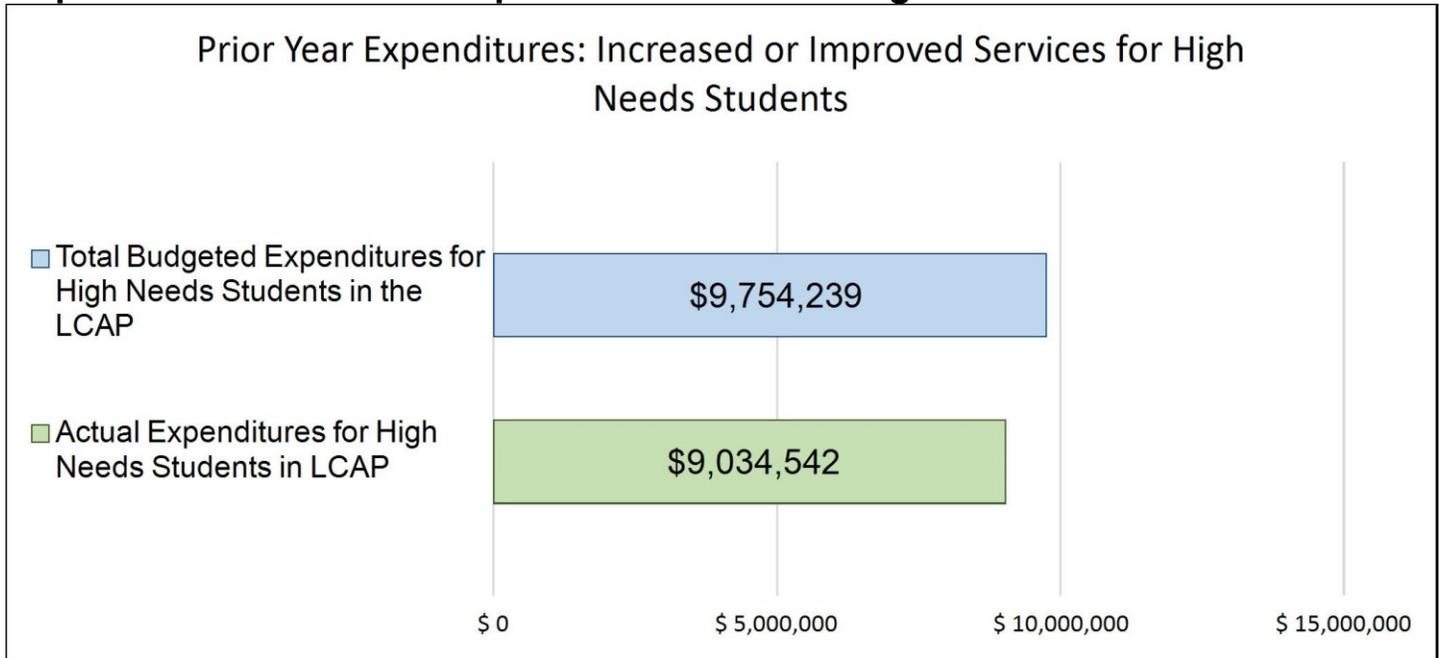
The budgeted expenditures that are not included in the LCAP will be used for the maintaining district operations including transportation services, facility and grounds, office and other school personnel.

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

In 2024-25, Woodlake Unified School District is projecting it will receive \$9,389,127 based on the enrollment of foster youth, English learner, and low-income students. Woodlake Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Woodlake Unified School District plans to spend \$10,797,562 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

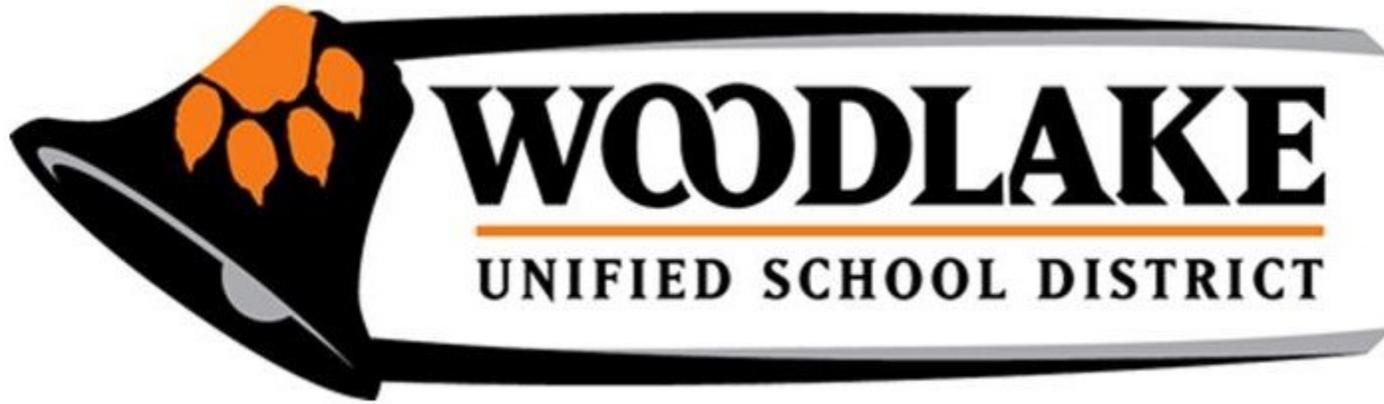


This chart compares what Woodlake Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Woodlake Unified School District estimates it has spent on actions and services that contribute to increasing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

The text description of the above chart is as follows: In 2023-24, Woodlake Unified School District's LCAP budgeted \$9,754,239 for planned actions to increase or improve services for high needs students. Woodlake Unified School District actually spent \$9,034,542 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$719,697 had the following impact on Woodlake Unified School District's ability to increase or improve services for high needs students:

There was no impact on the ability of WUSD to increase or improve services for high needs students. A significant portion of the difference was due to several facility projects (HVAC, water filling stations) not being completed and will carry over to the 2024-25 fiscal year.



2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Woodlake Unified School District	Rick Rodriguez Assistant Superintendent	rrodriguez@w-usd.org 559-564-8081

Goals and Actions

Goal

Goal #	Description
1	Woodlake Unified School District will prepare students to demonstrate grade level academic proficiency and college/career readiness upon graduation.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Measure: Developmental Reading Assessment	62% on grade level (2019)	43.1% (spring 2022)	46.6% (2023)	55.9% (2024)	48.2% on grade level
CA Dashboard: English Language Arts Performance	<p>WUSD: 43.3 points below standard (2019)</p> <p>Grades 3-5: 53.4 points below standard (2019)</p> <p>Grades 6-8: 57.9 points below standard (2019)</p> <p>Grade 11: 45 points above standard (2019)</p>	<p>State law has suspended the reporting of state indicators on the 2021 CA Dashboard</p> <p>Updated data from 2022 CA Dashboard:</p> <p>WUSD: 62.2 points below standard (2022)</p> <p>Grades 3-5: 57.9 points below standard (2022)</p> <p>Grades 6-8: 73 points below standard (2022)</p> <p>Grade 11: 48.9 points below standard (2022)</p>	<p>WUSD: 62.2 points below standard (2022)</p> <p>Grades 3-5: 57.9 points below standard (2022)</p> <p>Grades 6-8: 73 points below standard (2022)</p> <p>Grade 11: 48.9 points below standard (2022)</p>	<p>WUSD: 57.7 points below standard (2023)</p> <p>Grades 3-5: 56.6 points below standard (2023)</p> <p>Grades 6-8: 76.9 points below standard (2023)</p> <p>Grade 11: 12.2 points above standard (2023)</p>	<p>WUSD: 52.2 points below standard</p> <p>Grades 3-5: 47.9 points below standard</p> <p>Grades 6-8: 63 points below standard</p> <p>Grade 11: 38.9 points below standard</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard: Mathematics Performance	<p>WUSD: 74.7 points below standard (2019)</p> <p>Grades 3-5: 59.4 points below standard (2019)</p> <p>Grades 6-8: 83.3 points below standard (2019)</p> <p>Grade 11: 91 points below standard (2019)</p>	<p>State law has suspended the reporting of state indicators on the 2021 CA Dashboard</p> <p>Updated data from 2022 CA Dashboard:</p> <p>WUSD: 106.7 points below standard (2022)</p> <p>Grades 3-5: 81.8 points below standard (2022)</p> <p>Grades 6-8: 120.3 points below standard (2022)</p> <p>Grade 11: 144 points below standard (2022)</p>	<p>WUSD: 106.7 points below standard (2022)</p> <p>Grades 3-5: 81.8 points below standard (2022)</p> <p>Grades 6-8: 120.3 points below standard (2022)</p> <p>Grade 11: 144 points below standard (2022)</p>	<p>WUSD: 102.3 points below standard (2023)</p> <p>Grades 3-5: 66.1 points below standard (2023)</p> <p>Grades 6-8: 118.4 points below standard (2023)</p> <p>Grade 11: 137.7 points below standard (2023)</p>	<p>WUSD: 96.7 points below standard</p> <p>Grades 3-5: 71.8 points below standard</p> <p>Grades 6-8: 110.3 points below standard</p> <p>Grade 11: 134 points below standard</p>
CDE Dataquest: A-G Completion Rate	<p>WUSD: 48.9% (2020)</p> <p>WHS: 50.8% (2020)</p>	<p>WUSD: 53.4% (2021)</p> <p>WHS: 56.5% (2021)</p>	<p>WUSD: 44% (2022)</p> <p>WHS: 48.3% (2022)</p>	<p>WUSD: 29.4% (2023)</p> <p>WHS: 34.7% (2023)</p>	<p>WUSD: 49%</p> <p>WHS: 53.3%</p>
Local Measure: Percentage of WUSD Students Tested Pass an AP Exam with a Score of 3 or Higher	60% (2020)	54.1% (2021)	33% (2022)	42% (2023)	35%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Measure: WUSD Career Pathway Completion Rate	46% (2020)	48% (2021)	41% (2022)	42.5% (2023)	43%
Local Measure: Percentage of Woodlake High School Students Ready for College English as Measured by the Early Assessment Program	67% (2020)	44.8% (2021)	34% (2022)	22.06% (2023)	36%
Local Measure: Percentage of Woodlake High School Students Ready for College Math as Measured by the Early Assessment Program	18% (2020)	21.9% (2021)	9% (2022)	3.65% (2023)	11%
Local Measure: Percentage Met Standard on Local Math Formative Assessment in K-2	73% (2020)	70.4% (2022)	79.1% (2023)	79.5% (2024)	81.1%
Local Measure: Percentage of Fully Credentialed and Appropriately Assigned Teachers	Fully Credentialed: 89% (2020) Appropriately Assigned: 97% (2020)	Fully Credentialed: 91.6 % (2021) Appropriately Assigned: 96.3% (2021)	Fully Credentialed: 89% (2023) Appropriately Assigned: 96.5% (2023)	Fully Credentialed: 93% (2024) Appropriately Assigned: 97.4% (2024)	Fully Credentialed: 92% Appropriately Assigned: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Measure: Percentage of High School Students Participating in Athletics	45% (2020)	40.6% (2022)	46.6% (2023)	46.1 (2024)	48.6%
Local Measure: Percentage of Middle School Students Participating in Athletics	39% (2019)	34.9% (2022)	38.1% (2023)	45% (2024)	40.1%
Local Measure: Percentage of Students in Grades 3-5 Participating in Athletics	11% (2019)	13.7% (2022)	19.9% (2023)	20% (2024)	21.9%
CA Dashboard: English Language Arts Performance for English Learners	<p>WUSD: 67.1 points below standard (2019)</p> <p>Grades 3-5: 53.4 points below standard (2019)</p> <p>Grades 6-8: 86.5 points below standard (2019)</p> <p>Grade 11: 39.1 points below standard (2019)</p>	<p>State law has suspended the reporting of state indicators on the 2021 CA Dashboard</p> <p>Updated data from 2022 CA Dashboard:</p> <p>WUSD: 82.8 points below standard (2022)</p> <p>Grades 3-5: 64 points below standard (2022)</p> <p>Grades 6-8: 108.5 points below standard (2022)</p>	<p>WUSD: 82.8 points below standard (2022)</p> <p>Grades 3-5: 64 points below standard (2022)</p> <p>Grades 6-8: 108.5 points below standard (2022)</p> <p>Grade 11: 96 points below standard (2022)</p>	<p>WUSD: 89.5 points below standard (2023)</p> <p>Grades 3-5: 67.7 points below standard (2023)</p> <p>Grades 6-8: 119.5 points below standard (2023)</p> <p>Grade 11: 68.1 points below standard (2023)</p>	<p>WUSD: 72.8 points below standard</p> <p>Grades 3-5: 54 points below standard</p> <p>Grade 6-8: 98.5 points below standard</p> <p>Grade 11: 86 points below standard</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Grade 11: 96 points below standard (2022)			
CA Dashboard: Mathematics Performance for English Learners	<p>WUSD: 84.8 points below standard (2019)</p> <p>Grades 3-5: 62 points below standard (2019)</p> <p>Grades 6-8: 99.3 points below standard (2019)</p> <p>Grade 11: 155.5 points below standard (2019)</p>	<p>State law has suspended the reporting of state indicators on the 2021 CA Dashboard</p> <p>Updated data from 2022 CA Dashboard:</p> <p>WUSD: 119.2 points below standard (2022)</p> <p>Grades 3-5: 86.8 points below standard (2022)</p> <p>Grades 6-8: 155 points below standard (2022)</p> <p>Grade 11: 180.5 points below standard (2022)</p>	<p>WUSD: 119.2 points below standard (2022)</p> <p>Grades 3-5: 86.8 points below standard (2022)</p> <p>Grades 6-8: 155 points below standard (2022)</p> <p>Grade 11: 180.5 points below standard (2022)</p>	<p>WUSD: 125.9 points below standard (2023)</p> <p>Grades 3-5: 72.1 points below standard (2023)</p> <p>Grades 6-8: 164.5 points below standard (2023)</p> <p>Grade 11: 194.8 points below standard (2023)</p>	<p>WUSD: 109.2 points below standard</p> <p>Grades 3-5: 76.8 points below standard</p> <p>Grade 6-8: 145 points below standard</p> <p>Grade 11: 170.5 points below standard</p>
CA Dashboard: College/Career Indicator Prepared Level Percentage	<p>WUSD: 45.3% (2020)</p> <p>ELs: 15.4% (2020)</p>	<p>State law has suspended the reporting of state indicators on the 2021 CA Dashboard</p>	<p>WUSD: 55.1% (2022, local data)</p> <p>ELs: 31.3% (2022, local data)</p>	<p>WUSD: 47.5% (2023, CA Dashboard)</p> <p>ELs: 20.7% (2023, CA Dashboard)</p>	<p>WUSD: 59.1%</p> <p>EL's: 35.3%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard: English Language Arts Performance for Students with Disabilities	125.7 points below standard (2019)	State law has suspended the reporting of state indicators on the 2021 CA Dashboard Updated data from 2022 CA Dashboard: WUSD: 152.9 points below standard (2022)	WUSD: 152.9 points below standard (2022)	WUSD: 138.9 points below standard (2023)	142.9 points below standard
Local Measure: Percentage Above Standards on Grade 3-5 Math Interim Assessment Blocks (IAB and FIAB)	Grade 3: Four Operations 4% (2023) Grade 3: Multiply and Divide within 100 35% (2023) Grade 3: Number Operations - Fractions 35% (2023) Grade 4: Factors & Multiples FIAB 21% (2022) Grade 4: Place Value & Operations FIAB 15% (2022) Grade 4: Number & Operations in Base Ten IAB 15%	New Metric (2022) Grade 4: Factors & Multiples FIAB 21% (2022) Grade 4: Place Value & Operations FIAB 15% (2022) Grade 4: Number & Operations in Base Ten IAB 15% (2022) Grade 5: Place Value System FIAB 9% (2022)	Grade 3: Four Operations 4% (2023, New FIAB) Grade 3: Multiply and Divide within 100 35% (2023, New FIAB) Grade 3: Number Operations - Fractions 35% (2023, New FIAB) Grade 4: Factors & Multiples FIAB (not administered) Grade 4: Place Value & Operations FIAB 16% (2023)	Grade 3: Four Operations FIAB (2024, not administered) Grade 3: Multiply and Divide within 100 FIAB (2024, not administered) Grade 3: Number Operations - Fractions FIAB (2024, not administered) Grade 4: Place Value & Operations FIAB (2024, not administered) Grade 4: Place Value & Operations FIAB (2024, not administered) Grade 4: Operations and Algebraic	Grade 3: Four Operations 35% Grade 3: Multiply and Divide within 100 35% Grade 3: Number Operations - Fractions 35% Grade 4: Place Value & Operations FIAB 35% Grade 4: Operations and Algebraic Thinking 35% Grade 5: Number & Operations in Base Ten 35%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Grade 4: Operations and Algebraic Thinking 16% (2023)</p> <p>Grade 5: Place Value System FIAB 9% (2022)</p> <p>Grade 5: Number & Operations in Base Ten 16% (2023)</p> <p>Grade 5: Operations and Algebraic Thinking 16% (2023)</p>		<p>Grade 4: Number & Operations in Base Ten IAB (not administered)</p> <p>Grade 4: Operations and Algebraic Thinking 16% (2023, New IAB)</p> <p>Grade 5: Place Value System FIAB (not administered)</p> <p>Grade 5: Number & Operations in Base Ten 16% (2023, New IAB)</p> <p>Grade 5: Operations and Algebraic Thinking 16% (2023, New IAB)</p>	<p>Thinking IAB (2024, not administered)</p> <p>Grade 5: Number & Operations in Base Ten IAB 18% (2024)</p> <p>Grade 5: Operations and Algebraic Thinking IAB (2024, not administered)</p>	Grade 5: Operations and Algebraic Thinking 35%
Local Measure: Percentage Above Standards on Grade 3-5 English Interim Assessment Blocks (IAB and FIAB)	<p>Grade 3: Read Informational Text 7% (2023)</p> <p>Grade 3: Read Literacy Texts 2% (2023)</p> <p>Grade 4: Research IAB 11% (2022)</p>	<p>New Metric (2022)</p> <p>Grade 4: Research IAB 11% (2022)</p> <p>Grade 5: Read Informational Text IAB 17% (2022)</p>	<p>Grade 3: Read Informational Text 7% (2023, New IAB)</p> <p>Grade 3: Read Literacy Texts 2% (2023, New IAB)</p> <p>Grade 4: Research IAB 14% (2023)</p>	<p>Grade 3: Read Informational IAB (2024, not administered)</p> <p>Grade 3: Read Literacy Texts IAB 17% (2024)</p>	<p>Grade 3: Read Informational Text 35%</p> <p>Grade 3: Read Literacy Texts 35%</p> <p>Grade 4: Research IAB 35%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Grade 4: Research: Use Evidence 5% (2023)</p> <p>Grade 5: Read Informational Text IAB 17% (2022)</p> <p>Grade 5: Read Literacy Texts 19% (2023)</p>		<p>Grade 4: Research: Use Evidence 5% (2023, New FIAB)</p> <p>Grade 5: Read Informational Text IAB 26% (2023)</p> <p>Grade 5: Read Literacy Texts 19% (2023, New IAB)</p>	<p>Grade 4: Research IAB 14% (2024, not administered)</p> <p>Grade 4: Research: Use Evidence FIAB (2024, not administered)</p> <p>Grade 5: Read Informational Text IAB 24% (2024)</p> <p>Grade 5: Read Literacy Texts IAB (2024, not administered)</p>	<p>Grade 4: Research: Use Evidence 35%</p> <p>Grade 5: Read Informational Text IAB 35%</p> <p>Grade 5: Read Literacy Texts 35%</p>
Local Measure: Percentage Met or Exceeded Standards on Grade 6-8 End of Term Math Benchmark (EOTMB)	<p>Grade 6 EOTMB 1: 16% (2022)</p> <p>Grade 7 EOTMB 1: 37% (2022)</p> <p>Grade 8 EOTMB 1: 44% (2022)</p> <p>Grade 6 EOTMB 2: 39% (2022)</p> <p>Grade 7 EOTMB 2: 41% (2022)</p>	<p>New Metric (2022)</p> <p>Grade 6 EOTMB 1: 16% (2022)</p> <p>Grade 7 EOTMB 1: 37% (2022)</p> <p>Grade 8 EOTMB 1: 44% (2022)</p> <p>Grade 6 EOTMB 2: 39% (2022)</p> <p>Grade 7 EOTMB 2: 41% (2022)</p>	<p>Grade 6 EOTMB 1: 32% (2023, realigned EOTMB)</p> <p>Grade 7 EOTMB 1: 31.4% (2023, realigned EOTMB)</p> <p>Grade 8 EOTMB 1: 46.4% (2023, realigned EOTB)</p> <p>Grade 6 EOTMB 2: 37% (2023, realigned EOTMB)</p>	<p>Grade 6 EOTMB 1: 38% (2024)</p> <p>Grade 7 EOTMB 1: 15% (2024)</p> <p>Grade 8 EOTMB 1: 34% (2024)</p> <p>Grade 6 EOTMB 2: 29% (2024)</p> <p>Grade 7 EOTMB 2: 12% (2024)</p>	<p>Grade 6 EOTMB 1: 37%</p> <p>Grade 7 EOTMB 1: 36.4%</p> <p>Grade 8 EOTMB 1: 51.4%</p> <p>Grade 6 EOTMB 2: 42%</p> <p>Grade 7 EOTMB 2: 51%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade 8 EOTMB 2: 33% (2022)	Grade 8 EOTMB 2: 33% (2022)	Grade 7 EOTMB 2: 46% (2023, realigned EOTMB) Grade 8 EOTMB 2: 22% (2023, realigned EOTMB)	Grade 8 EOTMB 2: 35% (2024)	Grade 8 EOTMB 2: 27%
Local Measure: Percentage Met or Exceeded Standards on Grade 6-8 End of Term English Benchmark (EOTEB)	Grade 6 EOTEB 1: 64% (2022) Grade 7 EOTEB 1: 70% (2022) Grade 8 EOTEB 1: 92% (2022) Grade 6 EOTEB 2: 83% (2022) Grade 7 EOTEB 2: 45% (2022) Grade 8 EOTEB 2: 95% (2022)	New Metric (2022) Grade 6 EOTEB 1: 64% (2022) Grade 7 EOTEB 1: 70% (2022) Grade 8 EOTEB 1: 92% (2022) Grade 6 EOTEB 2: 83% (2022) Grade 7 EOTEB 2: 45% (2022) Grade 8 EOTEB 2: 95% (2022)	Grade 6 EOTEB 1: 12.2% (2023, realigned EOTB) Grade 7 EOTEB 1: 18% (2023, realigned EOTB) Grade 8 EOTEB 1: 32% (2023, realigned EOTB) Grade 6 EOTEB 2: 19% (2023, realigned EOTB) Grade 7 EOTEB 2: 32.5% (2023, realigned EOTB) Grade 8 EOTEB 2: 47.5% (2023, realigned EOTB)	Grade 6 EOTEB 1: 38% (2024) Grade 7 EOTEB 1: 59% (2024) Grade 8 EOTEB 1: 20% (2024) Grade 6 EOTEB 2: 24% (2024) Grade 7 EOTEB 2: 18% (2024) Grade 8 EOTEB 2: 20% (2024)	Grade 6 EOTEB 1: 13%-22% Grade 7 EOTEB 1: 19%-28% Grade 8 EOTEB 1: 33%-42% Grade 6 EOTEB 2: 20%-29% Grade 7 EOTEB 2: 34%-43% Grade 8 EOTEB 2: 49%-58%
Local Measure:	Grade 9: 26% ERW, 9% Math (2022)	New Metric (2022)	Grade 9: 29% ERW, 14% Math (2023)	Grade 9: 26% ERW, 2% Math (2024)	Grade 9: 34% ERW, 19% Math

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of 9-11 Meeting PSAT Benchmark in Evidence-based Writing and Reading (ERW) and Math	Grade 10: 18% ERW, 8% Math (2022) Grade 11: 35% ERW, 4% Math (2022)	Grade 9: 26% ERW, 9% Math (2022) Grade 10: 18% ERW, 8% Math (2022) Grade 11: 35% ERW, 4% Math (2022)	Grade 10: 33% ERW, 8% Math (2023) Grade 11: 18% ERW, 10% Math (2023)	Grade 10: 41% ERW, 8% Math (2024) Grade 11: 30% ERW, 2% Math (2024)	Grade 10: 38% ERW, 13% Math Grade 11: 23% ERW, 15% Math

Goal Analysis

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

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

During the 2023-2024 school year, there were no overall significant differences between the planned actions and their actual execution under Goal 1. Below are Actions under Goal 1 with brief implementation details:

Action 1.1 (Collaboration Time and Resources Instructional Staff) - Professional learning opportunities and collaboration time successfully provided, including substitute coverage

Action 1.2 (Recruit and Maintain Quality Instructional Staff and Programs) - Salary restructure and advance degree stipend maintained; increased instruction time at TK-2 successfully implemented

Action 1.3 (Instructional Support Staff and Programs) - TCOE consultants and additional grade level leads hired; teacher induction program, teacher mentors and academic coach maintained

Action 1.4 (Response to Intervention Personnel and Resources) - Intervention teachers and personnel maintained/hired; tutorials and resources for intervention programs successfully implemented

Action 1.5 (School Readiness Personnel and Resources) - 0-5 Kinder Readiness Coordinator partial costs maintained

Action 1.6 (Personnel and Expenditures for Course of Study Programs) - Teachers, academic counselors, resources and expenditures to support and expand electives, CTE programs and dual enrollment successfully implemented

The district administration conducted weekly cabinet meetings and bi-monthly meetings with supervisors, directors, and principals throughout the year, discussing the status of the LCAP (Local Control and Accountability Plan) action implementation. In addition, the Assistant Superintendent organized monthly meetings with principals to delve deeper into the action implementations and monitor the financial aspects linked to the LCAP, categorical programs, and grants. Furthermore, site principals regularly engaged with their leadership teams and departmental or grade-level leaders to ensure the actions were executed at the school level and to provide fiscal updates.

This consistent pattern of communication and collaborative efforts at both the district and school levels was instrumental in ensuring regular discussions about the LCAP and meaningful progress in implementing its actions. The district also maintained the use of a detailed tracking spreadsheet created in the 2020-2021 school year to streamline the management of related actions and activities, such as staff development and extended learning opportunities funded through various sources, including ESSER III, ELOP and the Educator Effectiveness Block Grant (EEBG).

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 are no material differences in planned expenditures and estimated actual expenditures for any Actions under this Goal.

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

In the explanation of how effective or ineffective Actions were in making progress toward achievement of Goal 1, Actions intended to serve a collective impact are grouped together. Actions 1.1 (Collaboration Time and Resources for Instructional Staff), 1.3 (Instructional Support Staff and Programs), 1.4 (Response to Intervention Personnel and Resources), and 1.5 (School Readiness Personnel and Resources) are grouped together and are evaluated collectively. Actions 1.2 (Recruit and Maintain Quality Instructional Staff) and 1.6 (Personnel and Expenditures for Course of Study Programs) will be evaluated individually.

Actions 1.1, 1.3, 1.4 and 1.5 have shown effectiveness as evidenced by improvements on the CA Dashboard academic performance indicators with English Language Arts results moving 4.5 points closer to meeting the standard, and similar progress in mathematics. Additionally, the 2023 Grade 11 ELA CAASPP results surpassed the met standard by 12.2 points, K-5 DRA results increased from 46.6% in 2023 to 55.9% in 2024, and the percentage of K-2 students meet standard on the local math formative assessment increased by 0.4%. Results for students meeting the PSAT benchmark in English and math also showed slight positive increase for certain grades (grades 10 and 11 showed increased in ERW results). Local grade 3-8 assessment and benchmark data for 2024 in ELA and math are not conclusive as items tested from prior year were adjusted, the assessment was completely reconfigured or the assessment was not administered. To continue refining the efficacy of these actions, the district has implemented Achievement Teams district-wide to enhance collaboration, data analysis of short-cycle assessments and data-driven instructional decisions. The District has planned to work with TCOE curriculum

specialists to develop static assessments that will remain in effect during the next 3-year LCAP cycle. Educational partner feedback also affirmed the critical role and necessity of maintaining intervention personnel in the District's instructional programs.

Action 1.2 remains effective as demonstrated with 93% of teachers serving the District in the 2023-24 school year being fully credentialed, exceeding the target of 92%. The rate of appropriately assigned teachers also increased from 96.5% to 97.4%.

Action 1.6 has also shown to be effective as evidenced by the Career Pathway passage rate increasing from 41% in 2022 to 42.5% in 2023, AP exam passage rate increasing from 33% in 2022 to 42% in 2023, and positive increase in the percentage of 2023 high school students ready for ELA and math coursework as measured by the Early Assessment Program.

Through targeted actions and ongoing assessment, the district is committed to achieving and maintaining high standards in educational quality and staff proficiency.

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

Below are the major planned changes regarding Goals 1 for the coming year based on the reflections from 2023-24 performance data, feedback from educational partners, and the new mandated requirements for the 2024-25 LCAP related to Red color indicators on the Dashboard for the LEA, schools, and student groups:

- 1) Goal 1 will be rewritten as "Facilitate continuous progress toward mastery of grade-level standards, emphasizing improved outcomes in mathematics, English Language Arts, and literacy, to build a foundation for college and career readiness" to emphasize a strengthened approach focused on continuous progress toward academic improvement with a target of improving outcomes in mathematics and English language arts as a foundation for college/career success". Overall, planned additional and new Actions in Goal 1 are intended to enhance and/or strengthen prior approaches including the provision of specialized professional development focused on curriculum/assessment development aimed at improving instruction in ELA, English Language Development (ELD) with an emphasis on supporting English language learners. Led by contracted TCOE curriculum specialists, a major focus of professional develop will be placed on creating static short-cycle ELA/math assessments for continuous progress monitoring, analysis of student performance data and making decisions on instruction.
- 2) Actions 1.1 (Collaboration Time and Resources for Instructional Staff) will remain unchanged with the exception of the addition of Activity 1.3 (Vertical Alignment of ELA and Math Curriculum) to ensure planning, collaboration time and professional learning are aimed at developing a coherent and vertically aligned instructional program, specifically for K-8.
- 3) Action 1.2 (Recruit and Maintain Quality Instructional Staff) will be mainlined but will be moved to new Goal 3 in the 2024-25 LCAP.

- 4) Action 1.3 (Instructional Support Staff and Programs) will be retitled as Action 1.2 in the 2024-25 LCAP.
- 5) Action 1.4 (Response to Intervention Personnel and Resources) will become Action 1.3 in the 2024-25 LCAP. Additionally, expenditures for after school tutorials will be covered by the ELOP grant starting in 2024-25.
- 6) Action 1.5 (School Readiness Personnel and Resources) will become Action 1.4 in the 2024-25 LCAP. Additionally, two metrics will be added to track impact of Action 1.4 using the Desired Results Developmental Profile (DRDP) as an indicator for readiness of eligible students in preschool for Transitional Kindergarten (TK). The two metrics are (1) DRDP percentage of all students eligible to enter TK obtaining a "Building Middle/Later" or "Integrating Earlier" level of development and (2) DRDP percentage EL students eligible to enter TK obtaining a "Building English" or "Integrating English" level of ELD.
- 7) New Action 1.5 (Supplemental Materials, Assessment, and Professional Learning in ELA) will be added to address Woodlake Valley Middle School's 2023 CA Dashboard ELA Red Indicator for the All, EL, Hispanic, SED, and SWD student subgroups. Activities within this new Action will include academic support sessions during the school day, ongoing integrated ELD training and support by a TCOE ELA/ELD curriculum specialist for English teachers, after school EL newcomer academy for additional ELD instruction, ELD professional learning for Department Chairs, after school focused tutorials in ELA, ELA professional learning for general education staff on instructional practices to support SWD, and parent involvement opportunities with provided child care.
- 8) Action 1.6 (Personnel and expenditures for Course of Study Programs) will be mainlined but will be moved to new Goal 3 in the 2024-25 LCAP.
- 9) New Action 1.6 (Supplemental Materials, Assessment, and Professional Learning in Mathematics) will be added to address Woodlake Valley Middle School's 2023 CA Dashboard Math Red Indicator for the All, EL, Hispanic, SED, and SWD student subgroups. Additionally, this new Action 1.6 is intended to address the WUSD 2023 CA Dashboard Math Red Indicator for the EL and Hispanic student subgroups. Activities within this new Action will include academic support sessions during the school day, ongoing Integrated ELD training and support by a TCOE ELA/ELD curriculum specialist for math teachers, after school EL newcomer academy for additional ELD instruction, ELD professional learning for Department Chairs, after school focused tutorials in math, math professional learning for general education staff on instructional practices to support SWD, and parent involvement opportunities with self-paid food option and provided child care.
- 10) New Action 1.7 (Math Intervention and Tutorials) is intended to be a strengthened approach to address Woodlake High School's 2023 CA Dashboard Math Red Indicator for the Hispanic and SED student subgroups. Learning Recovery Grant funds will be utilized to maintain a full time intervention math teacher to provide enhanced targeted interventions. Assessment of student data from the prior year will be used to place 9th grade students in an additional period of math instruction in order to provide daily structured math

intervention to support success in Integrated Math (IM) 1. The intent is to increase the passing rate of IM 1 to enable students to succeed in the math course sequence leading to enrollment and successful completion of IM 3 by the end of a student's 11th grade year. This strengthened approach is expected to impact the readiness of 11th students for the administration of the CAASPP in mathematics. This action will be further strengthened by the addition of an IM 2 support period. Math tutoring will continue to be offered by staff with a new emphasis on systematic student placement in tutorials to make up missed work, re-teaching and/or retesting on material not mastered.

11) New Action 1.8 (Implementation of Supplemental ELA Material with Integrated and Designated ELD Support) will be added to address FJ White's 2023 CA Dashboard ELA Red Indicator for the All student group. Grade level leads in collaboration with the TCOE ELA/ELD curriculum specialist will engage in professional learning aimed at developing lessons using supplemental ELA instructional materials with a focus on Integrated and Designated ELD.

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

Goals and Actions

Goal

Goal #	Description
2	Woodlake Unified School District will provide best-first instruction and a broad course of study that meets state standards in safe productive learning facilities led by skilled teachers utilizing up-to-date materials and technology.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Measure: Facility Inspection Tool	Rating of "Good" or "Exemplary" at all sites	5 out 6 sites rated "Good" or "Exemplary"	5 out 6 sites rated "Good" or "Exemplary"	6 out 6 sites rated "Good" or "Exemplary"	Rating of "Good" or "Exemplary" at all sites
Local Measure: Evidence of English Language Arts Standards Implementation as Measured by Formal Teacher Evaluations	99% (2020)	100% (2021)	100% (2023)	100% (2024)	100%
Local Measure: Evidence of Mathematics Standards Implementation as Measured by Formal Teacher Evaluations	99% (2020)	92.3% (2021)	100% (2023)	100% (2024)	100%
Local Measure: Evidence of Literacy Standards Implementation as Measured by Formal Teacher Evaluations	89% (2020)	90.3% (2021)	79.6% (2023)	97% (2024)	95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Measure: Evidence of English Language Development Standards Implementation as Measured by Formal Teacher Evaluations	76% (2020)	87.2% (2021)	81.4% (2023)	93% (2024)	90%
Local Measure: Percentage of Fully Credentialed Teachers	90% (2020)	91.6% (2021)	89% (2023)	93% (2024)	92%
Local Measure: Percentage of Students with Sufficient Access to Standards-Aligned Instructional Materials	100% (2020)	100% (2021)	100% (2023)	100% (2024)	100%
Local Measure: Student to Device Ratio	1 to 1 (2020)	1 to 1 (2021)	1 to 1 (2023)	1 to 1 (2024)	1 to 1
Local Measure: Master Schedules Meet Education Code Requirements	Yes	Yes	Yes	Yes	Yes
Local Measure: Percentage of Students on Individualized Education Plans Enrolled in a CTE/Career Pathway	93% (2020)	76% (spring 2022)	64% (2023)	71% (2024)	66%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Measure: Percentage of Students on Individualized Education Plans Enrolled in A-G Coursework	37% (2020)	78% (spring 2022)	43% (2023)	52% (2024)	45%
Local Measure: Percentage of Unduplicated Students Enrolled in a CTE/Career Pathway	71% (2020)	77% (spring 2022)	85% (2023)	85.3% (2024)	87%
Local Measure: Percentage of Unduplicated Students Enrolled in A-G Coursework	98% (2020)	98.1% (spring 2022)	96% (2023)	96% (2024)	97%
Local Measure: Percentage of Appropriately Assigned Teachers	97% (2020)	96.3% (2021)	100% (2023)	100% (2024)	100%
Local Measure: Percentage of Students, Including Unduplicated and Those with Exceptional Needs, are Enrolled in and Have Access to a Broad Course of Study as Measured by School Site Master Schedules	100% (2020)	100% (2021)	100% (2023)	100% (2024)	100%

Goal Analysis

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

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

Overall, planned Actions in Goal 2 were implemented with just notable variances in implementation for two activities under Action 2.4. Below are Actions under Goal 2 with brief implementation details:

Action 2.1 (Educational Technology Support Personnel and Resources) -Staffing levels were maintained, essential network services were provided and procurement of equipment (switches at Woodlake Valley Middle School) was completed.

Action 2.2 (Educational Devices and Programs) -Annual procurement of devices and education programs licenses were maintained with Chromebooks being replaced on schedule and home internet devices distributed.

Action 2.3 (Supplemental Materials for Mastering the California State Standards and College and Career Readiness) -Additional library resources were purchased for all school site libraries, high interest reading mantillas and annual online subscriptions renewed or purchased for student use in classrooms or at home and expenditures for advanced course for study programs (AP testing and materials, AP summer institutes) was carried out.

Action 2.4 (Personnel, Maintenance and Facility Improvement Projects) -Staffing levels for ongoing maintenance were maintained and expenditures for safety programs and equipment (cameras, Raptor visitor system, SISSCA program for student check-in/out during lunch) were completed. However, not all facility projects were completed as originally intended. The HVAC upgrades, initially expected to require substantial electrical updates funded from LCAP, were revised as the final plan didn't necessitate these upgrades and delays with obtaining project approval from the Department of State Architect. Furthermore, updates to F.J. White Learning Center and Castle Rock Elementary playgrounds, concrete pad at Bravo Lake High School and water filling stations installation were postponed for the 2024-25 school year. 2023-24 was a challenging year that saw the District managing with a part-time Superintendent while providing oversight to major projects across the District, including significant modernization of the Woodlake Valley Middle School campus, solar panel installation at three school sites and a complete renovation to the pool at Woodlake High School.

Completed projects during the 2023-24 school year include baseball/softball fencing and bullpen projects, along with the storage facility project. Overall, the district maintains clean, safe, and functional facilities.

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.

Aside from postponement of several projects resulting in not fully expending planned budgets as previously noted under Action 2.4, there is no material differences for budgeted and estimated actual expenditures for other Actions in Goal 2.

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

In the explanation of how effective or ineffective Actions were in making progress toward achievement of Goal 2, Actions intended to serve a collective impact are grouped together. Action 2.1 (Educational Technology Support Personnel and Resources), Action 2.2 (Educational Devices and Programs), and Action 2.3 (Supplemental Materials for Mastering the CA State Standards and College/Career Readiness) are grouped together and are evaluated collectively. Action 2.4 (Personnel, Maintenance and Facility Improvement Projects) is evaluated individually.

Action 2.1, 2.2, and 2.4 involve providing personnel and/or resources to support course of study programs, educational technology for the purpose of enhancing instruction and assisting students master the state standards and preparing students for college/career opportunities. Support for course of study programs included maintaining annual purchasing of new library books, class sets of novels, licenses for online educational apps and materials/training for college/career readiness programs (PSAT, Advanced Placement). Educational Technology personnel was helpful in providing students and teachers technical support with devices, internet connectivity, and computer programs. The Director of Technology was essential in overseeing the District's technology infrastructure maintenance, upgrades, and procurement of devices and equipment necessary for reliable and efficient services. For 2023-24, Actions 2.1, 2.2 and 2.3 have shown to be effective as evidenced by the following positive outcomes:

- The student to device ratio with internet access at school and home was 1 to 1 or 100% access in grades 3-12; one to one access at school for grades TK-2
- The percentage of students with access to standard-aligned materials, broad course of study program and schedules that meet education code requirements was 100%
- 93% of teachers were fully credentialed and 100% were appropriately assigned, exceeding the 2023-24 Desired Outcome
- Implementation of state standards in both English and math was evident in 100% of formal class observations
- Implementation of Literacy and English Language Development standards through class observations was evident in 97% and 93% of lessons respectively, exceeding the 2023-24 Desired Outcome
- The percentage of students on individualized education plans enrolled in a CTE/Career pathway and A-G coursework was 71% and 52% respectively, exceeding the 2023-24 Desired Outcome
- The percentage of unduplicated students enrolled in a CTE/Career pathway and A-G coursework was 85.3% and 96% respectively, generally maintaining growth

Action 2.4 included the provision of personnel and resources to maintain facilities and complete facility projects for the purpose of improving the learning environment. An evening Maintenance and Operations Supervisor has been essential for overseeing evening custodial staff to ensure school facilities are clean and safe for daily use. Resources and expenditures were provided to support athletic programs, upgrade school facilities (new fencing and bull pens at softball/baseball fields) and maintaining safety equipment (cameras, Raptor system). Action 2.4 has shown to be effective as evidenced by formal facility inspections indicating 6 out of 6 school sites were rated "Good or Exemplary", which met 2023-24 Desired Outcomes.

Overall, Actions in Goal 2 have achieved their intended outcomes. As 2023-24 concludes, the District and feedback from educational partners believe that continuing these Actions are essential in enhancing students' educational experience, improving the learning environment and lead to positive outcomes for all students, especially students with high needs.

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

Below are the major planned changes regarding Goals 2 for the coming year based on the reflections from 2023-24 performance data, feedback from educational partners, and the new mandated requirements for the 2024-25 LCAP related to Red color indicators on the Dashboard for the LEA, schools, and student groups:

- 1) Goal 2 will be rewritten as "Establish and maintain a comprehensive system that delivers rigorous, state standards-aligned instruction across all academic disciplines, using top-quality teaching materials, advanced technology, well maintained and equipped facilities as well as related support services, in order to provide equitable access to high-quality education, empowering every student to succeed academically, vocationally and socially" to emphasize a strengthened approach to aligning resources that collectively focus improving the quality of instruction, enhancing the learning environment and providing up to date material and technology. Additionally, Goal 2 will be listed as Goal 3 beginning with the 2024-25 LCAP.
- 2) Additional and strengthened Actions will be included within this new Goal 3 in the coming school year to meet new mandated requirements in the 2024-25 LCAP based on the Red color indicators on the Dashboard for the LEA, schools, and student groups. Additional activities will include resources and expenditures to vertically align K-8 ELA and math curriculum and implementing college and career readiness opportunities at Bravo Lake High School (CSI designated school site).
- 3) Facility projects planned within Action 2.4 not completed during 2023-24 including HVAC, water filling stations and playground upgrades will be prioritized for completion during 2024-25 school year.

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

Goals and Actions

Goal

Goal #	Description
3	Woodlake Unified School District will prepare English Learners to demonstrate grade level academic proficiency and close academic performance gaps.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard: English Learner Progress Indicator	<p>WUSD: 46% (2019)</p> <p>Grades 3-5: 50.5% (2019)</p> <p>Grades 6-8: 42.1% (2019)</p> <p>Grade 11: 42.1% (2019)</p>	<p>State law has suspended the reporting of state indicators on the 2021 CA Dashboard</p> <p>Updated data from 2022 CA Dashboard:</p> <p>WUSD: 58.6% (2022)</p> <p>Grades 3-5: 69.6% (2022)</p> <p>Grades 6-8: 50.4% (2022)</p> <p>Grade 11: 61.6% (2022)</p>	<p>WUSD: 58.6% (2022)</p> <p>Grades 3-5: 69.6% (2022)</p> <p>Grades 6-8: 50.4% (2022)</p> <p>Grade 11: 61.6% (2022)</p>	<p>WUSD: 49.7% (2023)</p> <p>Grades 3-5: 50.7% (2023)</p> <p>Grades 6-8: 48.2% (2023)</p> <p>Grade 11: 48.4 % (2023)</p>	<p>WUSD: 60.6%</p> <p>Grades 3-5: 71.6%</p> <p>Grades 6-8: 52.4%</p> <p>Grade 11: 63.6%</p>
CDE Data Quest: English Learner Reclassification Rate	14.5% (2020)	5% (2021)	14.1% (2023 local data)	12% (2024 local data)	16.2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Measure: Percentage of English Learners Reclassified within 4 Years of Enrollment in a WUSD School	34% (2020)	18.8% (2021)	18% (2022)	23% (2023)	20%
Local Measure: Percentage of English Learners Above Standards on Grade 3-5 Math Interim Assessment Blocks (IAB and FIAB)	<p>Grade 3: Four Operations 4% (2023)</p> <p>Grade 3: Multiply and Divide within 100 3% (2023)</p> <p>Grade 3: Number Operations - Fractions 30% (2023)</p> <p>Grade 4: Factors & Multiples FIAB 15% (2022)</p> <p>Grade 4: Place Value & Operations FIAB 6% (2022)</p> <p>Grade 4: Number & Operations in Base Ten IAB 2% (2022)</p> <p>Grade 4: Operations and Algebraic Thinking 4% (2023)</p>	<p>New Metric (2022)</p> <p>Grade 4: Factors & Multiples FIAB 15% (2022)</p> <p>Grade 4: Place Value & Operations FIAB 6% (2022)</p> <p>Grade 4: Number & Operations in Base Ten IAB 2% (2022)</p> <p>Grade 5: Place Value System FIAB 0% (2022)</p>	<p>Grade 3: Four Operations 6% (2023, New FIAB)</p> <p>Grade 3: Multiply and Divide within 100 3% (2023, New FIAB)</p> <p>Grade 3: Number Operations - Fractions 30% (2023, New FIAB)</p> <p>Grade 4: Factors & Multiples FIAB (not administered)</p> <p>Grade 4: Place Value & Operations FIAB 30% (2023)</p> <p>Grade 4: Number & Operations in Base Ten IAB (not administered)</p> <p>Grade 4: Operations and Algebraic</p>	<p>Grade 3: Four Operations (2024, not administered)</p> <p>Grade 3: Multiply and Divide within 100 (2024, not administered)</p> <p>Grade 3: Number Operations - Fractions (2024, not administered)</p> <p>Grade 4: Place Value & Operations FIAB (2024, not administered)</p> <p>Grade 4: Operations and Algebraic Thinking IAB (2024, not administered)</p> <p>Grade 5: Number & Operations in Base Ten 9% (2024)</p>	<p>Grade 3: Four Operations 25%</p> <p>Grade 3: Multiply and Divide within 100 25%</p> <p>Grade 3: Number Operations - Fractions 30%</p> <p>Grade 4: Place Value & Operations FIAB 30%</p> <p>Grade 4: Operations and Algebraic Thinking 25%</p> <p>Grade 5: Number & Operations in Base Ten 25%</p> <p>Grade 5: Operations and Algebraic Thinking 25%</p> <p>"Operations FIAB 25%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Grade 5: Place Value System FIAB 0% (2022)</p> <p>Grade 5: Number & Operations in Base Ten 4% (2023)</p> <p>Grade 5: Operations and Algebraic Thinking 10% (2023)</p>		<p>Thinking 4% (2023, New IAB)</p> <p>Grade 5: Place Value System FIAB (not administered)</p> <p>Grade 5: Number & Operations in Base Ten 4% (2023, New IAB)</p> <p>Grade 5: Operations and Algebraic Thinking 10% (2023, New IAB)</p>	Grade 5: Operations and Algebraic Thinking IAB (2024, not administered)	
Local Measure: Percentage of English Learners Above Standards on Grade 3-5 English Interim Assessment Blocks (IAB and FIAB)	<p>Grade 3: Read Informational Text 3% (2023)</p> <p>Grade 3: Read Literacy Texts 0% (2023)</p> <p>Grade 4: Research IAB 0% (2022)</p> <p>Grade 4: Research: Use Evidence 2% (2023)</p>	<p>New Metric (2022)</p> <p>Grade 4: Research IAB 0% (2022)</p> <p>Grade 5: Read Informational Text IAB 5% (2022)</p>	<p>Grade 3: Read Informational Text 3% (2023, New IAB)</p> <p>Grade 3: Read Literacy Texts 0% (2023, New IAB)</p> <p>Grade 4: Research IAB 12% (2023)</p> <p>Grade 4: Research: Use Evidence 2% (2023, New FIAB)</p>	<p>Grade 3: Read Informational Text IAB (2024, not administered)</p> <p>Grade 3: Read Literacy Texts 0% (2024)</p> <p>Grade 4: Research IAB (2024, not administered)</p> <p>Grade 4: Research: Use Evidence FIAB (2024, not administered)</p>	<p>Grade 3: Read Informational Text 25%</p> <p>Grade 3: Read Literacy Texts 25%</p> <p>Grade 4: Research IAB 25%</p> <p>Grade 4: Research: Use Evidence 25%</p> <p>Grade 5: Read Informational Text IAB 25%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade 5: Read Informational Text IAB 5% (2022) Grade 5: Read Literacy Texts 6% (2023)		Grade 5: Read Informational Text IAB 3% (2023) Grade 5: Read Literacy Texts 6% (2023, New IAB)	Grade 5: Read Informational Text IAB 4% (2024) Grade 5: Read Literacy Texts IAB (2024, not administered)	Grade 5: Read Literacy Texts 25% "
Local Measure: Percentage of English Learners Met or Exceeded Standards on Grade 6-8 End of Term Math Benchmark (EOTMB)	Grade 6 EOTMB 1: 6% (2022) Grade 7 EOTMB 1: 27% (2022) Grade 8 EOTMB 1: 42% (2022) Grade 6 EOTMB 2: 19% (2022) Grade 7 EOTMB 2: 39% (2022) Grade 8 EOTMB 2: 29% (2022)	New Metric (2022) Grade 6 EOTMB 1: 6% (2022) Grade 7 EOTMB 1: 27% (2022) Grade 8 EOTMB 1: 42% (2022) Grade 6 EOTMB 2: 19% (2022) Grade 7 EOTMB 2: 39% (2022) Grade 8 EOTMB 2: 29% (2022)	Grade 6 EOTMB 1: 18% (2023, realigned EOTMB) Grade 7 EOTMB 1: 27% (2023, realigned EOTMB) Grade 8 EOTMB 1: 34% (2023, realigned EOTMB) Grade 6 EOTMB 2: 9% (2023, realigned EOTMB) Grade 7 EOTMB 2: 7% (2023, realigned EOTMB) Grade 8 EOTMB 2: 34% (2023, realigned EOTMB)	Grade 6 EOTMB 1: 7.7 % (2024) Grade 7 EOTMB 1: 12.1 (2024) Grade 8 EOTMB 1: 25% (2024) Grade 6 EOTMB 2: 0% (2024) Grade 7 EOTMB 2: 0% (2024) Grade 8 EOTMB 2: 19.4% (2024)	Grade 6 EOTMB 1: 23% Grade 7 EOTMB 1: 32% Grade 8 EOTMB 1: 39% Grade 6 EOTMB 2: 14% Grade 7 EOTMB 2: 12% Grade 8 EOTMB 2: 39%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Measure: Percentage of English Learners Met or Exceeded Standards on Grade 6-8 End of Term English Benchmark (EOTEB)	Grade 6 EOTEB 1: 57% (2022) Grade 7 EOTEB 1: 56% (2022) Grade 8 EOTEB 1: 86% (2022) Grade 6 EOTEB 2: 74% (2022) Grade 7 EOTEB 2: 51% (2022) Grade 8 EOTEB 2: 89% (2022)	New Metric (2022) Grade 6 EOTEB 1: 57% (2022) Grade 7 EOTEB 1: 56% (2022) Grade 8 EOTEB 1: 86% (2022) Grade 6 EOTEB 2: 74% (2022) Grade 7 EOTEB 2: 51% (2022) Grade 8 EOTEB 2: 89% (2022)	Grade 6 EOTEB 1: 0% (2023, realigned EOTEB) Grade 7 EOTEB 1: 6% (2023, realigned EOTEB) Grade 8 EOTEB 1: 6% (2023, realigned EOTEB) Grade 6 EOTEB 2: 3% (2023, realigned EOTEB) Grade 7 EOTEB 2: 10% (2023, realigned EOTEB) Grade 8 EOTEB 2: 12% (2023, realigned EOTEB)	Grade 6 EOTEB 1: 8.3% (2024) Grade 7 EOTEB 1: 31.3% (2024) Grade 8 EOTEB 1: 6% (2024) Grade 6 EOTEB 2: 8.3% (2024) Grade 7 EOTEB 2: 0% (2024) Grade 8 EOTEB 2: 3.1% (2024)	Grade 6 EOTEB 1: 1-10% Grade 7 EOTEB 1: 7-16% Grade 8 EOTEB 1: 7-16% Grade 6 EOTEB 2: 4%-13% Grade 7 EOTEB 2: 11%-20% Grade 8 EOTEB 2: 13%-22%
Local Measure: Percentage of K-5 English Learners Reading on Grade Level (DRA)	33.1% (2022)	New Metric (2022) 33.1% (2022)	34.3% (2023)	46.5% (2024)	46.5%
Local Measure: Percentage of K-2 English Learners Met Standard on End-of-	63.4% (2022)	New Metric (2022) 63.4% (2022)	76% (2023)	84.5% (2024)	80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Year Math Formative Assessment					
Local Measure: Percentage of 9-11 English Learners Meeting PSAT Benchmark in Evidence-based Writing and Reading (ERW) and Math	Grade 9: 7% ERW, 4% Math (2022) Grade 10: 0% ERW, 0% Math (2022) Grade 11: 0% ERW, 0% Math (2022)	New Metric (2022) Grade 9: 7% ERW, 4% Math (2022) Grade 10: 0% ERW, 0% Math (2022) Grade 11: 0% ERW, 0% Math (2022)	Grade 9: 0% ERW, 0% Math (2023) Grade 10: 5% ERW, 0% Math (2023) Grade 11: 0% ERW, 0% Math (2023)	Grade 9: 3% ERW, 0% Math (2024) Grade 10: 11% ERW, 0% Math (2024) Grade 11: 0% ERW, 0% Math (2024)	Grade 9: 24% ERW, 5% Math Grade 10: 10% ERW, 19% Math Grade 11: 5% ERW, 11% Math

Goal Analysis

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

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

Planned Actions within Goal 3 were implemented with no substantive differences in their actual execution. Below are Actions under Goal 3 with brief implementation details:

Action 3.1 (Personnel and Professional Learning to Implement ELD Standards) -In addition to release time provided to teachers for planning ELD focused curriculum and instruction, staff attended professional learning session offered at the county office of education and an ELA/ELD curriculum specialist facilitated in-person professional learning at Woodlake Valley Middle School.

Action 3.2 (Supplemental ELD Programs and Materials) -Supplemental materials for ELD programs were purchased and ceremonies to recognize English Learners who were reclassified as English proficient were completed.

Action 3.3 (English Learner Extended Learning Opportunities) -Woodlake Valley Middle School continued with homeroom sections devoted to providing English learners a dedicated block of time to for academic interventions and field trips and Saturday enrichment programs were offered. Additionally, a winter session program was implemented at the middle school for credit recovery and 6-day winter enrichment program was offered to students in K-6. Throughout the school year, after school tutorials/enrichment programming was also offered as part of the activities funded with ELOP grant.

Action 3.4 (English Learner Parent Engagement Programs) -Parent Institute for Quality Education was offered at the high and middle school sites. Elementary school sites focused efforts on hosting school wide events that drew in families and included carnivals and literacy parades.

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.

For 2023-24, the only Action for which there was a material difference is Action 3.4 due to planned parent engagement opportunities being facilitated in-house, resulting in no cost for the implementation of the Action.

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

The four Actions in Goal 3 are as a group, collectively intended to have an impact on making progress toward achievement of Goal 3. Thus, the explanation on how effective or ineffective these Actions were in attaining desired outcomes is considered as a group.

Overall, student performance data indicated mixed results in Action effectiveness in meeting desired outcomes for Goal 3. Performance of ELs making progress on the CA Dashboard ELPI decreased from 58.6% (2022) to 49.7% (2023). Additionally, local English learner reclassification rates slightly decreased from 14.1% (2023) to 12% (2024). However, local measures are demonstrating positive outcomes. Local 2024 K-5 DRA results indicated 46.5% of ELs were reading at grade level and 84% of K-2 met math standards, both of these measures exceeding 2023-24 Desired Outcomes. Results for ELs meeting PSAT benchmark in English and math also showed slight positive increase for certain grades. Local grade 3-8 interim assessment and end-of-year benchmark data for 2024 in ELA and math are not conclusive as items tested from prior year were adjusted, the assessment was completely reconfigured or the assessment was not administered. To continue refining the efficacy of these actions, the district has implemented Achievement Teams district-wide to enhance collaboration, data analysis of short-cycle assessments and data-driven instructional decisions. Additionally, the District has planned to work with TCOE curriculum specialist to develop static assessments that will remain in effect during the next 3-year LCAP cycle.

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

Below are the major planned changes regarding Goals 3 for the coming year based on the reflections from 2023-24 performance data, feedback from educational partners, and the new mandated requirements for the 2024-25 LCAP related to Red color indicators on the Dashboard for the LEA, schools, and student groups:

- 1) Goal 3 will be rewritten as Goal 2 in the 2024-25 LCAP and state, "Facilitate continuous progress toward English language proficiency for English Learners, leading to enhanced engagement in class and progress toward mastery of grade-level standards, emphasizing improved outcomes in mathematics, English Language Arts, and literacy, to build a foundation for college and career success" to emphasize a strengthened approach focused on continuous progress targeted at improving outcomes in English Language Proficiency for ELs as well as progress toward academic achievement in ELA and math that prepares ELs for college/career success.
- 2) Action 3.1 (Personnel and Professional Learning to Implement ELD Standards) will be retitled as Action 2.1 (Personnel and Professional Learning to Improve ELD Instruction) to emphasize a strengthened approach to ELD planning and instruction and meet mandated requirements for the 2024-25 LCAP related to Red color indicators on the Dashboard for the LEA, schools, and student groups. With contracted support by curriculum specialist from TCOE in ELA/ELD and math, the District will develop a district wide system for daily Integrated and Designated ELD instruction for all EL students including personnel, assessment, materials, professional learning, and accountability. Additionally, instructional aides will prioritize academic support for EL's in mathematics.
- 3) Action 2.2 (Achievement Teams Process for Long Term English Learners (LTELs)) will be a new Action in Goal 2 of the 2024-25 LCAP. The intent is to develop improvement cycles specifically tailored for LTELs that follow the Achievement Team process described in Goal 1. This approach is will enhanced monitoring, data analysis of short-cycle assessments and data driven instructional decisions specifically for the LTEL student group with the expectation that improved students outcomes will be achieved.
- 4) Action 3.2 (Supplemental ELD Programs and Materials) will be retitled as Action 2.3 and activities maintained.
- 5) Action 3.3 (English Learner Extended Learning Opportunities) will be retitled as Action 2.4 and strengthened by the inclusion of additional activities aimed at expanding the opportunities for students to receive specialized instruction both within and outside of the normal instructional day to accelerate their English language acquisition. This approach is intended to meet mandated requirements for the 2024-25 LCAP related to Red color indicators on the Dashboard for the LEA, schools, and student groups. Planned activities include implementing after school programs that focused on Designated ELD instruction and enrichment and adding Sheltered English (English credit bearing class for newcomers and ELPAC Level 1-2 9th graders) during the regular school day at Woodlake high School. The Sheltered English class teacher will also be paired with the ELD teacher who will collaborate on lesson planning, provide instructional support and deliver Designated ELD instruction that is directly connected to the content students are learning on a daily basis.

- 6) Action 3.4 (English Learner Parent Engagement Programs) will be retiled as Action 2.5 and strengthened by including an additional activity aimed at improving EL students and parent connectedness to schools. This approach is intended to meet mandated requirements for the 2024-25 LCAP related to Red color indicators on the Dashboard for the LEA, schools, and student groups. This additional activity will involve securing K-5 certificated teachers (1 per school site) to serve as ELD Mentors who will foster EL engagement, develop parent capacity and partnerships, and improve school to home communications.
- 7) To support the resignation of ELs students, the District's procedures for reclassification was formally revised in May 2024 to align with current CA Education Code. Specifically, student's receiving an overall performance level of 4 on the ELPAC will be eligible for reclassification review. Previous District established reclassification procedures required ELs to obtain both an overall performance level of 4 on the ELPAC plus a performance level of 3 or better on all sub domains scores.

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

Goals and Actions

Goal

Goal #	Description
4	Woodlake Unified School District will create a positive district climate that draws students to attend as engaged learners and enables parents to partner with schools.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard: Chronic Absenteeism K-8	6.8% (2019)	11.5% (CDE Data Quest- 2021)	25.5% (2022)	20.7% (2023)	12.75%
CA Dashboard: Chronic Absenteeism for Foster Youth	40.9% (2019)	5.3% (CDE Data Quest-2021)	40.9% (2022)	28% (2023)	20.4%
CA Dashboard: Chronic Absenteeism for Students with Disabilities	13.1% (2019)	13.1% (CDE Data Quest-2021)	38.9% (2022)	26.8% (2023)	19.5%
Local Measure: Average Daily Attendance as Measured by Period 2 Report	96.3% (2020)	92.2% (2022)	93.3% (2023)	94.4% (2024)	93.8%
CDE Data Quest: Expulsion Rate	0.13% (2019)	0% (2021)	0.1% (2022)	0.1 (2023)	0.06%
CA Dashboard: Suspension Rate	2.4% (2019)	1% (CDE Data Quest-2021)	3.1% (2022)	4.9% (2023)	1.6%
CA Dashboard: Suspension Rate for	3.6% (2019)	1.3% (CDE Data Quest-2021)	1.8% (2022)	4.2% (2023)	0.9%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Language Learners					
Local Measure: Percentage Parent Participation or Attendance in at least one Meeting, Committee, or School Event, this Includes Parents of Unduplicated Pupils and Students with Exceptional Needs.	76% (2020)	64.3% (2022)	76.4% (2023)	82.7% (2024)	88.4%
Local Measure: Percentage Attendance at K-5 Parent Conference	90% (2020)	86.6% (2022)	94.5% (2023)	99.3% (2024)	96.5%
CA Dashboard: Graduation Rate Indicator	82% (2020)	79.9% (2021)	91.3% (2022)	89.6% (2023)	92.3%
CA Dashboard: Bravo Lake Continuation High School Graduation Rate	48% (2020)	34.2% (2021)	76.2% (2022)	87.9% (2023)	80%
CDE Data Quest: High School Dropout Rate (4-year cohort)	7.4% (2020)	11.2% (2021)	5.6% (2022)	6.4% (2023)	4.6%
Local Measure: Middle School Dropout Rate	0% (2020)	0% (2021)	0% (2023)	0%(2024)	0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Measure: Student School Survey-"Feel like they are part of the school"	83% (2019)	51% (CHKS Survey-2022)	51% (CHKS Survey-2022)	56.9% (2024, Local Survey)	89%
Local Measure: Student School Survey-"Feel safe at school"	86% (2019)	59% (CHKS Survey-2022)	59% (CHKS Survey-2022)	58.9% (2024, Local Survey)	92%
Local Measure: Student School Survey-"Feel there is an adult that cares about them at school"	84% (2019)	62% (CHKS Survey-2022)	62% (CHKS Survey-2022)	67.4% (2024, Local Survey)	90%
Local Measure: Parent School Survey-"Feel their child is safe at school"	89% (2019)	Pending end-of-year data Updated data-Parent survey not administered in 2022	89% (2019)	66.6% (2024, Local Survey)	95%
Local Measure: Parent School Survey-"Feel their child's school promotes academic success for all students"	82% (2019)	Pending end-of-year data Updated data-Parent survey not administered in 2022	82% (2019)	71.4% (2024 Local Survey)	88%
Local Measure: Parent School Survey-"Feel their child's school encourages them to be active"	81% (2019)	Pending end-of-year data	81% (2019)	64.3% (2024, Local Survey)	87%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
partners with the school to educate their child"		Updated data-Parent survey not administered in 2022			
Local Measure: School Staff Survey- "Feel that their school is a safe place for students"	87% (2019)	Pending end-of-year data Updated data-Parent survey not administered in 2022	87% (2019)	68.9% (2024, Local Survey)	95%
Local Measure: School Staff Survey- "Feel that their school sets high academic standards"	85% (2019)	Pending end-of-year data Updated data-Parent survey not administered in 2022	85% (2019)	74.4% (2024, Local Survey)	91%
Local Measure: Parent School Survey- "Feel their child's school seeks input before making important decisions"	80% (2019)	Pending end-of-year data Updated data-Parent survey not administered in 2022	80% (2019)	80% (2019)	86%

Goal Analysis

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

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

Planned Actions within Goal 4 were implemented with no substantive differences in their actual execution. Below are Actions under Goal 4 with brief implementation details:

4.1 (Support Personnel and Programs to Increase Attendance)- Personnel and resources for services, including Attendance Clerks, second school nurse, class advisors for Woodlake high School, Kinder Readiness Camp and attendance/academic incentives were secured.

4.2 (Expanded Learning Personnel and Support)- Athletic, co-curricular, extended library hours and after school programs were fully implemented

4.3 (Parent Education Resources and Engagement Opportunities)- Options for parent education and engagement were facilitated, including how to use the Aeries parent portal, parent conferences and open house, School Site Council, District Parent Committee, LCAP Meetings, student performances, and literacy parades.

4.4 (Student Leadership and College/Career Personnel, Programs and Resources)- Personnel, including the Director of College/Career programs, Coordinator of Work-Based Learning, and Farm Curator were maintained. Activities were implemented as planned including student leadership programs, field trips, guest presenters, and resources for career/college pathway programs.

4.5 (Parent Outreach Social Worker)-A district social worker to support students/families was secured and contribution toward maintaining the position of Woodlake Family Resource Center Director was completed.

4.6 (Support Personnel and Resources for At-Risk Youth)-Personnel and resources for services were secured, including social workers, Coordinator of Prevention Services, Yard Duty Aides, full-time independent study teacher, foster youth support, and service agreement with Woodlake Police Department.

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.

For 2023-24, the District expects a minor material difference between budgeted expenditures and estimated actual expenditures in Action 4.3 as alternate options for parent education and engagement were provided (opportunities facilitated in-house at no cost and/or other funding, such as Title I, utilized). Aside from Action 4.3, there is no material differences for budgeted and estimated actual expenditures for other Actions in Goal 4. Activities that were implemented and estimated to result in not fully expended budgets include the following:

Action 4.3, Activity 1, Parent training on use of technology
Action 4.3, Activity 2, Saturday Academies with both parents and students for grades TK-5
Action 4.3, Activity 4, After School or Saturday Academy for grades 6-12

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

In the explanation of how effective or ineffective Actions were in making progress toward achievement of Goal 4, Actions intended to serve a collective impact are grouped together. Actions 4.1 (Support Personnel and Programs to Increase Attendance), 4.2 (Expanded Learning Personnel and Support), 4.4 (Student Leadership and College/Career Personnel, Programs and Resources), 4.5 (Parent Outreach Social Worker) and 4.6 (Support Personnel and Resources for At-Risk Youth) are grouped together and are evaluated collectively. Actions 4.3 (Parent Education Resources and Engagement Opportunities) is evaluated individually.

Actions 4.1, 4.2, 4.4, 4.5, and 4.6 collectively involve providing personnel, resources and programs to improve support services, school culture and college/career awareness for the intended purpose of promoting school connectedness, regular school attendance, successful completion of high school and addressing the academic, social-emotional and health needs of students. Overall, Actions 4.1, 4.2, 4.4, 4.5, and 4.6 have shown effectiveness as evidenced by the following outcomes:

- 2023 CA Dashboard Chronic Absenteeism rates for the All, foster youth and SWD student groups decreased from 2022 rates to 20.7%, 28%, and 26.8% respectively.
- 2024 Average daily attendance at Period 2 Report was 94.3%, exceeding the 2023-24 desired target of 93.8%
- 2023 All student expulsion rate was maintained at 0.1 %
- The 2023 All student suspension rates was 4.9% and 4.2% for the EL student groups, an increased from 3.1% and 1.8% in 2022 respectively
- The 2023 graduation rate for WUSD slightly decreased from 91.3% to 89.6% and for Bravo Lake Continuation School, increased significantly from 76.2% to 87.9%
- The 2023 4-year cohort high school dropout rate was 6.4% (a slight increase from 5.6% in 2022) and the middle school dropout rate remained the same at 0%

Percentage of students agreeing to the following a 2024 local survey questions (local survey completed rather than the CHKS, which was last administered in 2022):

1. 56.9% "Feel like they are part of the school"
2. 58.9% "Feel safe at school"
3. 67.4% "Feel there is an adult that cares about them at school"

Percentage of parents agreeing to the following 2024 local survey questions (local survey completed rather than the CHKS, which was last administered in 2019) :

1. 66.6% "Feel their child is safe at school"

2. 71.4% "Feel their child's school promotes academic success for all students"

Percentage of teachers agreeing to the following 2024 local survey questions (local survey completed rather than the CHKS, which was last administered in 2019):

1. 68.9% "Feel that their school a safe place for students"
2. 85% "Feel that their school sets high academic standards"

Action 4.3 (Parent Education Resources and Engagement Opportunities) involved providing parents education resources (how to navigate Aeries parent portal) and opportunities to engage with their child's/children's school (parent conferences, School Site Council, District Parent Committee, LCAP Meetings, music/choir performances, literacy parades, Open House) for the purpose of increasing school connectedness and involvement with the decision-making process. For 2023-24, Action 4.3 has shown to be effective as evidenced by a 2024 local survey indicating 64.3% of parents surveyed "Feel their child's school encourages them to be active partners with the school to educate their child" (rate was 81% on 2019 CHKS survey), the percentage of 2023-24 parent participation/attendance in at least one meeting, committee, or school event was 82.7% (increase from 76.4%) and the percentage of parent attendance at 2023-24 K-5 Parent Conference was 99.3% (exceeding the 2023-24 desired target of 96.5%).

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

Below are the major planned changes regarding Goals 4 for the coming year are based on the reflections from 2023-24 performance data, feedback from educational partners, and the new mandated requirements for the 2024-25 LCAP related to Red color indicators on the Dashboard for the LEA, schools, and student groups:

1) Goal 4 will be separated into two goals in the 2024-25 LCAP. New Goal 4 will state, "Cultivate a supportive school environment that champions student engagement, safety, and well-being as core values, leading to increased attendance rates and a reduction in disciplinary occurrences, to optimize both academic achievement and personal growth for all students" to emphasize a strengthened approach focused on fostering a positive and engaging school climate that is supportive (especially for foster youth and high needs students) aimed at developing interpersonal skills for improving student relationships and outcomes. New Goal 5 will state "Create a framework of support that equips and empowers parents, encouraging a strengthened and active partnership with schools to enhance student success and well-being" to emphasize a focused approach aimed at drawing in parents to schools as partner in the education of their children.

2) Additional and strengthened Actions will be included within new Goal 4 and Goal 5 in the coming school year to meet new mandated requirements in the 2024-25 LCAP based on the Red color indicators on the Dashboard for the LEA, schools, and student groups. Additional activities will included personnel, resources and expenditures for Behavior Intervention Aides, student-led lunchtime activities, peer conflict resolution program, strengthened PBIS program, preventative interventions, and integrated support services for foster youth and high needs students.

3) Given its complexity, administering the CA Healthy Kids Survey, including the parent and teacher component, was a challenge and last administered for student in 2022 and for parents/teacher in 2019. For 2023-24, a local climate surveys were instead developed, administered and used to obtain school climate outcome data for each of the groups (students, parents, and teachers). These results will in turn be used as the Baseline for the 2024-25 LCAP.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

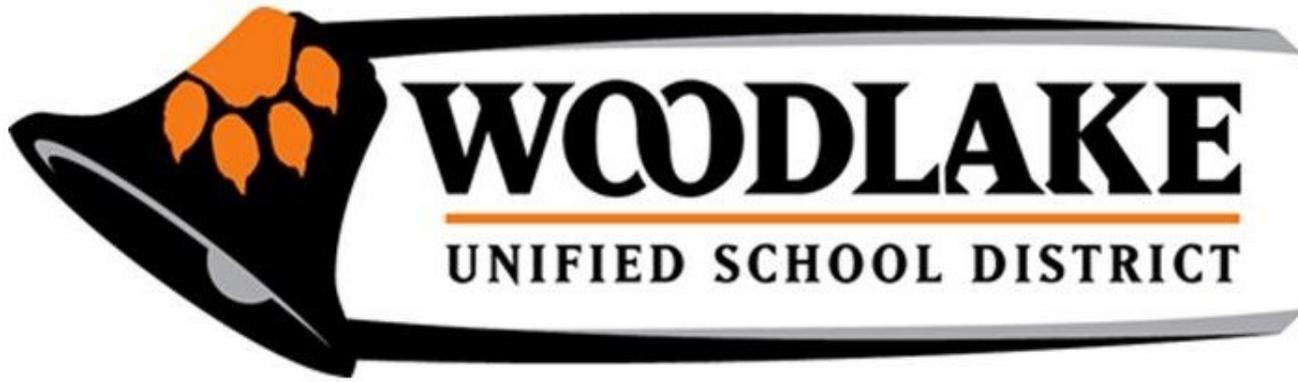
An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

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

California Department of Education
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Woodlake Unified School District	Rick Rodriguez Assistant Superintendent	rrodriguez@w-usd.org 559-564-8081

Plan Summary [2024-25]

General Information

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

Woodlake Unified School District (WUSD) serves the City of Woodlake—a small, rural and agricultural community nestled in the eastern side of Tulare County and the surrounding communities of Three Rivers and Seville. The population of Woodlake based on 2020 census data is 7,769 residents. Surrounded by citrus groves, Woodlake sits at the foot of the Sierra Nevada Mountains and its residents are proud of the rich history, have outstanding community spirit and demonstrate involvement with WUSD schools. One of the top-rated landmarks in Woodlake and considered a Tulare County treasure is the beautiful 1.2-mile Woodlake Botanical Gardens. The garden also serves as the most popular place at which community service hours are completed by students as part of their high school diploma learning experience.

WUSD represents a diverse population of students. Student enrollment reported on the 2023 census day consisted of 2085 students of which 90.7% were Hispanic, 7.9% were White, and 1.3% were African American, American Indian/Alaskan Native, Asian. English Learners (EL) make up 25.8% of the WUSD student population. Lulu-Blair Kress is a California State Preschool Program that serves students ages 3-4. F.J. White Learning Center (FJW) serves students in grades TK-2, Castle Rock Elementary School (CRES) serves students in grades 3-5 and Woodlake Valley Middle School (WVMS) serves students in grades 6-8. Woodlake High School (WHS) is the comprehensive high school serving students in grades 9-12. WHS also serves as the feeder high school for students from the neighboring school districts of Three Rivers and Seville. Bravo Lake High School (BLHS) and Woodlake Community Day School (WCDS) are the district's alternative education school sites and together operate as Woodlake Educational Options Program (WEOP).

The 2023-24 school year was the second truly "normal" year since the COVID pandemic impacted our school community during the 2019-2020 school year. As noted by school staff, students returned with significant discrepancies including learning gaps, social-emotional support needs, underdeveloped socialization skills and generally just knowing what being a successful student involves. While these gaps and needs are being reduced, there is much still to be done to make our students whole, including providing support at both BLHS and WCDS which have been identified as receiving Equity Multiplier funding. BLHS is also eligible to receive additional assistance in the Comprehensive Support and Improvement (CSI) category based on the College and Career Indicators. An additional challenge for the district during the 2023-2024 school year was the resignation of the Superintendent early in the year with only a part time replacement for the remainder of the year. This left existing administrative staff spread thin and assuming additional duties. For 2024-25, the district is looking forward to welcoming the newly named Superintendent and a fully staffed administrative team. The mission of WUSD "Inspiring Excellence. Transforming Lives". The goals, actions and services found in this LCAP document are key components to achieving this mission.

Reflections: Annual Performance

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

Woodlake Unified continues to work to improve outcomes for its high needs students which make up 92% of the student population. As we look at the Dashboard data from last year we realize that while we want to put the COVID years behind us, there is still much work to be done to close the gaps that emerged as a result of that disruption to the education of our students. The development of this plan emphasizes the urgency of interventions needed both academically and socially for our students. Areas of improvement in the Dashboard Data include Chronic Absenteeism with reduction of 4.8%, English Language Arts which increased by 4.4 points and mathematics which increased by 4.4 points. Both English Language Arts and mathematics increased by moving closer to the goal of 0 or grade level. These areas of improvement are evidence of progress not indicators of satisfactory results.

As the district looked at areas to improve, attention was placed at analyzing Dashboard and local data. Math continues to be an area in need of focus with local data showing the percentage of students at or above grade level significantly low:

79.5% (K-2), 30.47% (3-5), 24.5% (6-8), and 2% (9), 10% (10), and 2% (11). The following is a list of the identified student groups that are in the lowest performance level on the Dashboard:

Francis J. White

~All students, English Language Arts

Castle Rock Elementary

~All students, Suspension

~Hispanic students, Suspension

~Socioeconomically Disadvantaged students, Suspension

~White Students, Suspension

Woodlake Valley Middle School

- ~All Students, English Language Arts
- ~English Learners, English Language Arts
- ~Hispanic Students, English Language Arts
- ~Socioeconomically Disadvantaged Students, English Language Arts
- ~Students with Disabilities, English Language Arts
- ~All Students, Mathematics
- ~English Learners, Mathematics
- ~Hispanic Students, Mathematics
- ~Socioeconomically Disadvantaged Students, Mathematics
- ~Students with Disabilities, Mathematics

Woodlake High School

- ~Hispanic Students, Mathematics
- ~Socioeconomically Disadvantaged Students, Mathematics

Bravo Lake High School

- ~All Students, College and Career Indicator
- ~Socioeconomically Disadvantaged Students, College and Career Indicator

District Wide

- ~Socioeconomically Disadvantaged Students, Suspension Rate
- ~Foster Youth, Suspension Rate
- ~English Learners, English Language Arts
- ~English Learner, Mathematics
- ~Hispanic, Mathematics

In order to address these needs, the district developed new or strengthened existing actions to address each of these area. The inclusion of actions for these subgroups is a major force in the development of the current LCAP.

Reflections: Technical Assistance

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

Not Applicable

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.

Bravo Lake High School

Support for Identified Schools

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

The district provided ongoing technical support including providing direction to program guidance and instructions, assistance with a needs assessment including a review of student performance data from the CA Dashboard and CAASPP and discussions with Educational Partners (including parents, students, school staff, School Site Council). Based on the needs assessment and discussions with Educational Partners, evidence-based interventions will be identified and selected. Support has been ongoing including connecting the site with appropriate staff, including with the District's Director of College/Career Programs and Work-Based Learning Coordinator, to support the areas of need. In particular, the meeting topics included strengthening and/or developing college/career readiness opportunities for students attending BLHS such as, dual enrollment, pre-apprenticeship, and CTE pathways. District staff discussed with site staff the fact that there were no resource inequities as per pupil spending levels as well as student support services levels are well above that of other district sites.

Monitoring and Evaluating Effectiveness

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

As there is a transition in site leadership, the Assistant Superintendent will discuss CSI plan implementation as part of the onboarding process for the new site administrator. Qualitative and quantitative data to be analyzed to inform on (1) the effectiveness of CSI plan and (2) ongoing decision-making will be gathered from interim/benchmark assessments, attendance/grade reports, established course of study programs, survey administered to Educational Partner and established Individual Learning Plans. During scheduled staff, student and School Site Council meetings, Educational Partners will be provided information about the implementation progress of the CSI plan, review available school/student data, and discuss effectiveness of interventions. Additionally, the Assistant Superintendent will meet monthly with the site administrator and Director of College and Career Readiness to monitor and evaluate implementation progress of the CSI plan. The site administrator will also plan on provide the Governing Board with a mid-year progress report in January 2025 detailing implementation progress, impact on students, and update on student enrollment in college and career development courses and options.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	<p>Parent engagement is ongoing through the District Advisory Committee as well as the District English Learner Advisory Committee. These committees are formed annually in the fall and meet regularly throughout the year to discuss district progress on Dashboard and local metrics with an emphasis on gathering input for the development of the LCAP in March and May. Additionally, principals discuss the LCAP as part of their annual cycle of review for their School Plans for Student Achievement (SPSA) in March and April as these documents are aligned. Feedback from the School Site Council (SSC) at each site is requested by district staff to include in its needs assessment. This ongoing engagement with well informed parents is critical to our LCAP development process.</p> <p>Equally important is information the District receives from a wider parent audience from different venues, including a parent survey and in-person listening sessions. Feedback from these sessions is provided to principals and the LCAP team to utilize for LCAP development. These sessions and surveys occur in late February and early March.</p>
Teachers	<p>Teachers are engaged in the LCAP development in multiple ways. School Site Councils provide ongoing opportunities for teachers to provide input as the LCAP is discussed in this context as an aligned document with the SPSA. These councils are formed in the fall and meet throughout the year and discuss the LCAP in March-April.</p>

Educational Partner(s)	Process for Engagement
	<p>Additionally, in late February and early March, several opportunities were provided for teaching staff to attend special in-person sessions to offer their perspectives on the success of the current plan and what they believe should be included in the new plan. For those who were unable to attend an in-person session, an online survey was distributed to collect thoughts. This online survey also provided teachers who may have attended an in-person session another opportunity to provide additional input. Additionally, a brief school climate survey was conducted in April.</p>
Other Staff	<p>Other staff are represented on School Site Councils (SSC) that form in the fall and meet throughout the year whose purpose is to review data and develop the SPSA. The LCAP is discussed by the SSC in March-April with the background knowledge developed through the SSC process. This plan is aligned to the LCAP and School Site Councils are provided opportunities to provide input on the LCAP as well as the School Plan. This input is requested by the district to include in the LCAP development.</p> <p>Further outreach to other staff is done in late February and early March as they are invited to the staff input sessions as well as provided with the opportunity to complete the staff online survey. Additionally, district staff met separately with the Social Work team to discuss the LCAP and metrics that can be utilized to get feedback from their clients about the effectiveness of their programs.</p>
Students	<p>In March, input sessions with student representatives were held at Woodlake Valley Middle School and Woodlake High School. At Bravo Lake High School and Woodlake Community Day School, we met with the entire student body. Furthermore, we met with a group of English Learner students as well as a group of Special Education students at WHS. An online student survey was also distributed to students in grade 3-12 that focused on feedback about the school culture.</p> <p>In addition, students serve on the School Site Councils of Woodlake Valley Middle School, Woodlake High School and the Bravo Lake High School/Woodlake Community Day School Joint SSC. These</p>

Educational Partner(s)	Process for Engagement
	councils are formed in the fall and meet throughout the year to engage in an annual data review and planning cycle that includes opportunities to provide input on the LCAP in March-April.
Bargaining Units	Both CSEA, our Classified Bargaining Unit, and WUTA, our Certificated Bargaining Unit, meet with district staff in special sessions in March to discuss the successes of the current LCAP and make suggestions for the new 2024-2027 LCAP. These sessions typically focus on potential impacts to changes that impact the units as well as the leadership's impressions on district progress. This is in addition to regular ongoing meetings held to ensure that there is a positive working relationship between the units and the district that frequently relate to positions included in the LCAP.
School Administrators	<p>Initial meetings were held with School Administrators, in March and April to gather their thoughts about the effectiveness of the LCAP's goals and actions.</p> <p>District administration looked to the input collected to determine the effectiveness of the 2023-2024 LCAP and as it developed the goals and actions to be addressed in the new 2024-2025 LCAP. Principals also provided input on metric targets and designed actions to address the Dashboard red areas. Consultation with principles continues up until adoption.</p>
Principals	Initial meetings were held with principals, in March and April to gather their thoughts about the effectiveness of the LCAP's goals and actions. Principals also provided local data, had input on metric targets and designed actions to address the Dashboard red areas at their site. Consultation with principals continues year round through the implementation and monitoring process led by the Assistant Superintendent.
SELPA	Woodlake Unified School District's Director of Special Education regularly attends the Tulare County SELPA monthly meetings where she gathers input for the LCAP. Additionally, the district director and the SELPA director met with district staff to provide feedback on current goals, actions and expenditures as well as discuss possible

Educational Partner(s)	Process for Engagement
	additions that would improve outcomes for Special Education students.
Equity Multiplier Schools Bravo Lake High School, Students	In March, District and site staff at Bravo Lake High School met with students to ask what would help them meet their educational goals. Students are also of the School Site Council that met in April to discuss Equity Multiplier Focus Goal options.
Equity Multiplier Schools Bravo Lake High School, Teachers	In March, District and site staff at Bravo Lake High School, including teachers, met with students to ask what would help them meet their educational goals. Teachers are also part of the School Site Council that met in April to discuss equity Multiplier goal options. Furthermore, in March and April, District staff also met with the principal, teaching and other staff, including bargaining unit representatives, to develop options for the Equity Multiplier Focus Goal with the student input in mind. A final meeting with staff was held, including teachers, Director of College and Career Readiness and the Work Based Learning Coordinator to start the planning for implementation process.
Equity Multiplier Schools Bravo Lake High School, Other Staff	In March, District and site staff at Bravo Lake High School, including other staff, met with students to ask what would help them meet their educational goals. Other staff are also part of the School Site Council that met in April to discuss equity Multiplier goal options. Furthermore, in March and April, District staff also met with the principal, teaching and other staff, including both classified and certificated bargaining unit representatives, to develop options for the Equity Multiplier Focus Goal with the student input in mind. A final meeting with staff, including other staff, was held with the Director of College and Career Readiness and the Work Based Learning Coordinator to start the planning for implementation process.
Equity Multiplier Schools Bravo Lake High School, Bargaining Unit	In March, District and site staff at Bravo Lake High School, including a representative from the Certificated Bargaining Unit, met with students to ask what would help them meet their educational goals. Bargaining unit members are also part of the School Site Council that met in April to discuss equity Multiplier goal options. Furthermore, in March and April, District staff also met with the principal, teaching and other staff, including bargaining unit representatives, to develop options for the Equity Multiplier Focus Goal with the student input in mind. A final meeting was held with the Director of College and

Educational Partner(s)	Process for Engagement
	Career Readiness and the Work Based Learning Coordinator to start the planning for implementation process.
Equity Multiplier Schools Bravo Lake High School, Principal	In March, District and site staff at Bravo Lake High School, including the principal, met with students to ask what would help them meet their educational goals. The principal is also part of the School Site Council that met in April to discuss equity Multiplier goal options. Furthermore, in March and April, District staff also met with the principal, teaching and other staff, to develop options for the Equity Multiplier Focus Goal with the student input in mind. A final meeting was held with district administrators, the principal, staff, the Director of College and Career Readiness and the Work Based Learning Coordinator to start the planning for implementation process.
Equity Multiplier Schools, Woodlake Community Day School, Students	In March, District and site staff at Woodlake Community Day School, including the principal, met with students to ask what would help them meet their educational goals. Students are also part of the School Site Council that met in April to discuss Equity Multiplier Focus Goal options.
Equity Multiplier Focus Goal, Woodlake Community Day School, Parents	District staff met with the principal, teaching and other staff, including bargaining unit representatives, to develop options for the focus goal with the student input in mind. These options were presented to parents at a School Site Council meeting. Parent input was considered when deciding on the Equity Multiplier Focus Goal. Then, site staff met again to finalize and refine the Equity Multiplier Focus Goal.
Equity Multiplier Focus Goal, Woodlake Community Day School, Teachers	In April, District and site staff including other staff, the teacher and the principal at Woodlake Community Day School, met with students to ask what would help them meet their educational goals. District staff also met with the principal, teaching and other staff, including bargaining unit representatives, to develop options for the focus goal with the student input in mind. These options were presented to parents at a meeting and through individual calls. Then, site staff, including teachers, met again to finalize and refine the Equity Multiplier Focus Goal.
Equity Multiplier Focus Goal, Woodlake Community Day School, Other Staff	In April, District and site staff including other staff, the teacher and the principal at Woodlake Community Day School, met with students to ask what would help them meet their educational goals. District staff

Educational Partner(s)	Process for Engagement
	<p>also met with the principal, teaching and other staff, including bargaining unit representatives, to develop options for the focus goal with the student input in mind. These options were presented to parents at a meeting and through individual calls. Then, site staff, including the teacher, and other staff, met again to finalize and refine the Equity Multiplier Focus Goal.</p>
<p>Equity Multiplier Focus Goal, Woodlake Community Day School, Bargaining Units</p>	<p>In April, District and site staff including other staff, the teacher and the principal at Woodlake Community Day School, met with students to ask what would help them meet their educational goals. District staff also met with the principal, the teacher and other staff, including bargaining unit representatives, to develop options for the focus goal with the student input in mind. These options were presented to parents at a meeting and through individual calls. Then, site staff, including classified and certificated bargaining unit, and other staff, met again to finalize and refine the Equity Multiplier Focus Goal.</p>
<p>Equity Multiplier Focus Goal, Woodlake Community Day School, Principal</p>	<p>In April, District and site staff including other staff, the teacher and the principal at Woodlake Community Day School, met with students to ask what would help them meet their educational goals. District staff also met with the principal, the teacher and other staff, including bargaining unit representatives, to develop options for the focus goal with the student input in mind. These options were presented to parents at a meeting and through individual calls. Then, site staff, including the principal, and other staff, met again to finalize and refine the Equity Multiplier Focus Goal.</p>
<p>Equity Multiplier Focus Goal, Woodlake Community Day School, Students</p>	<p>In April, District and site staff including other staff, the teacher and the principal at Woodlake Community Day School, met with students to ask what would help them meet their educational goals. District staff also met with the principal, teaching and other staff, including bargaining unit representatives, to develop options for the focus goal with the student input in mind. These options were presented to parents at a meeting and through individual calls. Then, site staff met again to finalize and refine the Equity Multiplier Focus Goal.</p>

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

Educational Partner feedback has had a significant impact on the 2024-27 LCAP. Many of the actions that are being carried over to the 2024-2027 LCAP are those that our educational partners have commented as having an impact or have suggested as having potential for producing positive student outcomes.

Students, staff, parents and management all indicate that the Social Work team is having a significant impact on our students. Continuing to support student devices and upgrading the speed of our network including WiFi was a common theme in the input from both staff and students. Continuing to improve facilities including furnishings was mentioned in sessions with all groups. Keeping the intervention teacher, including the math intervention teachers at Woodlake High School and Woodlake Valley Middle School was another theme of the input sessions. Teaching staff and administrator input sessions included a positive view of the impact that Achievement Teams has had on instruction so this approach will be continued and will be further ingrained in the district's improvement process. All of these activities continue to be priorities in the LCAP.

Many of the additions to this year's plan were specifically called out in one or more sessions. Examples include, but are not limited to ELA and ELD materials especially for grades K-8. A renewed focus on Designated ELD at all levels in a systematic manner. A return to Saturday events with both parents and students has a renewed emphasis in this year's plan as a result of input from parents, staff, parents and most importantly students who remember the events as they were prior to COVID. All of the groups acknowledge the need for increased parent involvement and the addition of babysitting and activities for students during the meeting was mentioned as a barrier to involvement. Baby sitting for meetings was added along with additional opportunities for engagement. Feedback also called out the promise of additional ELD opportunities after school which was added. Another addition that came directly from the input sessions was moving the Sheltered English course from summer session to during the year.

The focus goals for Woodlake Community Day School as well as Bravo Lake High School were developed in direct consultation with students, staff and parents. Both of these goals focus on monitoring student progress toward eligibility to return to the comprehensive site, graduation, an individually set goal, and/or college and career readiness.

Principals have had a direct path for impact as they were tasked with proposing actions to address the areas with student groups in the lowest category on the Dashboard at their sites. These actions were reviewed by the LCAP team and included in the 2024-2027 LCAP.

Overall, the input from our Educational Partners was integral to the development of this plan.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Facilitate continuous progress toward mastery of grade-level standards, emphasizing improved outcomes in mathematics, English Language Arts, and literacy, to build a foundation for college and career success.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was chosen, in consultation with Educational Partners, because Dashboard Data and Local Measures indicate that we have a significant number of students, especially high needs students, who are not achieving grade level expectations in English Language Arts and mathematics. With the English Language Arts results for All Students (57 points below standards), EL Students (89.5 points below standard), Socioeconomically Disadvantaged Students (65.4 points below standard), and Students with Disabilities (138.9 points below standard), it is apparent that this is an area of need. Similarly, with math results for All Students (102.3 points below standard), EL Students (125.9 below standard), Socioeconomically Disadvantaged Students (108.6 points below standard), and Students with Disabilities (177.1 points below standard) this is also an area of need. We have several district and site student groups with the lowest performance level in these two areas combined. The College and Career indicator, which is the final measure of our success over the 13 years of a student’s schooling indicate 38.9% of our students met the rigorous criteria for this indicator including 36.8% of our Socioeconomically Disadvantaged students, and 14.3 percent of our English Learners indicates that this too is an area of need and success on this indicator depends largely on success in ELA and math. The success of a school district depends on building student success year by year in order to prepare our students for life beyond school, therefore, this goal will enable our students to build this ladder of success. Therefore, Due to the critical nature of this goal, all of the other goals in this plan are designed to support this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Dashboard Data: Points from Standard for WUSD English Language Arts Performance	(Data Year: 2023-24) 1) All: -57.7 2) EL: -89.5 3) SED: -65.4 4) SWD: -138.9 5) FY: Data suppressed to protect student			1) All: -42.7 2) EL: -65.5 3) SED: -50.4 4) SWD: -114.9 5) FY: To Be Determined on	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		privacy - less than 11 students 6: Hispanic: -61.1 7) White: -12			data availability (TBD) 6: Hispanic: -46.1 7) White: +3	
1.2	Dashboard Data: Points from Standard for WUSD Math Performance	(Data Year: 2023-24) 1) All: -102.3 2) EL: -125.9 3) SED: -108.6 4) SWD: -177.1 5) FY: Data suppressed to protect student privacy - less than 11 students 6) Hispanic: -106.2 7) White: -61			1) All: -87.3 2) EL: -101.9 3) SED: -93.6 4) SWD: -153.1 5) FY: TBD 6) Hispanic: -91.2 7) White: -46	
1.3	Dashboard Data: Percentage of WUSD Students at Prepared Level on the College and Career Indicator (CCI)	(Data Year: 2023-24) 1) All: 38.9% 2) EL: 14.3% 3) SED: 36.8% 4) SWD: 0% 5) FY: Data suppressed to protect student privacy - less than 11 students 6) Hispanic: 41% 7) White: 25%			1) All: 53.9% 2) EL: 38.3% 3) SED: 51.8% 4) SWD: 24% 5) FY: TBD 6) Hispanic: 56% 7) White: 40%	
1.4	Local Data: Percentage of K-5 Students At or Above Grade level on the Developmental Reading Assessment (DRA)	(Data Year: 2023-24) 1) All: 54.2% 2) EL: 43.6% 3) SED: 53.6% 4) SWD: 27.9% 5) FY: Data suppressed to protect student			1) All: 69.2% 2) EL: 67.6% 3) SED: 68.6% 4) SWD: 51.9% 5) FY: TBD 6) Hispanic: 70.4% 7) White: 87.9%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		privacy - less than 11 students 6) Hispanic: 55.4% 7) White: 72.9%				
1.5	Local Data: Percentage of WUSD Students Tested Passed an AP Exam with a Score of 3 or Better	All: 41.9% (Data Year: 2023-24)			All: 66.9%	
1.6	Dashboard Data: WUSD A-G Completion Rate	(Data Year: 2023-24) 1) All: 25.9% 2) EL: 9.3% 3) SED: 23.6% 4) SWD: 0% 5) FY: Data suppressed to protect student privacy - less than 11 students 6) Hispanic: 26.6% 7) White 16.7%			1) All: 40.9% 2) EL: 33.3% 3) SED: 38.6% 4) SWD: 24% 5) FY: TBD 6) Hispanic: 41.6% 7) White 31.7%	
1.7	Dashboard Data: WUSD CTE Career Pathway Completion Rate	(Data Year: 2023-24) 1) All: 28% 2) EL: 14% 3) SED: 24.1% 4) SWD: 6.7% 5) FY: Data suppressed to protect student privacy - less than 11 students 6) Hispanic: 26.2% 7) White: 37.5%			1) All: 43% 2) EL: 38% 3) SED: 39.1% 4) SWD: 30.7 5) FY: TBD 6) Hispanic: 40.2% 7) White: 52.5%	
1.8	Local Data: Percentage of 11th Grade Students	(Data Year: 2022-23) WUSD All: 18.8%			WUSD All: 33.8% WHS: 37.06%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Ready for College English as Measured by the Early Assessment Program (exceeding standards on the CAASPP for English)	WHS: 22.06%				
1.9	Local Data: Percentage of 11th Grade Students Ready for College Math as Measured by Early Assessment Program (exceeding standards on the CAASPP for math)	(Data Year: 2022-23) WUSD All: 3.01% WHS: 3.65%			WUSD All: 18.01% WHS: 18.65%	
1.10	Local Data: Percentage of Grade 2 Students Who Met Standards on Math Formative Assessment	(Data Year: 2023-24) 1) All: 79.5% 2) EL: 84.5% 3) LI: 79.5% 4) SWD: 59% 5) FY: Data suppressed to protect student privacy - less than 11 students 6) Hispanic: 88.8% 7) White: 100%			1) All:85.5% 2) EL: 90.5% 3) LI: 85.5% 4) SWD: 74% 5) FY: TBD 6) Hispanic: 94.8% 7) White: 100%	
1.11	Local Data: Percentage of Grade 3-5 Students At or Above Grade Level on Math Benchmark	(Data Year: 2023-24) 1) All: 30.47% 2) EL: 16.96% 3) LI: 18.75% 4) SWD: 10% 5) FY: Data suppressed to protect student privacy - less than 11 students 6) Hispanic: 30.97% 7) White: 29.17%			1) All: 45.47% 2) EL: 40.96% 3) LI: 33.75% 4) SWD: 34% 5) FY: TBD 6) Hispanic: 45.97% 7) White: 44.17%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	Local Data: Percentage of Grade 3-5 Students At or Above Grade Level on ELA Benchmark	(Data Year: 2023-24) 1) All: 17.4% 2) EL: 6.2% 3) LI: 9.3% 4) SWD: 5.6% 5) FY: Data suppressed to protect student privacy - less than 11 students 6) Hispanic: 23.4% 7) White: 29.2%			1) All: 32.4% 2) EL: 20.2% 3) LI: 24.3% 4) SWDs: 29.6% 5) FY: TBD 6) Hispanic: 38.4% 7) White: 44.2%	
1.13	Local Data: Percentage of Grade 6-8 Students At or Above Grade Level on Math Benchmark	(Data Year: 2023-24) 1) All: 17.4% 2) EL: 6.2% 3) LI: 9.3% 4) SWD: 5.6% 5) FY: Data suppressed to protect student privacy - less than 11 students 6) Hispanic: 23.4% 7) White: 29.2%			1) All: 32.4% 2) EL: 20.2% 3) LI: 24.3% 4) SWDs: 29.6% 5) FY: TBD 6) Hispanic: 38.4% 7) White: 44.2%	
1.14	Local Data: Percentage of Grade 6-8 Students At or Above Grade Level on ELA Benchmark	(Data Year: 2023-24) 1) All: 20.3% 2) EL: 3.9% 3) LI: 20.5% 4) SWD: Data suppressed to protect student privacy - less than 11 students 5) FY: Data suppressed to protect student privacy - less than 11 students 7) Hispanic: 20.9%			1) All: 35.3% 2) EL: 27.9% 3) LI: 35.5% 4) SWD: TBD 5) FY: TBD 7) Hispanic: 35.9% 8) White: 42.2%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		8) White: 27.2%				
1.15	Local Data: Percentage of Grade 9-11 Students Meeting PSAT Benchmark in Evidence Based Writing (ERW) and Math	(Data Year: 2023-24) 1) G9: ERW 26%, Math 2% 2) G10: ERW 41%, Math 10% 3) G11: ERW 30%, Math 2%			1) G9: ERW 41%, Math 17% 2) G10: ERW 56%, Math 25% 3) G11: ERW 45%, Math 17%	
1.16	Local Data: Desired Results Developmental Profile (DRDP): A) Percentage of Preschool Students Eligible to Enter TK Obtaining a "Building Middle/Later" or "Integrating Earlier" Level of Development B) Percentage of Preschool EL Students Eligible to Enter TK Obtaining a "Building English" or "Integrating English" Level of ELD	(Data Year: 2023-24, Low Income) 1) Social and Emotional Development: 73% 2) Language and Literacy Development: 79% 3) Cognition (math/science) Development: 58% 4) EL ELD Development: 76%			1) Social and Emotional Development: 79% 2) Language and Literacy Development: 85% 3) Cognition (math/science) Development: 73% 4) EL ELD Development: 82%	
1.17	Dashboard Data: Points from Standard for WVMS English Language Arts Performance	(Data Year: 2023-24) 1) AI: -76.9 2) EL: -119.5 3) SED: -84.4 4) SWD: -186.4 5) FY: Data suppressed to protect student			1) All: -61.9 2) EL: -95.5 3) SED: -69.4 4) SWD: -162.4 5) FY: TBD 6) Hispanic: -63 7) White: -44.9	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		privacy - less than 11 students 6) Hispanic: -78 7) White: -59.9				
1.18	Dashboard Data: Points from Standard for WVMS Math Performance	(Data Year: 2023-24) 1) All: -118.4 2) EL: -164.5 3) SED: -125 4) SWD: -228.1 5) FY: Data suppressed to protect student privacy - less than 11 students 6) Hispanic: -119.4 7) White: -114.7			1) All: -103.4 2) EL: -140.5 3) SED: -101 4) SWD: -204.1 5) FY: TBD 6) Hispanic: -104.4 7) White: -99.7	
1.19	Dashboard Data: Points from Standard for WHS Math Performance	(Data Year: 2023-24) 1) All: -137.7 2) EL: -194.8 3) SED: -153 4) SWD: Data suppressed to protect student privacy - less than 11 students 5) FY: Data suppressed to protect student privacy - less than 11 students 6) Hispanic: -157.3 7) White: +6.5			1) All: -122.7 2) EL: -170.8 3) SED: -138 4) SWD: TBD 5) FY: TBD 6) Hispanic: -142.3 7) White: +21.5	
1.20	Dashboard Data: Points from Standard for CRES English Language Arts Performance	(Data Year: 2023-24) 1) All: -56.6 2) EL: -67.7 3) SED: -61.5 4) SWD: -169.1			1) All: -56.6 2) EL: -67.7 3) SED: -61.5 4) SWD: -169.1	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5) FY: Data suppressed to protect student privacy - less than 11 students 6) Hispanic: -57.6 7) White: -50.3			5) FY: TBD 6) Hispanic: -57.6 7) White: -50.3	
1.21	Dashboard Data: Points from Standard for FJ White English Language Arts Performance	All: -87.1 (Data Year: 2023-24)			1) All: -72.1	
1.22	Local Data: Percentage of 6-12 Teachers indicating a rating of 4 or 5 on the Local Professional Learning Survey Question "The professional learning sessions have been helpful in building my instructional capacity".	86.4% (Data Year: 2023-24)			92%	
1.23	Local Data: Percentage of 6-12 teachers completing at least 1 professional learning session provided by the 6-12 Instructional Coach	54.2% (Data Year: 2023-24)			70%	
1.24	Dashboard Data: CRES Math Points From Standard	(Data Year: 2023-24) 1) All: -66.1 2) EL: -72.1 3) SED: -70.2 4) SWD: -188.6 5) FY: Data suppressed to protect student privacy - less than 11 students			1) All: -51.1 2) EL: -48.1 3) SED: -55.2 4) SWD: -164.6 5) FY: TBD 6) Hispanic: -52.3 7) White: -42.9	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		6) Hispanic: -67.3 7) White: -57.9				

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Collaboration Time and Resources for Instructional Staff	<p>Instructional staff, including teachers and classified staff, will receive additional support to enhance their professional development and improve instruction and student learning. These initiatives are designed to equip instructional staff with the tools and knowledge they need to deliver high-quality education and drive improvements in student learning outcomes. This support includes:</p> <ol style="list-style-type: none"> 1. Additional Professional Learning Opportunities: <ul style="list-style-type: none"> • PLC Late Start Days • Achievement Teams Implementation • Achievement Teams Mini Certification • High Yield Instructional Strategies training • Classified Staff Training • Professional Learning Materials and Supplies 2. Collaborative time for teachers (Curriculum planning, Instructional Rounds, Release Time) 3. Time for vertical alignment of ELA and math curriculum 	\$192,792.00	Yes
1.2	Instructional Support Staff and Programs	<p>Instructional support staff and programs will be enhanced to improve the quality of instruction, focusing particularly on in-class coaching, in-person professional learning, and mentorship. This initiative includes dedicated resources for our new teachers and consists of the following elements:</p> <ol style="list-style-type: none"> 1. Teacher Induction Program Mentors, WUSD Mentors and Program Costs 2. Math Consultants (5 days of math support for WHS from TCOE math consultant) 3. Instructional Leads: <ul style="list-style-type: none"> • 1 FTE Academic Coach for grades 6-12 • PLC Lead stipends (Title I funded) • Additional Grade Level Leads (4 Leads at FJW, 3 Leads at CRES) • Materials to support work of Instructional Leads • Training for Instructional Leads 	\$370,450.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Response to Intervention Personnel and Resources	<p>To support the educational needs of our students, especially those categorized as Low Income, English Learners, and Foster Youth, our district will implement a comprehensive Response to Intervention (RTI) strategy. This strategy includes tiered supports aimed at enhancing educational outcomes across all grade levels. The components of this strategy are:</p> <ol style="list-style-type: none"> 1. Early academic intervention teacher for grades K-5: <ul style="list-style-type: none"> • 2 FTE at each school FJW and CRES • Additional 0.5 FTE at each school FJW and CRES (Literacy Grant and LREBG funded) 2. Academic intervention periods for grades 6-12: <ul style="list-style-type: none"> • Math Intervention teacher for WHS (LREBG funded) • Home Room and zero period for WVMS 3. Intervention materials/apps 4. Tutoring services 5. Positive behavior strategies and supports: <ul style="list-style-type: none"> • Make Psychologist full time • Peer assistance class (Link Crew) at WHS • Materials and training of peer assistance class 6. Zero period credit recovery classes (Title I funded) 7. Learning Directors for K-8 8. Illuminate (Title I funded) 9. Acellus (Title I funded) 10. DRA Assessments (Title I funded) 11. Maintain additional Response to Intervention Team including: <ul style="list-style-type: none"> • 1 FTE psychologist • 1 FTE Special education instructor • Additional hours for Special Education Department Office Technician • Four additional instructional aide positions 12. K-5 Student Services/After School Coordinator (LCFF and ELOP funded) 	\$2,027,576.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	School Readiness Personnel and Resources	<p>Additional personnel and programs will be provided to improve school readiness and student achievement. This action is directed to Low Income students and includes:</p> <ul style="list-style-type: none"> • 0 to 5 materials and supplies • 0 to 5 (ages) Kindergarten Readiness Coordinator 	\$34,887.00	Yes
1.5	Supplemental Materials, Assessments, Professional Learning and Student Supports in English Language Arts	<p>Action for WVMS Dashboard Reds in ELA (All, EL, Hispanic, SED and SWD), District Dashboard Red in ELA (EL)</p> <p>WVMS is implementing a comprehensive range of activities to enhance English Language Arts outcomes, specifically targeting our high-needs student groups including Low Income, English Learners, and Foster Youth. At WVMS, Bengal Support session is one intervention that will be enhanced and involves staff collecting students with missing assignments from class and walking them to the support session to ensure their attendance. The planned activities for the Action include:</p> <ol style="list-style-type: none"> 1. Two additional Bengal Support sessions per week (in-house) 2. Winter/Summer session credit recovery programs for ELA (ELOP funded) 3. Ongoing Integrated ELD training and support embedded into the instructional year 4. After School Newcomers' Academy focused on additional ELD support (ELOP funded) 5. ELD professional development for Department Chairs (in-house) 6. After-school tutorials in ELA, including supplemental materials and supplies for students (ELOP funded) 7. Specialized ELA professional learning for general education staff focused on meeting the needs of students with disabilities (in-house) 8. Parent involvement opportunities with food offered (self paid) and childcare (LCFF and Title I funded) 	\$261,027.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Supplemental Materials, Assessments, Professional Learning and Student Supports in Math	<p>Action for WVMS Dashboard Red in Math (All, EL, Hispanic, SED, SWD) and District Dashboard Red in Math (EL, Hispanic)</p> <p>Woodlake Valley Middle School (WVMS) is implementing a comprehensive set of initiatives to improve math outcomes across diverse student groups, specifically targeting Low Income, English Learners, and Foster Youth. The strategic activities include:</p> <ol style="list-style-type: none"> 1. Two additional Bengal Support sessions per week (in-house) 2. Winter/Summer programs for credit recovery (ELOP funded) 3. Ongoing Integrated ELD training and support embedded into the instructional year 4. After School Newcomers' Academy focused on additional ELD support (ELOP funded) 5. ELD Professional Development for Department Chairs (in-house) 6. Supplemental materials and supplies for students to use in Newcomer Academy 7. After-school tutorials in math (ELOP funded) 8. Specilaized math professional learning for general education staff focused on meeting the needs of students with disabilities (in-house) 9. Parent involvement opportunities with food offered (self paid) and childcare (LCFF and Title I funded) 	\$33,922.00	Yes
1.7	Math Intervention and Tutorials for Woodlake High School	<p>Strengthened Action for WHS Dashboard Red in Math (Hispanic, SED) and District Dashboard Red in Math (Hispanic, EL)</p> <p>In this new action, Woodlake High School is implementing strengthened intervention initiatives to improve math outcomes across diverse student groups, specifically targeting Low Income, English Learners, and Foster Youth. Assessment of student data from the prior year are used to place students in need of intervention in an additional period of math instruction daily in order to provide ongoing structured math intervention focused on Integrated Math (IM) 1. This action will be further strengthened by the addition of an IM 2 support class and math tutorials offered by staff with a</p>	\$156,427.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>new emphasis on systematic student placement to support make-up of missed work and or reteaching and retesting on material not mastered. The action is subsequently designed to increase the passing rate so students will succeed in the math course sequence leading to the completion of IM3 by 11th grade. This will impact the readiness of our students for the CAASPP in grade 11. The strategic activities include:</p> <ol style="list-style-type: none"> 1. Math intervention teacher for IM1 and IM2 support classes 2. Math tutorials 3. Supplemental materials and supplies for students to use in math tutorials 		
1.8	Implementation of supplemental ELA and Math Materials with Integrated and Designated ELD	<p>Action for FJ White Dashboard Red in ELA (All), District Dashboard Red in ELA (EL) and District Dashboard Red in Math (EL and Hispanic)</p> <p>This new action in conjunction with Actions 1.6 and 1.7 address each grade span for the EL and Hispanic subgroups for the District Red in math. Activities emphasize implementation of supplemental ELA and math materials with Integrated and Designated ELD support, including:</p> <ol style="list-style-type: none"> 1. Supplemental ELA and math materials K-8 2. Professional learning with a focus on Designated ELD for EL students K-5 3. Principal and Learning Director implementation support 4. Instructional Coach support focused on Designated and Integrated ELD 	\$82,770.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Facilitate continuous progress toward English language proficiency for English Learners, leading to enhanced engagement in class and progress toward mastery of grade-level standards, emphasizing improved outcomes in mathematics, English Language Arts, and literacy, to build a foundation for college and career success.	Broad Goal

State Priorities addressed by this goal.

- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Woodlake Unified continues to serve a significant English Learner (EL) population with 27% of its student body classified as EL. This group of students need both instruction in learning English and instruction in the content standards. This dual need necessitates a structured and coordinated approach to providing both. Input from educational partners including teachers, administrators, students and parents indicate that the district needs to continue to focus significant resources to meet the needs of English Learners. Additionally, data from the 2023 Dashboard English Learner Progress Indicator shows that with only 49.7% meeting the target, a significant number of English Learners (50.3%) are not making sufficient progress in learning English. The 2023 dashboard further indicates EL’s scored 89.5% below standard in ELA and 125.9 points below standard in math on the Dashboard. This is significantly below the All group in both areas. Additionally, 2024 local data shows that many of our EL students are struggling in both ELA and math on local assessments with 16.96% (3-5) and 6% (6-8) scoring proficient on the math benchmark as well as 6.2% (3-5) and 3% 6-8 scoring proficient on the ELA benchmark. In grades K-5, DRA results indicate that 43.6% of EL’s were on grade level in reading. One bright spot is K-2 Math Formative Assessment where 84.5% met standards. Additionally, the District Dashboard for ELA and Math for EL's indicate that we are in the Red. With 27% of our student body classified as EL, impacting this group will have a cascading effect on the Low Income group, and the Hispanic group. As a result of examining our data and feedback from Educational partners, the District decided that in order to meet the needs of this high risk group, it needed a specific goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Dashboard Data: Points from Standard for WUSD English Language Arts Performance for English Learners	-89.5 (Data Year: 2023-24)			-74.5	
2.2	Dashboard Data: Points from Standard for WUSD Math Performance for English Learners	-125.9 (Data Year: 2023-24)			-101.9	
2.3	Dashboard Data: Percentage Making Progress Toward English Proficiency on the WUSD English Learner Progress Indicator	49.7% (Data Year: 2023-24)			64.7%	
2.4	Local Data: English Learner Reclassification Rate	14% (Data Year: 2023-24)			29%	
2.5	Local Data: Percentage of English Learners Reclassified within 4 Assessment Cycles of Enrollment in the District	40% (Data Year: 2023-24)			55%	
2.6	Local Data: Percentage of Grade 3-5 English Learners At or Above Standards on Math Benchmarks	17% (Data Year: 2023-24)			41%	
2.7	Local Data: Percentage of Grade 3-5 English Learners At or Above	6.2% (Data Year: 2023-24)			30.2%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Standards on ELA Benchmarks					
2.8	Local Data: Percentage of Grade 6-8 English Learners At or Above Standards on Math Benchmarks	6% (Data Year: 2023-24)			30%	
2.9	Local Data: Percentage of Grade 6-8 English Learners At or Above Standards on ELA Benchmarks	3% (Data Year: 2023-24)			27%	
2.10	Local Data: Percentage of K-5 English Learners At or Above Grade Level (DRA)	43.6% (Data Year: 2023-24)			67.9%	
2.11	Local Data: Percentage of Grade K-2 English Learners Met Standard on End of Year Math Formative Assessment	84.5% (Data Year: 2023-24)			90.5%	
2.12	Local Data: Percentage of Grade 9-11 English Learners Meeting PSAT Benchmark in Math	0% (Data Year: 2023-24)			24%	
2.13	Local Data: Percentage of Grade 9-11 English Learners Meeting PSAT Benchmark in Evidence Based Writing (ERW)	5.4% (Data Year: 2023-24)			29.4%	
2.14	Dashboard Data: Percentage English Learners at Prepared Level on the CCI	14.3% (Data Year: 2023-24)			38.3%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.15	Dashboard Data: Grade 6-8 English Learner Points from Standard for English Language Arts Performance	-119.5 (Data Year: 2023-24)			-95.5	
2.16	Dashboard Data: Grade 6-8 English Learner Points from Standard for Math Performance	-164.5 (Data Year: 2023-24)			-140.5	
2.17	Dashboard Data: WHS Grade 11 English Learner Points from Standard for English Language Arts Performance	-68.1 (Data Year: 2023-24)			-44.1	
2.18	Dashboard Data: WHS Grade 11 English Learner Points from Standard for Math Performance	-194.8 (Data Year: 2023-24)			-170.8	
2.19	Dashboard Data: WUSD Long Term English Learners (LTEL) Points from Standard for English Language Arts Performance	Data not yet published			TBD	
2.20	Dashboard Data: WUSD LTEL Points from Standard for Math Performance	Data not yet published			TBD	
2.21	Local Data: Percentage of English Learner Parent Participation in At Least One Meeting, Committee or School Event	(Data Year: 2023-24) 86%			92%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.22	Local Data: Percentage of Teachers Implementing English Language Development Standards as Evidenced by Formal Teacher Evaluations	(Data Year: 2023-24) 93%			99%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Personnel and Professional learning to Improve ELD Instruction	<p>Action for District Dashboard Red in ELA (EL) and District Dashboard Red in Math (EL)</p> <p>In a strengthened approach to ELD planning (for both language acquisition and academic standards instruction), the district will develop a district wide system for daily Integrated and Designated ELD instruction for all EL students including personnel, assessment, materials, Professional Learning, and accountability to address language acquisition, math standards proficiency and ELA standards proficiency. The activities for this Action include:</p> <ol style="list-style-type: none"> 1. Strengthened teacher planning focused on Integrated/Designated ELD 2. ELD Consultants to support teacher planning/instruction on imbedded Integrated/Designated ELD 2. ELD instructor for WVMS (LREBG funded) 4. Math Consultants with ELD focused professional learning 	\$182,114.00	Yes
2.2	Achievement Team Process for LTELs	<p>Action for District Dashboard Red in ELA (EL), District Dashboard Red in Math (EL), and Long Term English Learners (LTEL)</p> <p>This new action will expand on the district wide Achievement Teams process to pre-assess, front-load, teach, assess and reteach LTEL's in ELA and math. This action will require collaboration between core teachers and the ELD teachers at WVMS and WHS and focused on disaggregating LTEL data in conjunction with Achievement Team short-assessment cycles. This approach will make the needs of these students more visible to staff and create opportunities to better meet their needs. This action is principally directed at our EL students, specifically our LTEL students and includes the following:</p> <ol style="list-style-type: none"> 1. Collaboration time for teachers focused on LTEL support in conjunction with Action 1.1 	\$4,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Supplementary English Language Development Programs and Materials	<p>Feedback from educational partners demonstrated interest in maintaining supplemental ELD programs and materials to support English Learners including digital applications and programs that recognize English Learners that meet the state and local criteria to be reclassified as fluent English proficient. This Action includes maintaining the following:</p> <ol style="list-style-type: none"> 1. Additional materials and educational applications for ELD 2. Reclassification ceremonies and recognition programs 	\$7,697.00	Yes
2.4	Expanded Learning Opportunities for English Learners	<p>Action for District Dashboard Red in ELA (EL) and District Dashboard Red in Math (EL)</p> <p>This Action is intended to expand the opportunities for ELs to receive specialized instruction both within and outside of the normal instructional day to accelerate their English language acquisition. Implementation of this action will include the following:</p> <ol style="list-style-type: none"> 1. Extended school year opportunities: <ul style="list-style-type: none"> • K-8 Summer School (ELOP funded) • 9-12 Summer School • 8-12 Winter Session (ELOP funded) 2. Homeroom EL intervention periods at WVMS 3. Saturday enrichment classes for ELs in grades 6-12 4. K-12 Additional Designated ELD for ELs as a component of the After School Program (ELOP/ASSETs funded) 5. After school tutoring/enrichment for ELs in K-8 (ELOP funded) and 9-12 (ASSETs funded) 6. Sheltered English Class for ELs Grade 9-12 during the school year (previously offered in summer school) 7. Educational field trips for ELs in grades 6-12 	\$48,829.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	English Learner Parent Engagement Programs	<p>This strengthened Action strives to build a bridge to better connect schools with families of EL students by providing opportunities to build parental support through workshops and more importantly, through a site level mentor for EL students who will reach out to parents to make connections in grades K-5 providing parents with stronger skills to support their children as they progress through school. Implementation of this action includes the following:</p> <ol style="list-style-type: none"> 1. Parent engagement programs and materials (offer P.I.Q.E program at each school) 2. EL Student/Parent Mentors for K-5 (one each at FJW and CRES) 	\$76,765.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Establish and maintain a comprehensive system that delivers rigorous, state standards-aligned instruction across all academic disciplines, using top-quality teaching materials, advanced technology, well maintained and equipped facilities as well as related support services, in order to provide equitable access to high-quality education, empowering every student to succeed academically, vocationally and socially.	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 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Providing these opportunities was the purpose of the Local Control Funding Formula when it was introduced with equity at its core.

Recruiting and maintaining appropriately credentialed (93% 2024) and properly assigned teachers (97%) in a competitive environment is essential. Providing learning facilities that are safe, well-maintained (6 of 6 facilities in good or excellent condition in 2023-24), and up-to-date furnishings were emphasized by educational partners and are integral to Goal 3. Continuing to provide resources to ensure facilities are in exemplary condition is important to all educational partners and is established through implementation of Goal 3.

Providing instructional staff with presentation equipment, students with Chromebooks (1 to 1 student to device ratio in 2024) and access to free at home internet are additional services and educational technologies that have provided opportunities to enhance teaching and student learning. Providing students access to e-books, additional library reading resources, supplemental curriculum, educational apps, and providing Advanced Placement exams at no cost to students is also critical.

Additionally, the District believes investing in quality instructional staff is at the core of achieving positive outcomes for students. Formal teacher evaluations continue to indicate positive results for lessons aligned to state standards. For 2022-23, 100% of formal lessons observed provided evidence of ELA/Math standards implementation (100% in 2023-2024) and 97% indicated implementation of literacy standards. For 2023-2024, WUSD maintained a high Unduplicated student enrollment rate of 98.1% in A-G coursework and enrollment in a CTE Pathway with LI at 65%, and EL at 75% (FY is not a significant subgroup).

Providing opportunities for students to have access to a broad course of study is critical to student success. The District continues to offer a broad course of study that meets the Ed Code requirements (Yes 2024). Woodlake Unified works to provide a wide variety of elective opportunities including a Career Technical Education (CTE) courses with a 2024 CTE Pathway enrollment of (All 74.5%, EL 75%, LI 65%)

and A-G electives to prepare students for admission to UC/CSU with a 2024 A-G enrollment of (All 95.8% EL 98.1% LI 95%). Additionally, the District funds additional counselors as well as a Coordinator of College and Career Readiness and a Work Based Learning Coordinator to assist students in accessing quality programs and expanding their horizons. New this year is the addition of more College and Career options at Bravo Lake High School (BLHS) Focus Goal #6. These programs continue to emerge from Educational Partner engagement as essential.

Collectively, this goal and actions are primarily aimed at continuing to maintain and provide the highest level of instructional services as well as College and Career programs, for the educational benefit of all students in the most productive up-to-date learning environment possible.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Local Data: Percentage of Fully Credentialed Teachers	93% (Data Year: 2023-24)			96%	
3.2	Local Data: Percentage of Properly Assigned Teachers	97% (Data Year: 2023-24)			100%	
3.3	Local Data: Percentage of Teachers Implementing Math Standards as Evidenced by Formal Teacher Evaluations	100% (Data Year: 2023-24)			100%	
3.4	Local Data: Percentage of Teachers Implementing English Language Arts Standards as Evidenced by Formal Teacher Evaluations	100% (Data Year: 2023-24)			100%	
3.5	Local Data: Percentage of Teachers Implementing English Language Development Standards as Evidenced	93% (Data Year: 2023-24)			99%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	by Formal Teacher Evaluations					
3.6	Local Data: Percentage of Teachers Implementing Literacy Standards as Evidenced by Formal Teacher Evaluations	97% (Data Year: 2023-24)			100%	
3.7	Local Data: Percentage of Students with Sufficient Access to Standards Aligned Instructional Materials	100% (Data Year: 2023-24)			100%	
3.8	Local Data: Student to Device Ratio	1 to 1 (Data Year: 2023-24)			1 to 1	
3.9	Local Data: Number of School Facilities with Rating of "Good or Excellent" as Measured by the Facilities Inspection Tool	(Data Year: 2023-24) 6 of 6 with a rating of "Good or Excellent"			6 of 6 with a rating of "Good or Excellent"	
3.10	Local Data: Master Schedules Meet Education Code Requirements	Yes (Data Year: 2023-24)			Yes	
3.11	Local Data: Percentage of Students, Including Unduplicated Students and Students with Disabilities, are Enrolled in and have Access to a Broad Course of Study as Measured by the School Site Master Schedule	100% (Data Year: 2023-24)			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.12	Local Data: Percent of Students Enrolled in a CTE/Career Pathway	(Data Year: 2023-24) All: 74% SWD: 74% EL: 65% LI: 65% FY: Data suppressed to protect student privacy - less than 11 students			All: 80% SWD: 80% EL: 74% LI: 74% FY: TBD	
3.13	Local Data: Percentage of Students Enrolled in A-G Courses	(Data Year: 2023-24) 1) All: 95.8% 2) EL: 98.1% 3) SWD: 23% 4) LI: 95% 5) FY: Data suppressed to protect student privacy - less than 11 students			1) All: 97.3% 2) EL: 99.6% 3) SWD: 29% 4) LI: 96.5% 5) FY: TBD	
3.14	Dashboard Data: Percentage of WUSD Students at Prepared Level on the College and Career Indicator (CCI)	(Data Year: 2023-24) 1) All: 38.9% 2) EL: 14.3% 3) SED: 36.8% 4) SWD: 0% 5) FY: Data suppressed to protect student privacy - less than 11 students 6) Hispanic: 41% 7) White: 25%			1) All: 53.9% 2) EL: 38.3% 3) SED: 51.8% 4) SWD: 24% 5) FY: TBD 6) Hispanic: 56% 7) White: 39%	
3.15	Dashboard Data: Percentage of Students at the Approaching Prepared Level or at Prepared Level on the CCI	(Data Year: 2023-24) 1) All: 50.5% 2) EL: 26.2% 3) SED: 47.9% 4) SWD: 14.3%			1) All: 65.5% 2) EL: 50.2% 3) SED: 62.9% 4) SWD: 38.3% 5) FY: TBD 6) Hispanic: 65.9%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5) FY: Data suppressed to protect student privacy - less than 11 students 6) Hispanic: 50.9% 7) White: 50%			7) White: 65%	
3.16	Dashboard Data: WUSD Graduation Rate	(Data Year: 2023-24) 1) All: 89.6% 2) EL: 83.7% 3) SED: 89.1% 4) SWD: 53.3% 5) FY: Data suppressed to protect student privacy - less than 11 students 6) Hispanic: 90.2% 7) White: 91.7%			1) All: 95.6% 2) EL: 92.7% 3) SED: 95.1% 4) SWD: 62.3% 5) FY: TBD 6) Hispanic: 96.2% 7) White: 97.7%	
3.17	Local Data: Middle School Drop Out Rate	0% (Data Year: 2023-24)			0%	
3.18	Dashboard Data: UC/CSU Prepared (A-G Completers)	(Data Year: 2023-24) All: 25.9% EL: 9.3% SED: 23.6% SWD: 0% Hispanic: 26.4% White: 16.7%			All: 40.9% EL: 33.3% SED: 38.6% SWD: 24% Hispanic: 41.4% White: 31.7%	
3.19	Dashboard Data: WUSD Points from Standard for English Language Arts Performance	(Data Year: 2023-24) 1) All: -57.7 2) EL: -89.5 3) SED: -65.4 4) SWD: -138.9 5) FY: Data suppressed to protect student			1) All: -42.7 2) EL: -65.5 3) SED: -50.4 4) SWD: -114.9 5) FY: TBD 6) Hispanic: -46.1 7) White: +3	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		privacy - less than 11 students 6) Hispanic: -61.1 7) White: -12				
3.20	Dashboard Data: WUSD Points from Standard for Math Performance	(Data Year: 2023-24) 1) All: -102.3 2) EL: -125.9 3) SED: -108.6 4) SWD: -177.1 5) FY: Data suppressed to protect student privacy - less than 11 students 6) Hispanic: -106.2 7) White: -61			1) All: -87.3 2) EL: -101.9 3) SED: -93.6 4) SWD: -153.1 5) FY: TBD 6) Hispanic: -91.2 7) White: -46	
3.21	Dashboard Data: K-8 Chronic Absenteeism	(Data Year: 2023-24) 1) All: 20.7% 2) EL: 16.2% 3) SED: 21.9% 4) FY: 28% 5) SWD: 26.8% 6) Hispanic: 20.4% 7) White: 21.7%			1) All: 11.7% 2) EL: 7.2% 3) SED: 12.9% 4) FY: 19% 5) SWD: 17.8% 6) Hispanic: 11.4% 7) White: 12.7%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Recruit and Maintain Quality Instructional Staff	<p>In order to attract and retain highly qualified teachers due to past teacher shortages and the isolated rural location of the district, WUSD in 2017-2018 implemented the following strategies that is in the best interest of students to maintain:</p> <ol style="list-style-type: none"> 1. Increased the years of teaching service accepted from 7 to 10 years for highly qualified teachers 2. Salary restructure for recruitment and retention 3. Increase instructional day by 15 minutes at FJ White and 10 minutes at Castle Rock 4. Increased the stipend for Masters degrees from \$500 to \$1000 	\$677,930.00	Yes
3.2	Personnel and Expenditures for Course of Study Programs	<p>Personnel and program expenditures will be provided to maintain and expand course of study programs, career technical education and co-curricular opportunities for the educational benefit of students K-12. Recognizing the critical importance of college and career readiness for students' success after graduation, the district has made it a priority to offer a robust selection of electives and co-curricular programs and includes implementing the following:</p>	\$1,985,236.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ol style="list-style-type: none"> 1. STEM elective periods (STEM Ag, Robotics, Engineering) 2. STEM materials, curriculum, conferences and training 3. M.E.S.A. Program stipend and materials 4. Additional band and choir travel 5. Band teacher 3-8 (grades) 6. Instrument repair budget for grades 3-8 7. Band uniforms and equipment 8. Enrichment class teacher for K-5 9. Materials for K-5 enrichment classes 10. Choir uniforms and equipment 11. Drama sets and costumes 12. Choir accompanist 13. Maintain and expand A-G courses, dual enrollment classes, provide dual enrollment stipends 14. Maintain and expand electives, including elective materials and supplies 15. Zero period physical education at WVMS 16. Two additional academic counselors (1 at WVMS, 1 shared between WHS and WEOP) 17. Coordinator of College and Career Readiness 18. Work-Based Learning Coordinator 19. Resources for college and career awareness activities 20. Contribution to WUSD Farm for Ag Pathway programs 21. Additional Ag Teacher for Ag Pathway 22. Collaboration time to align K-12 English and math curriculum in conjunction with Action 1.1 		
3.3	Educational Technology Support Personnel and Resources	<p>To ensure the sustained delivery of standards-aligned instruction through advanced technology, the district will continue to provide comprehensive support for educational technology. This support includes the provision of the following personnel and resource:</p> <ol style="list-style-type: none"> 1. Educational Technicians 2. Resources and support for maintaining the operation of the internet and network systems 3. Infrastructure component replacement and upgrades (replacement of network switches at FJW and CRES scheduled for the 2024-2025) 4. Director of Technology 	\$1,626,425.24	Yes

Action #	Title	Description	Total Funds	Contributing
		5. Educational Technician for WIFI and home internet support, including mileage 6. Student, classroom and teacher devices (Chromebooks, laptop, desktops) 7. Classroom presentation equipment 8. Educational applications and licenses 9. Devices for at home internet access (hotspots, licenses) 10. Adaptive technology to support students with disabilities in the general education environment		
3.4	Supplemental Resources for Mastering the CA State Standards and College and Career Readiness	Supplemental materials will be provided to assist students in mastering the state standards, including the Model School Library Standards, and preparing students for college and career opportunities. Access to a breadth of content over time builds background knowledge that helps students excel academically and shall include the following: 1. Purchase additional library resources and e-books 2. Purchase high interest literature and expository text 3. Supplemental training and materials for PSAT, Pre AP, AP and other college preparation programs	\$61,155.00	Yes
3.5	Personnel, Maintenance, and Facility Improvement Projects	Personnel, maintenance and facility improvement projects will be provided to enhance and ensure a safe, clean and up to date learning environment including: 1. Night Maintenance Supervisor (Base Grant) 2. Update furnishings in classrooms and libraries 3. Updates to educational facilities (water filling stations, drinking fountains, HVAC project) 4. Ongoing QZAB project payment for CRES soccer field lights, WHS PAB remodel and FJW classrooms 5. Update athletic fields and equipment 6. Contribution to Deferred Maintenance (Base Grant) 7. Additional Contribution to Deferred Maintenance 8. School Safety Materials and supplies (cameras, WeTip, Raptor, SISSCA)	\$1,221,963.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Cultivate a supportive school environment that champions student engagement, safety, and well-being as core values, leading to increased attendance rates and a reduction in disciplinary occurrences, to optimize both academic achievement and personal growth for all students.	Broad Goal

State Priorities addressed by this goal.

- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Woodlake Unified is committed to creating a safe and engaging school environment that fosters success for all students. To achieve this, the district is focusing on expanding the availability of extracurricular and co-curricular activities through increased support personnel, resources, and facilities. This initiative aligns with the district’s strategic plan for enhancing student outcomes.

Current dashboard data highlights areas needing attention, particularly in reducing chronic absenteeism, which stands at 20.7% for all students, with foster youth at 28% and socioeconomically disadvantaged (SED) students at 26.8%. Suspension rates also reflect challenges in school climate, with overall rates at 4.9%, foster youth at 14.6%, and SED students at 5.3%. These statistics underscore the necessity for ongoing efforts to improve the school environment.

Goal 4 of the district’s plan specifically targets foster youth and SED students, recognizing the substantial unmet needs within these groups. Educational partners, including staff and students, continue to emphasize the critical role of co-curricular and extracurricular programs in cultivating a positive school culture.

Feedback from students and parents has also highlighted a demand for additional counseling services. Results from anonymous surveys of those connected to our social workers show significant benefits: 57% report better learning ability, 47% have seen improvements in grades, 38% have improved school attendance, and 72% feel better emotionally. Educational Partners continue to express the positive impact of and the need for more counseling and social work services.

Ultimately, Woodlake Unified aims to ensure that all students graduate as well-rounded individuals ready to lead fulfilling lives and contribute positively to society. Goal 4 has been crafted with this objective at its core, focusing on providing the necessary support and resources to meet the diverse needs of our students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Local Data: Period 2 Attendance Rate	93.8% (Data Year: 2023-24)			96.8%	
4.2	Dashboard Data: K-8 Chronic Absenteeism	(Data Year: 2023-24) 1) All: 20.7% 2) EL: 16.2% 3) SED: 21.9% 4) FY: 28% 5) SWD: 26.8% 6) Hispanic: 20.4% 7) White: 21.7%			1) All: 11.7% 2) EL: 7.2% 3) SED: 12.9% 4) FY: 19% 5) SWD: 17.8% 6) Hispanic: 11.4% 7) White: 12.7%	
4.3	Dashboard Data: WUSD Suspension Rate	(Data Year: 2023-24) 1) All: 4.9% 2) EL: 4.2% 3) SED: 5.3% 4) FY: 14.6% 5) SWD: 5.3% 6) Hispanic: 4.6% 7) White: 6.8%			1) All: 3.4% 2) EL: 2.7% 3) SED: 3.8% 4) FY: 8.6% 5) SWD: 3.8% 6) Hispanic: 3.1% 7) White: 5.3%	
4.4	Dashboard Data: WUSD Graduation Rate	(Data Year: 2023-24) 1) All: 89.6% 2) EL: 83.7% 3) SED: 89.1% 4) FY: Data suppressed to protect student privacy - less than 11 students 5) SWD: 53.3% 6) Hispanic 90.2% 7) White: 91.7%			1) All: 95.6% 2) EL: 92.7% 3) SED: 95.1% 4) FY: TBD 5) SWD: 62.3% 6) Hispanic: 96.2% 7) White: 97.7%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.5	Dashboard Data: Bravo Lake High School Graduation Rate	(Data Year: 2023-24) All: 87.9% Note: Student group data suppressed to protect student privacy - less than 11 students			93.9%	
4.6	Local Anonymous Student Survey Data: "Feel like they are part of school" Agree or Strongly Agree	56.9% (Data Year: 2023-24)			71.9%	
4.7	Local Anonymous Student Survey Data: "Feel safe at school" Agree or Strongly Agree	58.8% (Data Year: 2023-24)			73.8%	
4.8	Local Anonymous Student Survey Data: "Feel there is an adult that cares about them at school" Agree or Strongly Agree	65.6% (Data Year: 2023-24)			80.6%	
4.9	Local Anonymous Parent Survey Data: "Feel their child is safe at school" Agree or Strongly agree	66.6% (Data Year: 2023-24)			71.6%	
4.10	Local Anonymous Staff Survey Data: "I feel that our school is a safe place for our students" Agree or Strongly Agree	67.9% (Data Year: 2023-24)			72.9%	
4.11	Local Anonymous Social Worker Client Survey	76% (Data Year: 2023-24)			79%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data: Which of the following are true: "I feel better emotionally"					
4.12	Local Anonymous Social Worker Client Survey Data: Which of the following are true: "My personal relationships have improved"	57% (Data Year: 2023-24)			60%	
4.13	Local Anonymous Social Worker Client Survey Data: Which of the following are true: "I am better able to learn"	57.1% (Data Year: 2023-24)			60.1%	
4.14	Local Anonymous Social Worker Client Survey Data: Which of the following are true: "My grades have improved"	47.6% (Data Year: 2023-24)			50.6%	
4.15	Local Anonymous Social Worker Client Survey Data: Which of the following are true: "My school attendance has improved"	38.1% (Data Year: 2023-24)			41.1%	
4.16	Local Anonymous Social Worker Client Survey	52% (Data Year: 2023-24)			55%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data: Which of the following are true: "I feel better about myself"					
4.17	Local Anonymous Social Worker Client Survey Data: Which of the following are true: "My behavior has improved"	38% (Data Year: 2023-24)			41%	
4.18	Local Anonymous Social Worker Client Survey Data: "Rate how responsiveness is the Social Worker to your needs and concerns" Very Responsive, Somewhat Responsive	100% (Data Year: 2023-24)			100%	
4.19	CDE Dataquest: High School Dropout Rate (4 year cohort)	6.4% (Data Year: 2022-23)			3.4%	
4.20	Local Data: Middle School Dropout Rate	0% (Data Year: 2023-24)			0%	
4.21	CDE Dataquest: Expulsion Rate	0.13% (Data Year: 2022-23)			0.07%	
4.22	Local Data: CRES Percentage of Students Participating in Athletics	(Data Year: 2023-24) 1) All: 10% 2) EL: 7.4% 3) LI: 9.7% 4) Hispanic: 11% 5) FY: Data suppressed to protect student			1) All: 16% 2) EL: 13.4% 3) LI: 15.7% 4) Hispanic: 17% 5) FY: TBD 6) White: 22.7% 7) SWD: 16%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		privacy - less than 11 students 6) White: 16.7% 7) SWD: 10%				
4.23	Local Data: WVMS Percentage of Students Participating in Athletics	(Data Year: 2023-24) 1) All: 36.8% 2) EL: 22% 3) LI: 31% 4) Hispanic: 37.1% 5) FY: Data suppressed to protect student privacy - less than 11 students 6) White: 33% 7) SWD: 16%			1) All: 42.8% 2) EL: 28% 3) LI: 37% 4) Hispanic: 43.1% 5) FY: TBD 6) White: 39% 7) SWD: 22%	
4.24	Local Data: WHS Percentage of Students Participating in Athletics	(Data Year: 2023-24) 1) All: 46.1% 2) EL: 47.6% 3) LI: 43.9% 4) Hispanic: 46.3% 5) FY: Data suppressed to protect student privacy - less than 11 students 6) White: 42.6% 7) SWD: 24%			1) All: 52.1% 2) EL: 53.6% 3) LI: 49.9% 4) Hispanic: 52.3% 5) FY: TBD 6) White: 48.6% 7) SWD: 30%	
4.25	Local Anonymous Student Survey Data: "When I Am Absent from School Someone Notices", Always	49.9% (Data Year: 2023-24)			64.9%	
4.26	Dashboard Data: CRES Suspension rates	(Data Year: 2023-24) 1) All: 5.3%			1) All: 3.8% 2) SED: 4%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2) SED: 5.5% 3) Hispanic: 4.4% 4) White: 16.2% 5) EL: 2.4% 6) SWD: Data suppressed to protect student privacy - less than 11 students			3) Hispanic: 2.9% 4) White: 10.2% 5) EL: 0.9% 6) SWD: TBD	
4.27	Local Anonymous Social Worker Client Survey Data: Which of the following are true: "No impact"	0% (Data Year: 2023-24)			0%	
4.28	Local WHS Anonymous Student Survey Data: Percentage that participate in one or more Extracurricular or Co-curricular Activities	89% (Data Year: 2023-24)			92%	
4.29	Local WHS Anonymous Student Survey Data: Percentage that participate in Extracurricular or Co-curricular Activities monthly, weekly, or daily	69.9% (Data Year: 2023-24)			72.9%	
4.30	Local WHS Anonymous Student Survey Data: How do you feel these activities affect your academic performance? Percent responding very positive or positive	81.6% (Data Year: 2023-24)			84.6%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.31	Local WHS Anonymous Student Survey Data: Have these activities helped you develop any of the following? Percent responding "Leadership"	58.6% (Data Year: 2023-24)			61.6%	
4.32	Local WHS Anonymous Student Survey Data: Have these activities helped you develop any of the following? Percent responding, "Communication"	79.3% (Data Year: 2023-24)			80%	
4.33	Local WVMS Anonymous Student Survey Data: Percentage that participate in one or more Extracurricular or Co-curricular Activities	70.6% (Data Year: 2023-24)			73.6%	
4.34	Local Measure: WVMS Anonymous Student Survey: Percentage that participate in Extracurricular or Co-curricular Activities at least monthly	69.9% (Data Year: 2023-24)			72.9%	
4.35	Local WVMS Anonymous Student Survey Data: Have these activities helped you develop any of the following? Percent responding "Leadership"	21.5% (Data Year: 2023-24)			24.5%	
4.36	Local Measure WVMS Anonymous Student	43.3% (Data Year: 2023-24)			46.3%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Survey: Have these activities helped you develop any of the following? Percent responding "Communication"					

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Support Personnel and Programs to Increase Attendance and Improve School Culture.	<p>The district will support families in their efforts to ensure that their children attends school daily and provided with support as needed. The district will provide the following resources:</p> <ol style="list-style-type: none"> 1. SARB Team materials, conferences and training 2. Attendance Clerk at each comprehensive site 3. A second District Nurse 4. Kindergarten Readiness Camp 5. Attendance and academic incentives 6. Class advisors at WHS (one per grade level) 	\$493,047.00	Yes
4.2	Expanded Learning Personnel and Support	<p>Providing personnel and support extended learning opportunities including:</p> <ol style="list-style-type: none"> 1. Extended library hours at WHS (ASSETs funded) 2. Athletic teams (LCFF Base and ELOP funded) 3. Late bus for sports and extracurricular activities 4. Zero Period PE at WVMS 5. 9-12 Athletic Trainer contract (LCFF and ASSETs funded) 6. K-12 Athletic Director 7. Intramural sports 8. Co-curricular programs (LCFF Base) 	\$1,019,392.00	Yes
4.3	Positive, Inclusive and Supportive School Climate	<p>This strengthened action will address District Dashboard Red in Suspensions for SED and Foster Youth, as well as CRES Dashboard Red in Suspension for All, SED, Hispanic and White subgroups.</p> <p>Develop a positive, inclusive and supportive school climate that strengthens school pride and student interpersonal skills by providing the following:</p>	\$212,462.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ol style="list-style-type: none"> 1. Student leadership development 2. Student-led lunchtime activities 6-12 and site-led lunchtime activities K-5 to build school connectedness 3. Positive Peer Conflict Resolution Programs 4. Social and Emotional Learning (SEL) 5. School wide assemblies that promote respect for self and others 6. Interventions with high risk students in conjunction with Action 4.4 7. Fully funded field trips 8. Special education field trips 9. Maintain Clubs (ASB funded) 10. Academic competitions, including materials 		
4.4	Support Personnel and Resoruces for for At-Risk Students	<p>This action will address District Dashboard Red in Suspensions for SED and Foster Youth, as well as CRES Dashboard Red in Suspension for All, SED, Hispanic and White subgroups.</p> <p>This significantly strengthened action, with Foster Youth (FY) integration services and a lead Social Worker stipend added, provides support personnel for at-risk youth as noted below with Activities (12) and (13) being new in 2024-25 and intended to address District Dashboard Red Suspension: Foster Youth and includes assigning all FY a DSW upon enrollment and provide bi-weekly check-ins, peer group support, encouragement to participate in extra and co-curricular programs and referral to CEP or partner agencies as appropriate). Addittonally, Activity (13) is intended to focus on provdiign field trips for FY to highlight post secondary options and available supports. These trips will be planned and coordinated by the district's Homeless/Foster Youth Liaison:</p> <ol style="list-style-type: none"> 1. District Social Workers (DSW); 3 full time 2. Lead Social Worker stipend (new in 2024-25) 3. One additional full time DSW 4. K-12 Coordinator of Prevention Education (CEP) 5. Materials and supplies for DSWs and CEP 6. Printer contract for DSWs and CEP 	\$1,223,256.00	Yes

Action #	Title	Description	Total Funds	Contributing
		7. Travel and mileage for DSWs and CEP 8. Yard Duty Aides for additional supervision and support 9. Homeless student resources and support 10. Prevention services with Woodlake Police Department 11. Full time independent study instructor 12. FY site integration and support 13. Field trips designated for FY		
4.5	Castle Rock Elementary School PBIS Implementation Strengthening	To address the CRES Dashboard Red in Suspension (All, SED, Hispanic and White subgroups), CRES will implement the below activities to add an effective “Check in Check out” system for students referred by the PBIS Team to help them build self regulation skills and provide WHS student role models at FJW (feeder school to CRES) and CRES to facilitate ongoing school climate improvement: 1. Behavior intervention aide for CRES 2. Frequent Late Start and lunchtime visits to both FJ White and CRES by WHS Student Mentors	\$66,260.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Create a framework of support that equips and empowers parents, encouraging a strengthened and active partnership with schools to enhance student success and well-being.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Throughout the Educational Partner engagement sessions, a key theme that emerged was the need for increased parent involvement. It became clear that Woodlake Unified must expand its efforts to engage more parents in order to strengthen both site and district communities. Both parents and staff expressed a desire to return to pre-COVID levels of student and parent events, reflecting a community eager for more active participation.

Although local data shows high parent participation in meetings, committees, and events (82.5%) and parent-teacher conferences (99%), there is a significant need for targeted engagement efforts. Local survey results reveal that only 57.3% of middle and high school parents agree or strongly agree that, “The schools my children attend provide information on how to help your child plan for college or vocational school”. Furthermore, just 26.3% of parents at the elementary and middle school levels agree or strongly agree that the schools provide adequate information about assisting with homework. These figures indicate substantial room for improvement in providing relevant educational support information to parents.

Other local parent surveys yield more encouraging results: 71.4% of respondents agreed or strongly agreed that, “The schools my children attend promote success for all students,” and 78.5% felt welcome at the schools their children attend. With this solid foundation of positive interaction and the desire for more parent involvement, Woodlake Unified is optimistic that enhancing these efforts will significantly boost parent involvement and, consequently, student outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Local Anonymous Parent Survey Data: "The schools my children attend are a safe place for my child." Strongly Agree or Agree	66.6% (Data Year: 2023-2024)			81.6%	
5.2	Local Anonymous Parent Survey Data: "Feel their child's school promotes success for all students." Strongly Agree or Agree	71.4% (Data Year: 2023-2024)			86.4%	
5.3	Local Anonymous Parent Survey Data: "This school encourages me to be an active partner with the school in educating my child." Strongly Agree or Agree	64.3% (Data Year: 2023-2024)			79.3%	
5.4	Local Anonymous Parent Survey Data: "The schools that my children attend challenge my children academically." Strongly Agree or Agree	64.3% (Data Year: 2023-2024)			79.3%	
5.5	Local Anonymous Parent Survey Data: "The schools that my children attend provide information about how to help your children with homework. (elementary	26.3% (Data Year: 2023-2024)			56.3%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and middle school only)" Strongly Agree or Agree					
5.6	Local Anonymous Parent Survey Data: "Feel their child's school promotes success for all students." Strongly Agree or Agree	71.4% (Data Year: 2023-2024)			86.4%	
5.7	Local Anonymous Parent Survey Data: "Parents feel welcome at the schools my children attend." Strongly Agree, Agree	78.5% (Data Year: 2023-2024)			93.5%	
5.8	Local Anonymous Parent Survey Data: "The schools my children attend provide information on how to help your child plan for college or vocational school." (middle school and high school only) Strongly Agree or Agree	57.2% (Data Year: 2023-2024)			72.2%	
5.9	Local Data: Percentage Parent Participation or Attendance in at least one Meeting, Committee, or School Event	(Data Year: 2023-2024) 1) All: 82.5% 2) EL: 87.4% 3) LI: 94.2% 4) FY: 75% 5) Hispanic: 84.3% 6) White: 66% 7) SWD: 80%			1) All: 85.5% 2) EL: 90.4% 3) LI: 97.2% 4) FY: 81% 5) Hispanic: 87.3% 6) White: 72% 7) SWD: 83%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.10	Local Data: Percentage of K-5 Parents Participation in Parent Conferences	(Data Year: 2023-2024) 1) All: 99% 2) EL: 98.6% 3) LI: 99.5% 4) FY: 100% 5) Hispanic: 99.2% 6) White: 94.5% 7) SWD: 97%			1) All: 100% 2) EL: 99.6% 3) LI: 100% 4) FY: 100% 5) Hispanic: 100% 6) White: 95.5% 7) SWD: 98%	
5.11	Dashboard Data: WUSD Points from Standard for English Language Arts Performance	(Data Year: 2023-2024) 1) All: -57.7 2) EL: -89.5 3) SED: -65.4 4) SWD: -138.9 5) FY: Data suppressed to protect student privacy - less than 11 students 6) Hispanic: -61.1 7) White: -12			1) All: -42.7 2) EL: -65.5 3) SED: -50.4 4) SWD: -114.9 5) FY: TBD 6) Hispanic: -46.1 7) White: +3	
5.12	Dashboard Data: WUSD Points from Standard for Math Performance	(Data Year: 2023-2024) 1) All: -102.3 2) EL: -125.9 3) SED: -108.6 4) SWD: -177.1 5) FY: Data suppressed to protect student privacy - less than 11 students 6) Hispanic: -106.2 7) White: -61			1) All: -87.3 2) EL: -101.9 3) SED: -93.6 4) SWD: -153.1 5) FY: TBD 6) Hispanic: -91.2 7) White: -46	
5.13	Dashboard Data: Percentage of WUSD Students at Prepared	(Data Year: 2023-2024) 1) All: 38.9% 2) EL: 14.3% 3) SED: 36.8%			1) All: 53.9% 2) EL: 38.3% 3) SED: 51.8% 4) SWD: TBD	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Level on the College and Career Indicator (CCI)	4) SWD: Data suppressed to protect student privacy - less than 11 students 5) FY: Data suppressed to protect student privacy - less than 11 students 6) Hispanic: 41% 7) White: Data suppressed to protect student privacy - less than 11 students			5) FY: TBD 6) Hispanic: 56% 7) White: TBD	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Parent Education Resources, Engagement Opportunities and Support Personnel	<p>The District is committed to providing parents with opportunities to learn what they can do to support the school as a partner in the education of their children as well as opportunities to engage with the school community and their students in enriching educational activities. The activities will include:</p> <ol style="list-style-type: none"> 1. Parent training on the use of technology 2. Provide parents with clear expectations for partnering with the schools and support with essential topics: <ul style="list-style-type: none"> • Academic Standards • How to help your child with homework • What does the school expect your child to know and be able to do? 3. Signature school events and Saturday Academies with both parents and students (grades K-5) 4. After school or Saturday academies with parents and students (grades 6-12), including topics on: <ul style="list-style-type: none"> • College and Career informational events • How to provide structure for your student as they begin to take responsibility for their own learning • How to support your high school student as they work toward academic self sufficiency 5. Contribution to maintain Woodlake Family Resource Center Director to coordinate family services 	\$28,386.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	In three years, All students at Bravo Lake High School (BLHS) will make progress toward being College and Career Ready as measured by the Dashboard Indicator for CCI, and enrollment in a Career Technical Education, Dual Enrollment, or Pre-apprenticeship program and or A-G courses.	Equity Multiplier Focus 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.

After reviewing Dashboard data indicating a status of “Very Low” with 0% of students designated as ready on the College and Career Indicator indicator, and meeting with Educational Partners including the principal, teachers, other staff, bargaining unit representatives, parents and students, the district developed this goal. While some students enter BLHS with progress made toward CCI readiness, currently, there are few options to achieve CCI Ready status. The District will develop programs to provide access to CTE coursework, Dual Enrollment opportunities and work to get BLHS courses A-G approved. Additionally, the district will work to establish Pre-apprentice programs to create a direct pathway to employability. Parents and staff indicated that they support this goal and that providing a pathway to “Ready” is their priority. Note that the staff at BLHS is properly credentialed and assigned and that the site’s per pupil expenditure rate is much higher than the comprehensive schools in the district, further solidifying the selection of the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Dashboard Data: Percentage of BLHS Students at the Prepared Level on the CCI	(Data Year: 2023-24) 1) All: 0% 2) EL: 0% 3) SED: 0% 4) SWD: Data suppressed to protect student privacy - less than 11 students 5) FY: Data suppressed to protect student			1) All: 15% 2) EL: 15% 3) SED: 15% 4) SWD: TBD 5) FY: TBD 6) Hispanic: 15% 7) White: TBD	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		privacy - less than 11 students 6: Hispanic: 0% 7) White: Data suppressed to protect student privacy - less than 11 students				
6.2	Dashboard Data: Percentage of BLHS Students at the Approaching Prepared Level on the CCI	(Data Year: 2023-24) 1) All: 3.3% 2) EL: 0% 3) SED: 3.3% 4) SWD: Data suppressed to protect student privacy - less than 11 students 5) FY: Data suppressed to protect student privacy - less than 11 students 6: Hispanic: 4% 7) White: Data suppressed to protect student privacy - less than 11 students			1) All: 18.3% 2) EL: 15% 3) SED: 18.3% 4) SWD: TBD 5) FY: TBD 6: Hispanic: 19% 7) White: TBD	
6.3	Local Data: Percentage BLHS Enrolled in a CTE Pathway	0% (Data Year: 2023-24)			15%	
6.4	Local Data: Percentage BLHS Enrolled in Pre-Apprenticeship Program	0% (Data Year: 2023-24)			15%	
6.5	Local Data: Percentage BLHS Eligible 12th Grade Students Enrolled	0% (Data Year: 2023-24)			15%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	in at Least One Dual Enrollment Course					
6.6	Local Data: Percentage BLHS Enrolled in A-G Courses	0% (Data Year: 2023-24)			90%	
6.7	Local Data: Percentage BLHS Students on Track to Return to WHS or Graduate from BLHS After 3 Semesters	57% (Data Year: 2023-24)			72%	
6.8	Dashboard Data: BLHS Graduation Rate	(Data Year: 2023-24) 1) All: 87.9% 2) EL: 83.3% 3) SED: 87.9% 4) SWD: Data suppressed to protect student privacy - less than 11 students 5) FY: Data suppressed to protect student privacy - less than 11 students 6: Hispanic: 85.7% 7) White: Data suppressed to protect student privacy - less than 11 students			1) All: 93.3% 2) EL: 89% 3) SED: 93.3% 4) SWD: TBD 5) FY: TBD 6: Hispanic: 91.7% 7) White: TBD	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Expansion of College and Career Readiness Programs at Bravo Lake High School	<p>Action for Bravo Lake High School (BLHS) Dashboard Red for College and Career Indicator (All student and SED subgroup).</p> <p>This new Action seeks to develop and implement programs at BLHS to impact students' college and career readiness including:</p> <ol style="list-style-type: none"> 1. Dual Enrollment 2. Pre-Apprenticeship 3. CTE options for enrollment at WHS part time 4. A-G certification of core courses <p>This action is designed to expand opportunities for students at Bravo Lake High School. The Coordinator of College and Career Programs, Work-Based Learning Coordinator, Director of WEOP and WUSD Administration will collaborate to provide college and career readiness programs at Bravo Lake High School as a strategic move to equip students with the necessary skills and qualifications for success after graduation. It aligns with broader educational goals of promoting equity, enhancing employability, and preparing students for a successful transition to post-secondary education and the workforce.</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Metrics:</p> <ol style="list-style-type: none"> 1. Dashboard Data: <ul style="list-style-type: none"> • Percentage of BLHS Students at the Prepared Level on the CCI • Percentage of BLHS Students at the Approaching Prepared Level on the CCI 2. Local Data: <ul style="list-style-type: none"> • Percentage BLHS Enrolled in a CTE Pathway • Percentage BLHS Enrolled in Pre-Apprenticeship Program • Percentage BLHS Eligible 12th Grade Students Enrolled in at Least One Dual Enrollment Course • Percentage BLHS Enrolled in A-G Courses 		
6.2	Individual Learning Plan Development Process	<p>To ensure College and Career focused efforts are effective, Bravo Lake High School staff will meet to create an Individual Learning Plan (ILP) after the transfer from Woodlake High School to Bravo Lake High School. Student strengths and areas for improvement will be identified and outlined. Progress monitoring will occur monthly, to identify the current status of ILP goals and determine progress toward eligibility for WHS return or graduation from BLHS based on student attendance, academic progress, social-emotional well being, and college and career ambitions. Activities for this Action include:</p> <ol style="list-style-type: none"> 1. Counseling services in conjunction with Action 4.3 2. Social work services in conjunction with Action 4.4 3. CTE Pathways development 4. Pre-apprenticeship development 5. A-G course approval development 6. Dual Enrollment implementation 7. Retention of Attendance Clerk (position was to be eliminated as it was funded with ESSER III funds which are depleted) as BLHS is not a comprehensive site, but will need the additional support to provide data to the monitoring team. 	\$78,946.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>By implementing this Action, Bravo Lake High School aims to create a supportive and structured environment that builds student success in both academic and career aspirations. The focus on individualized plans, continuous monitoring, and comprehensive support services ensures that each student receives the necessary resources and guidance to achieve their goals.</p> <p>Metrics:</p> <ol style="list-style-type: none"> 1. Dashboard Data: <ul style="list-style-type: none"> • Percentage of BLHS students at the Approaching Prepared Level on the CCI • Percentage of BLHS students at the Prepared Level on the CCI • Bravo Lake High School Graduation Rate 2. Local Data: <ul style="list-style-type: none"> • Percentage BLHS students on track to return to WHS or graduate from BLHS after 3 semesters 		

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	Within 3 years Woodlake Community Day school will have 100% of students ready to return to their home schools within one year of enrollment including meeting all the criteria on their Individual Learning Plan may include, but are not limited to attendance, behavior, credit recovery, summer school, academic, and social-emotional counseling (ie: anger management, substance abuse).	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

<p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p>
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An explanation of why the LEA has developed this goal.

This goal was developed in consultation with Educational Partners in order to meet the specialized needs of the students at Woodlake Community Day School. This goal will help students successfully transition back to their home schools with the improved skills that they need to be successful and access the programs available at the comprehensive site that can prepare them for graduation and College and Career success. This goal was developed as we analyzed current student’s readiness progress. Please note that the current teacher is properly credentialed and the per pupil expenditures are at or above the level of our comprehensive sites.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Dashboard Data: WCDS Suspension Rate	(Data Year: 2023-24) 1) All: 21.4% 2) EL: Data suppressed to protect student privacy - less than 11 students 3) SED: 23.1% 4) SWD: Data suppressed to protect student privacy - less than 11 students			1) All: 15.4% 2) EL: TBD 3) SED: 17.1% 4) SWD: TBD 5) FY: TBD 6) Hispanic: 14% 7) White: TBD	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5) FY: Data suppressed to protect student privacy - less than 11 students 6: Hispanic: 20% 7) White: Data suppressed to protect student privacy - less than 11 students				
7.2	Local Data: Percentage of WCDS Students on Track to Return to the Comprehensive School Site within One Year of Enrollment	92% (Data Year: 2023-24)			100%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Implementation of Individual Learning Plans	<p>Implementation of Individual Learning Plans upon enrollment, students will be assigned to a support team including the teacher, a Social Worker, a counselor, and, if appropriate, the Coordinator of Prevention Education that will meet with the student and the parent to map out an Individualized Learning Plan to chart the course to a return to the comprehensive site within one year. This plan will include goals for all of the return to school criteria set forth in the enrollment agreement including but not limited to attendance, behavior, credit recovery, summer school, academic, and social-emotional counseling (ie: anger management, drug abuse). A member of the support team will be assigned monitoring responsibilities and keep the student and parent updated on progress monthly. Activities for this Action includes:</p> <ol style="list-style-type: none"> 1. Social Worker services in conjunction with Action 4.4 2. Counselor services in conjunction with Action 4.2 3. Coordinator of Prevention Education services in conjunction with Action 4.4 4. Materials and supplies for group sessions 5. Field trips coordinated by Coordinator of Prevention Education 6. Consultants to offer educational programming 7. Attendance Clerk (supplemental as this not a comprehensive site and the position was previously paid by ESSER III and was to be laid off) <p>By implementing these strategies, Woodlake Community Day School aims to create a supportive, structured, and inclusive environment tailored to the needs of low-income and EL students. The focus on individualized plans, comprehensive support, and continuous monitoring ensures that students receive the necessary resources and guidance to achieve their goals and successfully transition back to a comprehensive school site. This holistic approach not only improves academic outcomes but also promotes overall well-being and reduces potential barriers to success, contributing to a more equitable and positive school experience.</p>	\$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Metrics: 1. Dashboard Data: <ul style="list-style-type: none"> • Suspension Rate 2. Local Measure: <ul style="list-style-type: none"> • Percentage of students on track to return to the comprehensive site within one year of enrollment 		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$9,389,127.00	\$1,219,943.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
41.398%	2.060%	\$465,775.24	43.458%

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	<p>Action: Collaboration Time and Resources for Instructional Staff</p> <p>Need: In consultation with Educational partners the district sees the urgency of this action is underscored by the current performance metrics on the Dashboard, which highlight the disparities in achievement:</p>	To meet the diverse needs of Low-Income (LI) also referred to as Socio-Economically Disadvantaged (SED) students and English Learners (EL's), it is essential to provide comprehensive support to both teachers and classified staff. This support includes professional development opportunities and collaborative time, which are critical for enhancing instructional quality and improving student learning outcomes. These initiatives are designed to equip instructional staff with the necessary tools and knowledge to deliver	Dashboard ELA (1.1), Dashboard Math (1.2), Dashboard CCI (1.3), Developmental Reading Assessment (DRA) in grades K-5, (1.4), Local Measure Grade 2 Math Formative Assessment (1.10), Local Math Benchmarks grades 3-5 (1.11) and 6-8 (1.13), ELA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>1. ELA Points Below Standard: ~All Students: 57.7 ~English Learners: 89.5 ~Socioeconomically Disadvantaged: 65.4</p> <p>2. Math Points Below Standard: ~All Students: 102.3 ~English Learners: 125.9 ~Socioeconomically Disadvantaged: 108.6</p> <p>3. College and Career Indicator (CCI) Percent Prepared: ~All Students: 38.9% ~English Learners: 14.3% ~Socioeconomically Disadvantaged: 36.8%</p> <p>Scope: LEA-wide</p>	<p>high-quality education tailored to the needs of Low Income students and English Learners. While primarily directed at Low Income students and English Learners, for purposes of operational efficiency, this action will be implemented school wide and address close achievement gaps and meet the needs of all students.</p>	<p>Benchmarks grades 3-5 (1.12) and 6-8 (1.14) and PSAT Benchmarks for Evidenced Based Writing and Math in grades 9-11 (1.15)</p>
<p>1.2</p>	<p>Action: Instructional Support Staff and Programs</p> <p>Need: In consultation with Educational partners the district sees the urgency of this action is underscored by the current performance metrics on the Dashboard, which highlight the disparities in achievement:</p> <p>1. ELA Points Below Standard: ~All Students: 57.7 ~English Learners: 89.5 ~Socioeconomically Disadvantaged: 65.4</p> <p>2. Math Points Below Standard: ~All Students: 102.3 ~English Learners: 125.9 ~Socioeconomically Disadvantaged: 108.6</p>	<p>This district-wide goal is primarily directed at supporting Low Income (LI), and English Learner (EL) students. Notably, English Learners significantly underperform in comparison to the general student population (ALL) across English Language Arts, Math, and College and Career Indicator metrics. Low Income students also underperform, albeit to a lesser extent, reflecting the high proportion (90%) of such students within the district. These activities in conjunction with the activities in Action 1 provide an ongoing system of support especially for new teachers and those still mastering their craft by providing tools and knowledge they need to meet the diverse needs of these student populations. Ongoing embedded instructional coaching provides a dynamic and responsive approach to professional development that directly impacts the classroom environment</p>	<p>Metrics for this action: Dashboard ELA (1.1), Dashboard Math (1.2), Dashboard CCI (1.3), Developmental Reading Assessment (DRA) in grades K-5, (1.4), Local Measure Grade 2 math Formative Assessment (1.10), Local math Benchmarks grades 3-5 (1.11) and 6-8 (1.13), ELA benchmarks grades 3-5 (1.12) and 6-8 (1.14) and PSAT Benchmarks for Evidenced Based Writing and Math in grades 9-11 (1.15), Percentage of 6-12</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>3. College and Career Indicator (CCI) Percent Prepared: ~All Students: 38.9% ~English Learners: 14.3% ~Socioeconomically Disadvantaged: 36.8%</p> <p>Scope: LEA-wide</p>	<p>and student learning. It aligns well with the needs of low-income and EL populations by supporting equity in educational opportunities and outcomes. In order to most effectively and efficiently implement this action, it is being implemented site-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.</p>	<p>Teachers indicating a rating of 4 or 5 on the Local Professional Learning Survey Question “The professional learning sessions have been helpful in building my instructional capacity” (2.22), Percentage of 6-12 teachers completing at least 1 professional learning session provided by the 6-12 Instructional Coach (2.23)</p>
<p>1.3</p>	<p>Action: Response to Intervention Personnel and Resources</p> <p>Need: In a review of the data below with Educational Partners the district sees a need that can be effectively addressed through thoughtful intervention strategies to address the achievement gaps that are apparent in the data:</p> <p>1. ELA Points Below Standard: ~All Students: 57.7 ~English Learners: 89.5 ~Socioeconomically Disadvantaged: 65.4</p> <p>2. Math Points Below Standard: ~All Students: 102.3 ~English Learners: 125.9 ~Socioeconomically Disadvantaged: 108.6</p> <p>3. College and Career Indicator (CCI) Percent Prepared:</p>	<p>Education equity demands that all students, regardless of their socioeconomic status or language background, have access to the resources and support they need to succeed academically. Low-income and English learner (EL) students face unique challenges that can impact their educational experiences and outcomes. Providing targeted interventions during the school day and extending learning opportunities through afterschool tutorials are critical strategies to support these students. With the scope of the need apparent in the data, these programs will need to be deployed across each grade level. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented site-wide to benefit all students, as many other students exhibited similar needs.</p>	<p>Metrics for this action: Dashboard ELA (1.1), Dashboard Math (1.2), Dashboard CCI (1.3), Developmental Reading Assessment (DRA) in grades K-5, (1.4), Local Measure Grade 2 Math Formative Assessment (1.10), Local Math Benchmarks grades 3-5 (1.11) and 6-8 (1.13), ELA benchmarks grades 3-5 (1.12) and 6-8 (1.14) and PSAT Benchmarks for Evidenced Based Writing and Math in grades 9-11 (1.15)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>~All Students: 38.9% ~English Learners: 14.3% ~Socioeconomically Disadvantaged: 36.8%</p> <p>Scope: LEA-wide</p>		
<p>1.5</p>	<p>Action: Supplemental Materials, Assessments, Professional Learning and Student Supports in English Language Arts</p> <p>Need: The district in consultation with Educational partners identified underperformance in English Language Arts among English Learners and Low Income students at Woodlake Valley Middle School prompting this action. Performance metrics from the school’s Dashboard highlight the challenges:</p> <p>1. ELA Points Below Standard: ~All Students: 76.9 ~English Learners: 119.5 ~Socioeconomically Disadvantaged: 84.4 ~Hispanic: 78 ~Students with Disabilities: 228.1</p> <p>Scope: LEA-wide</p>	<p>This action is primarily designed to address the challenges of our English Learners and Low Income students. This action is specifically designed to assist with improvement in outcomes for students at WVMS by providing an integrated approach to student support, staff training and parent involvement that will magnify the impacts of Actions 1.1, 1.2, 1.3. as well as goal 2 by providing the extra support that middle school students need. At WVMS, this approach, while principally aimed at Low Income students, will also address Students with Disabilities (91% Low income, Foster Youth or English Learner), and Hispanic Students (92% Low Income, Foster Youth or English Learner). As you can see, serving our Low Income, Foster Youth and English Learner population serves most of the students in the other subgroups including the All students group at 92%. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented site-wide to benefit all students, as many other students exhibited similar needs.</p>	<p>Dashboard: WVMS ELA (1.17), and ELA benchmarks grades 6-8 (1.14) Dashboard: District ELA (1.1)</p>
<p>1.6</p>	<p>Action:</p>	<p>This action is primarily designed to address the challenges of our English Learners and Low</p>	<p>Dashboard WVMS Math (1.18) Math Benchmarks</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Supplemental Materials, Assessments, Professional Learning and Student Supports in Math</p> <p>Need: The district, in consultation with Educational partners, identified underperformance in Math among English Learners and Low Income students at Woodlake Valley Middle School (WVMS) prompting this action. Performance metrics from the school's Dashboard highlight the challenges:</p> <p>1. Math Points Below Standard: ~All Students: 118.4 ~English Learners: 164.5 ~Socioeconomically Disadvantaged: 125 ~Hispanic: 119.4 ~Students with Disabilities: 186.4</p> <p>Scope: LEA-wide</p>	<p>Income students. This action is specifically designed to assist with improvement in outcomes for students at WVMS by providing an integrated approach to student support, staff training and parent involvement that will magnify the impacts of Actions 1.1, 1.2, 1.3. as well as goal 2 by providing the extra support that middle school students need. At WVMS, this approach, while principally aimed at Low Income students, will also address Students with Disabilities (91% Low income, Foster Youth or English Learner), and Hispanic Students (92% Low Income, Foster Youth or English Learner). As you can see, serving our Low Income, Foster Youth and English Learner population serves most of the students in the other subgroups including the All students group at 92%. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented site-wide to benefit all students, as many other students exhibited similar needs.</p>	<p>6-8, Dashboard District Math (1.2)</p>
<p>1.7</p>	<p>Action: Math Intervention and Tutorials for Woodlake High School</p> <p>Need: This action is principally directed at Low Income, English Learner, and Foster Youth and was developed as a result of input from Educational Partners including the WHS administration and math staff reviewing the available data. English Learners (EL) and the Socioeconomically Disadvantaged students</p>	<p>Math proficiency is a critical determinant of academic and career success. For low-income and English learner (EL) students, who often face significant barriers to academic achievement, additional support through dedicated math intervention classes can be pivotal. These classes, provided alongside the standard curriculum, are designed to meet the unique needs of these students. This is accomplished by bridging language and conceptual barriers and building foundational skills, ensuring these students do not fall behind their peers in a subject area that is</p>	<p>WHS Dashboard Math (1.19), Dashboard District Math (1.2), Local Measure: Percentage of 9-11 students meeting PSAT Benchmark in Evidence Based Writing (ERW) and Math (1.15)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>(also referred to as Low Income) underperformed the All student subgroup in math. Please note that in the LCAP, we address the needs of Low Income students, but on the Dashboard, the state addresses Socioeconomically Disadvantaged (SDE) students. While not completely identical, we use SED dashboard results for our LI students. Hispanic students (91.33% LI) make up 88% of the student body creating a large overlap with both the LI (86.1%) group and the All group. Woodlake High School Dashboard Math points below standard:</p> <p>~All students (All) 137.7 ~English Learners (EL) 194.4 ~Socio Economically Disadvantaged (SED) 153 ~Hispanic 157.3</p> <p>Scope: LEA-wide</p>	<p>foundational for future learning and opportunity. Due to the overlap between groups and to provide a fully integrated and efficient program, this action while principally directed at LI students and EL's will be implemented Site-wide to benefit all students.</p>	
<p>1.8</p>	<p>Action: Implementation of supplemental ELA and Math Materials with Integrated and Designated ELD</p> <p>Need: Action 1.8 In consultation with Educational Partners including parents, teachers and administrators and examining the data below it is clear that the English Learners and to a lesser extent (due to the overlap between Low Income and</p>	<p>This action is primarily directed at our Low Income students and English Learners in order to address the academic needs of K-8 English Learners (EL) and low-income students which is crucial for laying a strong educational foundation. These students often face distinct challenges that can hinder their ability to keep pace with grade-level standards. Supplemental materials that are aligned with academic standards can provide the necessary support to help these students overcome educational barriers and achieve academic success. While principally directed at the EL and</p>	<p>Metrics for this action are DRA K-5 (1.4), Dashboard results for ELA at FJ White (1.21), Castle Rock (1.20) and WVMS (1.17), Local Measure: Percentage at or above grade level on grade 3-5 ELA Benchmark (1.12) and 6-8 ELA Benchmark(1.14), Dashboard Data: CRES Math Points from Standard</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>All making any discrepancy significant) underperformed the All subgroup in both ELA and math.</p> <p>Dashboard data:</p> <ol style="list-style-type: none"> Dashboard Data: FJW ELA Points Below Standard: ~All: 87.1 (F.J. White does not have significant subgroups listed for ELA) Dashboard Data: CRES ELA Points Below Standard: ~All: 56.6, ~EL: 67.7, ~SED: 61.5 Local Data: K-5 DRA results: ~All: 54.2% ~EL: 43.6% ~SED: 53.6% ~Students with Disabilities: 27.9% ~Foster Youth: Data suppressed to protect student privacy - less than 11 students Dashboard Data: WVMS ELA Points Below Standard: ~All: 76.9 ~EL: 119.5 ~SED: 84.4 ~Hispanic: 78 ~SWD: 228.1 ~Foster Youth: Data suppressed to protect student privacy - less than 11 students):= Local Data: Percentage of Grade 6-8 Students At or Above Grade Level on ELA Benchmark ~All: 20.3% ~EL: 3.9% ~LI: 20.5% 	<p>LI students, implementation across the district will ensure that this action will have the maximum impact and meet the needs of all students.</p>	<p>(1.24), Local Data: K-2 Math formative assessment results percentage at or above grade level (1.10), Local Data: Percentage of grade 3-5 students at or above standards on the math benchmark (1.11), Dashboard Data: WVMS Math Points Below Standard (1.18), Local Data: Percentage of Grade 6-8 Students At or Above Grade Level on Math Benchmark (1.13)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>~SWD: Data suppressed to protect student privacy - less than 11 students ~FY: Data suppressed to protect student privacy - less than 11 students ~Hispanic: 20.9% ~White: 27.2%</p> <p>Dashboard Data: 6. Dashboard Data: CRES Math Points from Standard: ~All: -66.1 ~EL: -72.1 ~SED: -70.2 ~SWD: -188.6 ~FY: Data suppressed to protect student privacy - less than 11 students ~Hispanic: -67.3 ~White: -57.9</p> <p>7. Local Data: K-2 Math formative assessment results percentage at or above grade level: ~All: 79.5% ~EL: 84.5% ~LI: 79.5% ~Students with Disabilities: 59% ~Hispanic: 88%</p> <p>8. Local Data: Percentage of Grade 3-5 Students At or Above Grade Level on Math Benchmark: ~All: 30.47% ~EL: 16.96% ~LI: 18.75% ~SWD: 10% ~FY: Data suppressed to protect student privacy - less than 11 students ~Hispanic: 30.97% ~White: 29.17%</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>9. Dashboard Data: WVMS Math Points Below Standard: ~All: 76.9 ~EL: 119.5 ~SED: 84.4 ~Hispanic: 78 ~SWD: 228.1 ~Foster Youth: Data suppressed to protect student privacy - less than 11 students</p> <p>10. Local Data: Percentage of Grade 6-8 Students At or Above Grade Level on Math Benchmark ~All: 24.5% ~EL: 0.1% ~LI: 42% ~SWD: 33% ~FY: Data suppressed to protect student privacy - less than 11 students ~Hispanic: 23% ~White: 26%</p> <p>Scope: LEA-wide</p>		
2.1	<p>Action: Personnel and Professional learning to Improve ELD Instruction</p> <p>Need: In consultation with Educational Partners including the DELAC, and analyzing the data, it is apparent that EL students need strengthened ELD programs that address their significant educational needs so they can both</p>	<p>This action is directed toward our English Learners. This strengthened district-wide system for implementing Designated and Integrated ELD, supported by comprehensive training and rigorous accountability, is essential for the success of English Learner students. This system not only supports academic achievement and language development but also ensures that all students have equitable access to the educational opportunities necessary for lifelong success. Implementing this system LEA-wide demonstrates</p>	<p>1. Dashboard Data: ~ELA Results, 2.1 ~Math Results, 2.2 ~English Learner Progress results, 2.3 ~College and Career Indicator, Percent of English Learners Prepared, 2.14</p> <p>2. Local Data:</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>progress in learning English and mastering the academic standards.</p> <p>1. 2023 Dashboard Data: ~English Learner Making Progress toward English Proficiency: 49.7% ~ELA Points below Standards: 89.5 ~Math Points below standard: 125.9</p> <p>2. 2024 Local Data: ~Percentage of English Learners Reclassified in 4 assessment cycles of enrollment in the district: 40% ~Percentage of English Learners at or above standards on ELA benchmarks grades 3-5: 6.2% ~Percentage of English Learners at or above standards on math benchmarks grades 3-5: 16.9% ~Percentage of English Learners at or above standards on ELA benchmarks grades 6-8: 3% ~Percentage of English Learners at or above standards on math benchmarks grades 6-8: 6% ~Percentage of K-5 English Learners on or above grade level (DRA): 43.6% ~Percentage of English learners Met Standard on End of year math formative assessment K-2: 84%</p> <p>Scope: LEA-wide</p>	<p>a commitment to educational equity and excellence, preparing all students for academic and professional environments where English proficiency is critical.</p>	<p>~English Learner Reclassification rate, 2.4 ~Percentage of English Learners Reclassified in 4 assessment cycles of enrollment in the district, 2.5 ~Percentage of English Learners at or above standards on math benchmarks grades 3-5, 2.6 ~English Learners at or above standards on ELA benchmarks grades 3-5, 2.7 ~Percentage of English Learners at or above standards on math benchmarks grades 6-8, 2.8 ~Percentage of English Learners at or above standards on ELA benchmarks grades 6-8, 2.9 ~Percentage of English Learners at or above standards on ELA benchmarks grades 6-8, 2.10 ~Percentage of English learners Met Standard on End of year math formative assessment K-2, 2.11</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			~Evidence of English Language Development Standards as Measured by teacher formal evaluations 2.22
3.1	<p>Action: Recruit and Maintain Quality Instructional Staff</p> <p>Need: In consultation with Educational Partners and looking at the data, it is apparent that our high needs students are underperforming on critical metrics (EL, Foster Youth (FY), and LI) who underperform on Dashboard Measures (EL - 32.5 points ELA, -23.6 points math; LI -8.4 points ELA, -6.3 points math; FY no Dashboard data on these measures) compared to the All subgroup. Additionally, our baseline of 93% fully credentialed teachers, and 97% properly assigned teachers indicates that this action is working, but that there is still room to grow. This points to a continued need to recruit and retain the best teachers possible.</p> <p>Scope: Schoolwide</p>	Maintaining competitive teacher compensation continues to be a strategic approach to improving educational outcomes, particularly for low-income and English Learner (EL) students. Adequate compensation is essential in attracting and retaining skilled educators who are capable of addressing the unique challenges faced by these student populations. As such this action is primarily directed at our Low Income and English Learner populations, but will be implemented district wide for operational efficiency and impact all students.	<p>1. Local Measures: ~Percentage of Fully Credentialed Teachers, 3.1 ~Percentage of Properly Assigned Teachers, 3.2, ~Evidence of Math Standards Implementation as Measured by Formal Teacher Observations, 3.3, ~Evidence of English Language Arts (ELA) Standards Implementation as Measured by Formal Teacher Observations, 3.4, ~Evidence of English Language Development Standards Implementation as Measured by Formal Teacher Observations, 3.5, ~Evidence of Literacy Standards Implementation as measured by Teacher Evaluations, 3.6</p>
3.2	<p>Action:</p>	Recognizing the critical importance of college and career readiness for students' success after	1. Local Measures:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Personnel and Expenditures for Course of Study Programs</p> <p>Need: Consulting with Educational Partners, and reviewing the performance data, reveals that English Learners and Socioeconomically disadvantaged students (or Low Income) are underperforming compared to their peers in the College and Career Indicator (CCI) metrics. English Learners (ELs) are 24.6 percentage points behind the All student group in terms of being prepared for college and careers, while Socioeconomically Disadvantaged (SED) students lag by 2.1 percentage points. Similarly, in terms of preparation for UC/CSU admission, EL's are 16.6 percentage points lower and SED students are 2.3 percentage points lower than the All student group.</p> <p>Scope: LEA-wide</p>	<p>graduation, the district has made it a priority to offer a robust selection of electives and co-curricular programs. These opportunities are especially designed to enrich the academic experiences of our Low Income students, English Learners, and Foster Youth, groups that traditionally face more significant challenges in educational attainment. The addition of counselors and the Coordinator of College and Career ensures that students make the most of the expanded course offerings leveling the playing field for LI and EL students. In order to most effectively and efficiently implement this action, it is being implemented district-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.</p>	<p>~Percentage of students, including Unduplicated students and Students with Disabilities are Enrolled in and have access to a Broad Course of Study as Measured by the School Site Master Schedule, 3.11 ~Percent of Students Enrolled in a CTE/Career Pathway, 3.12 ~Percentage of students enrolled in A-G courses, 3.13 2. Dashboard Data: ~Percentage of Students Prepared on the College and Career Indicator (CCI), 3.14 ~Percentage of students Approaching Prepared or prepared on the CCI, 3.15 Graduation Rate, 3.16 ~UC/CSU Prepared (A-G Completers), 3.18</p>
3.3	<p>Action: Educational Technology Support Personnel and Resources</p> <p>Need: In consultation with Educational partners especially students, teachers and parents, it is evident that maintaining our 1 to 1 device to student ratio as well as home internet access</p>	<p>This initiative is particularly aimed at supporting our Low Income (LI) students, English Learners (EL's) and Foster Youth (FY), many of whom lack the resources to afford home devices and internet services. Investing in student devices, network capability, at-home internet, and teacher devices is a strategic decision that directly supports the educational advancement of all students, with significant benefits for low-income, English</p>	<p>1. Local Measures: ~Student to Device Ratio, 3.7 ~Percentage of Students with Sufficient Access to Standards Aligned Instructional Materials, 3.8</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>is important especially our Low Income and English Learner population. 2023 Dashboard data indicates these groups underperform in ELA and Math:</p> <p>1. ELA Points Below Standard: ~All students: 57 ~English Learners: 89 ~Socioeconomically Disadvantaged: 65.4 ~Foster Youth: Data suppressed to protect student privacy - less than 11 students</p> <p>2. Math Points Below Standard: ~All Students: 102 ~English Learners: 125 ~Socioeconomically Disadvantaged: 108.6 ~Foster Youth: Data suppressed to protect student privacy - less than 11 students</p> <p>3. College and Career Indicator (CCI) Percent Prepared: ~All Students: 38.9% ~English Learners: 14.3%, ~Socioeconomically Disadvantaged: 36.8%. ~Foster Youth: Data suppressed to protect student privacy - less than 11 students</p> <p>Scope: LEA-wide</p>	Learners (EL's) as well as Foster Youth and will be implemented District wide.	
3.4	<p>Action: Supplemental Resources for Mastering the CA State Standards and College and Career Readiness</p> <p>Need:</p>	This action is primarily directed at our Low Income and English Learner students to provide Supplemental materials to assist students in mastering the state standards, including the Model School Library Standards, and preparing students for college and career opportunities. Access to a breadth of content over time builds background	1. Dashboard Data: ~English Language Arts Performance, 3.19 ~Mathematics Performance 3.20 ~College and Career indicator. 3.14

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	<p>In consultation with Educational Partners, especially teachers, students and parents, and analyzing the data, it is evident that our High Needs students including English Learners, and Low Income LI or SED students underperform the All subgroup on 2023 dashboard measures including ELA (SED by 8.4 points and EL by 32.4 points), Math (SED by 6.3 points and EL by 23.6 points) as well as the CCI (SED 2.9% and EL 24.9%) and need additional supports.</p> <p>Scope: LEA-wide</p>	<p>knowledge that helps students excel academically. This action has been developed primarily for the benefit of our high needs students who may not have access to a breadth of resources at home, and will be implemented District wide to impact all students who have similar needs in order to provide equity and close the achievement gap.</p>	
<p>3.5</p>	<p>Action: Personnel, Maintenance, and Facility Improvement Projects</p> <p>Need: In assessing needs, conditions and circumstances of low income students, data revealed that many students live in home environments that are not optimally conducive to learning. Examining the data and in consultation with our Educational partners it is evident that our Low Income, Foster Youth and English Learners underperform on numerous 2023 Dashboard Measures including: ELA (SED by 8.4 points and EL by 32.4 points), Math (SED by 6.3 points and EL by 23.6 points) as well as the CCI (SED 2.9% and EL 24.9%). Additionally, 2023 Dashboard Data indicates that SED students and Foster Youth have higher rates of Chronic Absenteeism:</p>	<p>The improvement and maintenance of district facilities fosters feelings of safety, belonging, children wanting to attend school, and promoting positive feelings about the school. A safe, clean, modern school with adults that care, enables students to move past the focus on Maslow’s first three stages of “Hierarchy of Needs”, and instead focus on fulfilling Esteem and Self Actualization needs. High-quality facilities contribute significantly to creating an inclusive learning environment where all students, regardless of socioeconomic background, can thrive. Up-to-date facilities provide equitable access to resources and opportunities, ensuring that low-income students do not feel marginalized or left behind due to inadequate infrastructure by creating an inclusive learning environment and enhancing educational opportunities. This action is primarily directed at our High Needs students and will be implemented District-wide to increase operational efficiency and meet the needs of all students.</p>	<p>1. Local Measure: ~Facilities Inspection Tool, 3.9</p> <p>2. Dashboard Data: ~English Language Arts Performance, 3.19 ~Mathematics Performance 3.20 ~College and Career indicator 3.14 ~Chronic Absenteeism, 3.22</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	1. All 20.7% 2. EL 16.2% 3. SED: 21.9% 4. Foster Youth: 28% Scope: LEA-wide		
4.1	Action: Support Personnel and Programs to Increase Attendance and Improve School Culture. Need: Looking at the data and in consultation with Educational Partners, it is apparent that LI and Foster Youth are chronically absent (2023 Dashboard 21.9% and 28% respectively) at higher rates than the all students group (2023 Dashboard 20.7%). Scope: LEA-wide	This action is primarily directed at our Low Income and Foster Youth. Chronic absenteeism among low-income and foster youth can be effectively mitigated through a comprehensive approach that includes enhanced monitoring, direct support, incentives, and early intervention. Each of these strategies addresses different aspects of absenteeism, from health-related issues to personal and academic support. By implementing these measures, the district can significantly improve the attendance rates of their most at-risk students, leading to better educational outcomes and brighter futures for these vulnerable groups. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented District-wide to benefit all students, as many other students exhibited similar needs.	1. Local Measures: ~Period 2 Attendance Rate, 4.1 ~Anonymous Student Survey Data, “feel like they are part of school” 56.9%, 4.6 ~Middle School Dropout Rate, 4.20 2. 2023 Dashboard Data: ~Chronic Absenteeism, 4.2 ~High School Dropout rate, 4.19
4.2	Action: Expanded Learning Personnel and Support Need: Looking at the data and in consultation with Educational Partners, it is apparent that Low Income and Foster Youth are chronically absent (2023 Dashboard 21.9% and 28%	This action is primarily directed at Low Income students and Foster Youth. Providing additional personnel and support for extended learning opportunities is a vital strategy for increasing school attendance and decreasing suspension rates among low-income and Foster Youth. By creating more inclusive and engaging educational environments and removing barriers to	1. Local Measures: ~Period 2 Attendance, 4.1 ~Castle Rock Elementary School Percentage of Students Participating in Athletics, 4.22

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>respectively) at higher rates than the all students group (2023 Dashboard 20.7%), are suspended at higher rates(5.3% and 14.6% to 4.9%) than All students subgroup. Additionally Low Income students participate in Athletics at a lower rate than all students (CRES 9% to 10%, WVMS 31% to 36.8%, and WHS 43.9% to 46.1%).</p> <p>Scope: LEA-wide</p>	<p>participation, schools can significantly enhance the educational experiences and outcomes for these students, building a more positive and supportive school culture. In order to most effectively and efficiently implement this action, it is being implemented district-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.</p>	<p>~Woodlake Valley Middle School Percentage of Students ~Participating in Athletics, 4.23 ~Woodlake High School Percentage of Students Participating in Athletics, 4.24</p> <p>2. Student Survey Data: ~ "Feel like they are part of the school", 4.6 ~ "Feel there is adult that cares about them at school", 4.8 ~ "Feel safe at school", 4.7</p> <p>3. Dashboard Data: ~Chronic Absenteeism, 4.2 ~Suspension Rate, 4.3 ~Graduation Rate, 4.4</p>
<p>4.3</p>	<p>Action: Positive, Inclusive and Supportive School Climate</p> <p>Need: In consultation with Educational partners and a review of the data, it is evident that Low Income and Foster Youth (FY) are suspended at higher rates than the All student group (All, 4.9% SED 5.3% and FY 14.6%) and are in need of strengthened services.</p>	<p>This action is designed for and primarily directed to create a nurturing and engaging educational environment that actively works to reduce the need for suspensions among socioeconomically disadvantaged students and foster youth. These initiatives not only address behavioral issues but also enhance students' overall educational experience, promoting a healthier, more inclusive school climate conducive to learning and personal development. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented site-</p>	<p>1. Local Anonymous Student Survey Data, ~"Feel like they are part of the school", (4.6") ~"Feel there is adult that cares about them at school", 4.8 ~"Feel safe at school", 4.7</p> <p>2. Anonymous WHS Student Activities Survey</p>

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	<p>Scope: LEA-wide</p>	<p>wide to benefit all students, as many other students exhibited similar needs.</p>	<p>~"Percentage that participate in one or more Extracurricular or Co-curricular Activities.", 4.28 ~"Percentage that participate in Extracurricular or Co-curricular Activities monthly, weekly, or daily.", 4.29 ~"How do you feel these activities affect your academic performance?" Percent responding very positive or positive, 4.30 ~"Have these activities helped you develop any of the following?" Percent responding "Leadership", 4.31 ~"Have these activities helped you develop any of the following?" Percent responding, "Communication", 4.32</p> <p>3. Anonymous WVMS Student Activities Survey ~Percentage that participate in one or more Extracurricular or Co-curricular Activities, 4.33 ~Percentage that participate in Extracurricular or Co-</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>curricular Activities at least monthly, 4.34 ~"Have these activities helped you develop any of the following?" Percent responding "Leadership", 4.35 ~"Have these activities helped you develop any of the following?" Percent responding "Communication", 4.36</p> <p>4. Dashboard Data: ~Chronic Absenteeism, 4.2 ~Suspension Rate, 4.3 ~Castle Rock Suspension Rate, 4.26</p>
<p>4.4</p>	<p>Action: Support Personnel and Resoruces for for At-Risk Students</p> <p>Need: Examining the data and in consultation with Educational Partners, it is apparent that Low Income and Foster Youth are chronically absent (2023 Dashboard 21.9% and 28% respectively) at higher rates than the all students group (2023 Dashboard 20.7%), are suspended at higher rates (5.3% and 14.6% to 4.9%) than the All students subgroup.</p> <p>Scope:</p>	<p>Providing targeted support personnel and services for low-income students and foster youth is essential in reducing suspensions and chronic absenteeism and this action is designed and primarily directed toward these students. By addressing the root causes of these issues and supporting students in a comprehensive manner, schools can create more supportive and effective learning environments that encourage attendance and positive behavior, setting these students on a path to academic and personal success. Even though this action is principally directed at addressing the needs of Foster Youth and Low Income students, it will be implemented site-wide to benefit all students, as many other students exhibited similar needs.</p>	<p>1. Dashboard Data ~Chronic Absenteeism, 4.2 ~Suspension Rate, 4.3 ~Graduation Rate, 4.4 ~Bravo Lake High School Graduation Rate, 4.5 ~Castle Rock Suspension Rate, 4.23</p> <p>2. Dataquest Data: ~Expulsion Rate, 4.21</p> <p>3. Local Measures: ~Period 2 Attendance, 4.1 ~Middle School Dropout Rate, 4.20</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		<p>3. Student Survey Data, ~“Feel like they are part of the school”, 4.6 ~“Feel there is adult that cares about them at school”, 4.8 ~“Feel safe at school”, 4.7 ~Local Anonymous Staff Survey: ~I feel that our school is a safe place for our students”, 4.10</p> <p>4. Local Anonymous Social Worker Client Survey: ~Which of the following are true: “I feel better emotionally”, 4.11 ~Which of the following are true: “My personal relationships have improved”, 4.12 ~Client Survey: Which of the following are true: “I am better able to learn”, 4.13 ~Which of the following are true: “I my grades have improved”, 4.14 ~Which of the following are true: “My school attendance has improved” 4.15</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>~Which of the following are true: "I feel better about myself" 4.15 ~Which of the following are true: "My behavior has improved", 4.17 ~Which of the following are true: "No Impact", 4.27 ~Rate how responsiveness of the Social Worker to your needs and Concerns" Very Responsive, Somewhat Responsive, 4.18</p>
<p>4.5</p>	<p>Action: Castle Rock Elementary School PBIS Implementation Strengthening</p> <p>Need: After a review of the data and consulting with Educational partners, it is evident that the Socioeconomically Disadvantaged or Low Income (LI) students are suspended at a higher rate than the All students and that suspensions overall are higher than optimal.</p> <ol style="list-style-type: none"> 1. All 5.3% 2. SED 5.5% 3. Hispanic 4.4% 4. White 16.2% 5. EL 2.4% 	<p>Strengthening the PBIS program at Castle Rock Elementary School by implementing these targeted strategies provides a robust framework to address and reduce suspension rates among low-income students and is principally designed to meet their needs. By focusing on proactive behavioral interventions CRES is setting a foundation for improved student behavior and enhanced school climate. These efforts not only support the immediate needs of students but also contribute to a more positive and productive learning environment for all students over the long term and will be implemented site-wide to meet the needs of all students who might have similar needs including the Hispanic subgroup and the White subgroup.</p>	<p>1. Dashboard Data: ~CRES suspension rates, 4.23 ~District suspension rates, 4.3</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Given that the Low Income group makes up 93% of the All student group any discrepancy is significant. Additionally, the Hispanic subgroup is 92% low income. Therefore, addressing the needs of the Low Income students will also impact the Hispanic subgroup so the site developed an action to address this need.</p> <p>Scope: LEA-wide Schoolwide</p>		
<p>5.1</p>	<p>Action: Parent Education Resources, Engagement Opportunities and Support Personnel</p> <p>Need: In consultation with Educational partners, and examining the data, it is clear that our low income and English Learner subgroups underperform on Dashboard ELA, Math, and College and Career Indicator as illustrated below:</p> <ol style="list-style-type: none"> 1. Dashboard ELA points below standard: All students (All) 57, English Learners (EL) 89, Socio Economically Disadvantaged (SED) 65.4 2. Dashboard Math Points below standard: All 102, EL 125, SED 108.6 3. Dashboard College and Career Indicator (CCI) percent prepared: All 38.9, EL 14.3, SED 36.8 <p>While this data may seem removed from parent involvement, over the long run parent</p>	<p>By actively involving parents in the educational process and providing them with specific training and opportunities for engagement, schools can significantly enhance the academic success of English Learners and low-income students. As such, this action was designed and principally directed at our English Learners and Low Income students. These initiatives not only support students but also empower parents, making them effective partners in education. This collaborative approach creates a supportive community around students, which is crucial for their academic achievement and overall development. In order to most effectively and efficiently implement this action, it is being implemented District-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.</p>	<ol style="list-style-type: none"> 1. Local Anonymous Parent Survey Data: ~"The schools my children attend are a safe place for my child." Strongly Agree or Agree, 5.1 ~"Feel their child's school promotes success for all students." Strongly Agree or Agree, 5.2 ~"This school encourages me to be an active partner with the school in educating my child." Strongly Agree or Agree, 5.3 ~"The schools that my children attend challenge my children academically." Strongly Agree or Agree, 5.4

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	<p>involvement will have a significant positive impact on these critical student outcomes.</p> <p>Scope: LEA-wide</p>		<p>~"The schools that my children attend provide information about how to help your children with homework." (elementary and middle school only), Strongly Agree or Agree, 5.5</p> <p>~"Feel their child's school promotes success for all students." Strongly Agree or Agree, 5.6</p> <p>~"Parents feel welcome at the schools my children attend." Strongly Agree, Agree, 5.7</p> <p>~"The schools my children attend provide information on how to help your child plan for college or vocational school." (middle school and high school only) Strongly Agree or Agree, 5.8</p> <p>2. Local Data:</p> <p>~Percentage Parent Participation or Attendance in at least one Meeting, Committee, or School Event, 5.9</p> <p>~Participation in Parent Conferences (K-5), 5.10</p> <p>3. Dashboard Data:</p> <p>~ELA Points Below Standard, 5.11</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			~Math Points Below Standards, 5.12 ~CCI Percent Prepared, 5.13

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
1.4	<p>Action: School Readiness Personnel and Resources</p> <p>Need: In consultation with our Educational Partners examining the data for the pre-kindergarten students enrolled in our state preschool program, it is having an impact with:</p> <ol style="list-style-type: none"> 1. Percent of all students eligible to enter TK obtaining a "Building Middle/Later" or "Integrating Earlier" level of development): ~Language and Literacy 79%, 2024 ~Cognition (math/science) 58%, 2024 2. Percentage of EL students eligible to enter TK obtaining a "Building English" or "Integrating English" level of ELD: ~EL: ELD 76%, 2024 	<p>Providing extra resources to our California State Preschool to support low-income students is not just an educational imperative but a strategic investment in the future of our community.</p> <p>Enhanced support at this critical stage of development can lead to significant improvements in educational outcomes, helping to ensure that all children, regardless of their socioeconomic status, have the opportunity to succeed. This action is designed for our Low Income students.</p>	DRDP Language and Literacy, Cognition (math/science) and ELD (1.16)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Scope: Limited to Unduplicated Student Group(s)</p>		
<p>2.2</p>	<p>Action: Achievement Team Process for LTELs</p> <p>Need: After reviewing the available data (we are using middle and high school EL data as a substitute for LTEL data for planning) and in consultation with Educational Partners it is evident that the LTEL's are significantly below standard and struggling with reaching Prepared on the College and Career Indicator.</p> <p>1. Dashboard Data: ~ELA, points below standard, EL Grades 6-8: 119.5 Grade 11: 68.1 ~Math, points below standard, EL Grades 6-8: 164.5 Grade 11: 194.8 ~College and Career Indicator, Prepared: 14.3%</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>The use of the Achievement Teams process to accelerate learning for LTELs is a strategic approach that leverages data-driven decision-making and collaborative educational practices. By focusing on the specific challenges and needs of LTELs, this process not only supports these students in achieving language proficiency but also in making significant academic gains. Implementing this process represents a commitment to equity, ensuring that all students, regardless of their language background, have the opportunities and support needed to succeed academically.</p>	<p>1. Dashboard Data: ~LTEL ELA, 2.19 (when it becomes available) ~LTEL Math 2.20 (when it becomes available) ~College and Career Indicator, Percent of EL's Prepared, 2.14 2. Local Measure: ~Evidence of English Language Development Standards as Measured by teacher formal evaluations, 2.22</p>
<p>2.3</p>	<p>Action: Supplementary English Language Development Programs and Materials</p> <p>Need: After reviewing the available data and in consultation with Educational Partners it is</p>	<p>Providing English Learners with additional materials and educational applications for ELD, along with reclassification ceremonies and recognition programs, is essential for fostering their academic success and personal growth. These initiatives not only enhance language development and learning outcomes but also</p>	<p>1. Dashboard Data: ~ELA Results, 2.1 ~Math Results, 2.2 ~English Learner Progress results, 2.3 ~College and Career Indicator, Percent of</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>evident that the EL's are significantly below standard and struggling with reaching Prepared on the College and Career Indicator.</p> <p>1. Dashboard Data: ~ELA, points below standard, District 89.5 ~Math, points below standard, EL District 125.9 ~College and Career Indicator, Prepared: 14.3%</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>celebrate the achievements of EL's, promoting a positive and inclusive school environment. By investing in these strategies, we ensure that English Learners receive the support and recognition they deserve, leading to greater equity and excellence in education.</p>	<p>English Learners Prepared, 2.14 2. Local Data: ~English Learner Reclassification rate, 2.4 ~Percentage of English Learners Reclassified in 4 assessment cycles of enrollment in the district, 2.5 ~Percentage of English Learners at or above standards on math benchmarks grades 3-5, 2.6 ~English Learners at or above standards on ELA benchmarks grades 3-5, 2.7 ~Percentage of English Learners at or above standards on math benchmarks grades 6-8, 2.8 ~Percentage of English Learners at or above standards on ELA benchmarks grades 6-8, 2.9 ~Percentage of English Learners at or above standards on ELA benchmarks grades 6-8, 2.10 ~Percentage of English learners Met Standard on</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			End of year math formative assessment K-2, 2.11 ~Evidence of English Language Development Standards as Measured by teacher formal evaluations 2.22
2.4	<p>Action: Expanded Learning Opportunities for English Learners</p> <p>Need: In consultation with Educational Partners, and analyzing the data, it is apparent that EL students would benefit from additional opportunities for both English language development and access to additional standards based core instruction to accelerate progress in learning English and mastering the academic standards.</p> <p>1. 2023 Dashboard Data: ~English Learner Making Progress toward English Proficiency: 49.7% ~ELA Points below Standards: 89.5 Math Points below standard:125.9</p> <p>2. 2024 Local Data: ~Percentage of English Learners Reclassified in 4 assessment cycles of enrollment in the district: 40% ~Percentage of English Learners at or above standards on ELA benchmarks grades 3-5: 6.2%</p>	<p>Extended learning opportunities like summer school, after-school tutorials, and additional ELD classes play a vital role in supporting English Learners, particularly those who need extra help. The district is committed to an inclusive educational approach that recognizes and addresses the varying needs of our students, promoting equity and excellence in education. These opportunities not only supplement regular academic programs but also enhance students' educational experiences and outcomes, preparing them for future academic challenges and opportunities.</p>	<p>1. Dashboard Data: ~ELA Results, 2.1 ~Math Results, 2.2 ~English Learner Progress results, 2.3 ~College and Career Indicator, Percent of English Learners Prepared, 2.14 ~LTEL ELA, 2.19 ~ LTEL Math, 2.21</p> <p>2. Local Data: ~English Learner Reclassification rate, 2.4 ~Percentage of English Learners Reclassified in 4 assessment cycles of enrollment in the district, 2.5 ~Percentage of English Learners at or above standards on math benchmarks grades 3-5, 2.6 ~English Learners at or above standards on ELA</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>~Percentage of English Learners at or above standards on math benchmarks grades 3-5: 16.9%</p> <p>~Percentage of English Learners at or above standards on ELA benchmarks grades 6-8: 3%</p> <p>~Percentage of English Learners at or above standards on math benchmarks grades 6-8: 6%</p> <p>~Percentage of K-5 English Learners on or above grade level (DRA) 43.6%</p> <p>~Percentage of English learners Met Standard on End of year math formative assessment K-2: 84%</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		<p>benchmarks grades 3-5, 2.7</p> <p>~Percentage of English Learners at or above standards on math benchmarks grades 6-8, 2.8</p> <p>~Percentage of English Learners at or above standards on ELA benchmarks grades 6-8, 2.9</p> <p>~Percentage of English Learners at or above standards on ELA benchmarks grades 6-8, 2.10</p> <p>~Percentage of English learners Met Standard on End of year math formative assessment K-2, 2.11</p>
2.5	<p>Action: English Learner Parent Engagement Programs</p> <p>Need: After consulting with Educational Partners, especially parents, and students, and looking at the data, the district believes there is still work to do in reaching out to EL parents in order to further engage them as partners supporting their children’s education.</p> <p>1. Local Measure:</p>	<p>This strengthened action strives to build a bridge to families of EL students by providing opportunities to build parental support through workshops and more importantly, through a site level mentor for EL students who will reach out to parents to make connections in grades K-5 providing parents with stronger skills to support their children as they progress through school.</p>	<p>Metrics:</p> <p>1. Dashboard Data: ~ELA Results, 2.1 ~Math Results, 2.2 ~English Learner Progress results, 2.3 ~College and Career Indicator, Percent of English Learners Prepared, 2.14 ~Dashboard Data: LTEL ELA, 2.19 (if available) ~Dashboard Data: LTEL Math, 2.21 (if available)</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>~EL Parent participation in at least one meeting, committee or school event, 86%</p> <p>~Percentage of English Learners Reclassified in 4 assessment cycles of enrollment in the district: 40%</p> <p>~Percentage of English Learners at or above standards on ELA benchmarks grades 3-5: 6.2%</p> <p>~Percentage of English Learners at or above standards on math benchmarks grades 3-5: 16.9%</p> <p>~Percentage of English Learners at or above standards on ELA benchmarks grades 6-8: 3%</p> <p>~Percentage of English Learners at or above standards on math benchmarks grades 6-8: 6%</p> <p>~Percentage of K-5 English Learners on or above grade level (DRA) 43.6%</p> <p>~Percentage of English learners Met Standard on End of year math formative assessment K-2: 84%</p> <p>2. Dashboard Data:</p> <p>~English Learner Making Progress toward English Proficiency: 49.7%</p> <p>~ELA Points below Standards: 89.5</p> <p>~Math Points below standard: 125.9</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		<p>2. Local Data:</p> <p>~EL Parent participation in at least one meeting, committee or school event, 2.21</p> <p>~English Learner Reclassification rate, 2.4</p> <p>~Percentage of English Learners Reclassified in 4 assessment cycles of enrollment in the district, 2.5</p> <p>~Percentage of English Learners at or above standards on math benchmarks grades 3-5, 2.6</p> <p>~English Learners at or above standards on ELA benchmarks grades 3-5, 2.7</p> <p>~Percentage of English Learners at or above standards on math benchmarks grades 6-8, 2.8</p> <p>~Percentage of English Learners at or above standards on ELA benchmarks grades 6-8, 2.9</p> <p>~Percentage of English Learners at or above standards on ELA benchmarks grades 6-8, 2.10</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			~Percentage of English learners Met Standard on End of year math formative assessment K-2, 2.11

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.

All school campuses served by WUSD have an Unduplicated student concentration greater than 55%. Based on input from educational partners and Goals analysis, the concentration grant add-on funds will be used to sustain positions hired in 2021-22 and 2022-23 (over 2020-21 staffing levels) and 2023-24. The concentration grant add-on funded positions for 2024-25 are listed below within the noted Actions:

- ~ 1 half-time 9-12 counselor at WHS (Action 3.2)
- ~ 1 full-time District psychologist (Action 1.3)
- ~ 1 full-time K-5 special education instructor (Action 1.3)
- ~ Increase hours to Special Education Office Technician (Action 1.3)
- ~ 4 part-time instructional Aides (Action 1.3)
- ~ 1 full time K-5 Student Services/Afterschool Coordinator (Action 1.3)
- ~ 1 full-time 6-8 academic counselor (Action 3.2)
- ~1 full time 3-5 Band Teacher (Action 3.2)
- ~ 1 full-time 6-8 social worker (Action 4.6)
- ~ 1 full-time 9-12 independent study teacher (Action 4.6)
- ~ 1 half-time 9-12 academic counselor at WHS (Action 3.2)
- ~ 1 half-time 9-12 academic counselor at WEOP (Action 3.2)
- ~ 1 full-time 9-12 agriculture instructor to expand CTE/Career at WHS (Action 4.4)
 - ~ 1 full-time Work-Based Learning Coordinator to support CTE/Career Pathways at WHS (Action 4.4)
- ~ 1 full-time 9-12 independent study teacher (Action 4.6)

The intended use of additional concentration grant add-on funds is to increase FTEs that will provide direct services to Unduplicated students at all schools within the district through new positions and other identified positions which provide direct services that will be maintained as they were previously funded by grants that have sunsetted. WUSD is utilizing the additional Concentration Add-on grant funds to maintain these existing district positions of personnel providing direct services to students at sites with an Unduplicated Pupil population of over 55%. If the district does not utilize these funds in this manner, the positions would be eliminated (due to the exhaustion of the expiring funding sources) and the staff to student ratio would increase (i.e., there would be fewer staff to serve students).

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. K-5: (1 to 26.3) 2. 6-8: (1 to 45.6) 3. 9-12: (1 to 33.4)
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1. K-5: (1 to 16.7) 2. 6-8: (1 to 17.1) 3. 9-12: (1 to 19.3)

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	22,680,289.00	9,389,127.00	41.398%	2.060%	43.458%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$10,797,562.24	\$1,356,311.00	\$0.00	\$70,341.00	\$12,224,214.24	\$7,892,096.00	\$4,332,118.24

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	Collaboration Time and Resources for Instructional Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$136,613.00	\$56,179.00	\$192,792.00				\$192,792.00	
1	1.2	Instructional Support Staff and Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$309,262.00	\$61,188.00	\$325,876.00			\$44,574.00	\$370,450.00	
1	1.3	Response to Intervention Personnel and Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,905,725.00	\$121,851.00	\$1,683,379.00	\$320,930.00		\$23,267.00	\$2,027,576.00	
1	1.4	School Readiness Personnel and Resources	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Lulu Blair Kress Preschool I/FJ White preschool (ages 3-4)		\$28,345.00	\$6,542.00	\$29,887.00	\$5,000.00			\$34,887.00	
1	1.5	Supplemental Materials, Assessments, Professional Learning and Student Supports in English Language Arts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Woodlake Valley Middle School		\$227,500.00	\$33,527.00	\$23,527.00	\$235,000.00		\$2,500.00	\$261,027.00	
1	1.6	Supplemental Materials, Assessments, Professional Learning and Student Supports in Math	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Woodlake Valley Middle School		\$10,000.00	\$23,922.00	\$23,922.00	\$10,000.00			\$33,922.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.7	Math Intervention and Tutorials for Woodlake High School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Woodlake High School		\$148,519.00	\$7,908.00	\$7,908.00	\$148,519.00			\$156,427.00	
1	1.8	Implementation of supplemental ELA and Math Materials with Integrated and Designated ELD	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Woodlake Valley Middle, Castle Rock and FJ White K-8		\$38,500.00	\$44,270.00	\$82,770.00				\$82,770.00	
2	2.1	Personnel and Professional learning to Improve ELD Instruction	English Learners	Yes	LEA-wide	English Learners	All Schools		\$116,675.00	\$65,439.00	\$75,939.00	\$106,175.00			\$182,114.00	
2	2.2	Achievement Team Process for LTELs	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools 6-12		\$4,500.00	\$0.00	\$4,500.00				\$4,500.00	
2	2.3	Supplementary English Language Development Programs and Materials	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$0.00	\$7,697.00	\$7,697.00				\$7,697.00	
2	2.4	Expanded Learning Opportunities for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$38,810.00	\$10,019.00	\$48,829.00				\$48,829.00	
2	2.5	English Learner Parent Engagement Programs	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$2,804.00	\$73,961.00	\$76,765.00				\$76,765.00	
3	3.1	Recruit and Maintain Quality Instructional Staff	English Learners Foster Youth	Yes	School wide	English Learners Foster Youth	All Schools		\$677,930.00	\$0.00	\$677,930.00				\$677,930.00	

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
			Low Income			Low Income										
3	3.2	Personnel and Expenditures for Course of Study Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,516,544.00	\$468,692.00	\$1,985,236.00				\$1,985,236.00	
3	3.3	Educational Technology Support Personnel and Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$629,318.00	\$997,107.24	\$1,626,425.24				\$1,626,425.24	
3	3.4	Supplemental Resources for Mastering the CA State Standards and College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$61,155.00	\$61,155.00				\$61,155.00	
3	3.5	Personnel, Maintenance, and Facility Improvement Projects	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$112,223.00	\$1,109,740.00	\$1,061,963.00	\$160,000.00			\$1,221,963.00	
4	4.1	Support Personnel and Programs to Increase Attendance and Improve School Culture.	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		\$470,628.00	\$22,419.00	\$493,047.00				\$493,047.00	
4	4.2	Expanded Learning Personnel and Support	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		\$277,584.00	\$741,808.00	\$840,748.00	\$178,644.00			\$1,019,392.00	
4	4.3	Positive, Inclusive and Supportive School Climate	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		\$21,000.00	\$191,462.00	\$212,462.00				\$212,462.00	
4	4.4	Support Personnel and Resources for for At-Risk Students	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		\$1,039,421.00	\$183,835.00	\$1,223,256.00				\$1,223,256.00	
4	4.5	Castle Rock Elementary School PBIS Implementation Strengthening	Foster Youth Low Income	Yes	LEA-wide School wide	Foster Youth Low Income	Specific Schools: Castle Rock Elementary and FJ White		\$63,097.00	\$3,163.00	\$3,163.00	\$63,097.00			\$66,260.00	
5	5.1	Parent Education Resources, Engagement Opportunities and Support Personnel	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$26,121.00	\$2,265.00	\$28,386.00				\$28,386.00	
6	6.1	Expansion of College and Career Readiness Programs at Bravo Lake High School	All	No			Specific Schools: Bravo Lake High School		\$0.00	\$0.00	\$0.00				\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
6	6.2	Individual Learning Plan Development Process	All	No			Specific Schools: Bravo Lake High School		\$74,873.00	\$4,073.00		\$78,946.00			\$78,946.00	
7	7.1	Implementation of Individual Learning Plans	All	No			Specific Schools: Woodlake Community Day School		\$16,104.00	\$33,896.00		\$50,000.00			\$50,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
22,680,289.00	9,389,127.00	41.398%	2.060%	43.458%	\$10,797,562.24	0.000%	47.608 %	Total:	\$10,797,562.24
								LEA-wide Total:	\$9,951,954.24
								Limited Total:	\$167,678.00
								Schoolwide Total:	\$681,093.00

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	Collaboration Time and Resources for Instructional Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$192,792.00	
1	1.2	Instructional Support Staff and Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$325,876.00	
1	1.3	Response to Intervention Personnel and Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,683,379.00	
1	1.4	School Readiness Personnel and Resources	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Lulu Blair Kress Preschool/FJ White preschool (ages 3-4)	\$29,887.00	
1	1.5	Supplemental Materials, Assessments, Professional Learning and Student Supports in English Language Arts	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Woodlake Valley Middle School	\$23,527.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.6	Supplemental Materials, Assessments, Professional Learning and Student Supports in Math	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Woodlake Valley Middle School	\$23,922.00	
1	1.7	Math Intervention and Tutorials for Woodlake High School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Woodlake High School	\$7,908.00	
1	1.8	Implementation of supplemental ELA and Math Materials with Integrated and Designated ELD	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Woodlake Valley Middle, Castle Rock and FJ White K-8	\$82,770.00	
2	2.1	Personnel and Professional learning to Improve ELD Instruction	Yes	LEA-wide	English Learners	All Schools	\$75,939.00	
2	2.2	Achievement Team Process for LTELs	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools 6-12	\$4,500.00	
2	2.3	Supplementary English Language Development Programs and Materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$7,697.00	
2	2.4	Expanded Learning Opportunities for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$48,829.00	
2	2.5	English Learner Parent Engagement Programs	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$76,765.00	
3	3.1	Recruit and Maintain Quality Instructional Staff	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$677,930.00	
3	3.2	Personnel and Expenditures for Course of Study Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,985,236.00	
3	3.3	Educational Technology Support Personnel and Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,626,425.24	
3	3.4	Supplemental Resources for Mastering the CA State	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$61,155.00	

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 (%)
		Standards and College and Career Readiness						
3	3.5	Personnel, Maintenance, and Facility Improvement Projects	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,061,963.00	
4	4.1	Support Personnel and Programs to Increase Attendance and Improve School Culture.	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$493,047.00	
4	4.2	Expanded Learning Personnel and Support	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$840,748.00	
4	4.3	Positive, Inclusive and Supportive School Climate	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$212,462.00	
4	4.4	Support Personnel and Resources for At-Risk Students	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$1,223,256.00	
4	4.5	Castle Rock Elementary School PBIS Implementation Strengthening	Yes	LEA-wide Schoolwide	Foster Youth Low Income	Specific Schools: Castle Rock Elementary and FJ White	\$3,163.00	
5	5.1	Parent Education Resources, Engagement Opportunities and Support Personnel	Yes	LEA-wide	English Learners Low Income	All Schools	\$28,386.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$11,589,244.22	\$10,829,635.22

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	Collaboration Time and Resources for Instructional Staff	Yes	\$193,194.00	\$184,800.00
1	1.2	Recruit and Maintain Quality Instructional Staff	Yes	\$634,495.00	\$634,495.00
1	1.3	Instructional Support Staff and Programs	Yes	\$307,569.00	\$307,569.00
1	1.4	Response to Intervention Personnel and Resources	Yes	\$1,996,565.00	\$1,996,565.00
1	1.5	School Readiness Personnel and Resources	Yes	\$27,830.00	\$27,830.00
1	1.6	Personnel and Expenditures for Course of Study Programs	Yes	\$1,674,915.00	\$1,654,915.00
2	2.1	Educational Technology Support Personnel and Resources	Yes	\$1,004,644.00	\$1,004,644.00
2	2.2	Educational Devices and Programs	Yes	\$225,406.00	\$200,406.00
2	2.3	Supplemental Material for Mastering the California State Standards and College/Career Readiness	Yes	\$60,807.00	\$45,807.00
2	2.4	Personnel, Maintenance and Facility Improvement Projects	Yes	\$1,958,354.22	\$1,379,951.22

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Personnel and Professional Learning to Implement ELD Standards	Yes	\$118,852.00	\$113,852.00
3	3.2	Supplemental ELD Programs and Materials	Yes	\$6,500.00	\$6,000.00
3	3.3	English Learner Extended Learning Opportunities	Yes	\$257,623.00	\$237,623.00
3	3.4	English Learner Parent Engagement Programs	Yes	\$18,347.00	\$35.00
4	4.1	Support Personnel and Programs to Increase Attendance	Yes	\$160,770.00	\$157,770.00
4	4.2	Expanded Learning Personnel and Support	Yes	\$615,245.00	\$615,245.00
4	4.3	Parent Education Resources and Engagement Opportunities	Yes	\$21,370.00	\$5,370.00
4	4.4	Student Leadership and College/Career Personnel, Programs and Resources	Yes	\$630,999.00	\$590,999.00
4	4.5	Parent Outreach Social Workers	Yes	\$224,841.00	\$224,841.00
4	4.6	Support Personnel and Resources for At-Risk Students	Yes	\$1,450,918.00	\$1,440,918.00

2023-24 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)
\$9,213,112.00	\$9,754,239.22	\$9,034,542.35	\$719,696.87	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Collaboration Time and Resources for Instructional Staff	Yes	\$193,194.00	\$184,800.00		
1	1.2	Recruit and Maintain Quality Instructional Staff	Yes	\$634,495.00	\$634,495.00		
1	1.3	Instructional Support Staff and Programs	Yes	\$307,569.00	\$307,569.00		
1	1.4	Response to Intervention Personnel and Resources	Yes	\$1,550,311.00	\$1,550,311.00		
1	1.5	School Readiness Personnel and Resources	Yes	\$27,830.00	\$27,830.00		
1	1.6	Personnel and Expenditures for Course of Study Programs	Yes	\$1,674,915.00	\$1,654,915.00		
2	2.1	Educational Technology Support Personnel and Resources	Yes	\$1,004,644.00	\$1,004,644.00		
2	2.2	Educational Devices and Programs	Yes	\$225,406.00	\$225,406.00		
2	2.3	Supplemental Material for Mastering the California State Standards and College/Career Readiness	Yes	\$60,807.00	\$45,807.00		
2	2.4	Personnel, Maintenance and Facility Improvement Projects	Yes	\$1,666,296.22	\$1,087,893.35		
3	3.1	Personnel and Professional Learning to Implement ELD Standards	Yes	\$20,968.00	\$15,968.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.2	Supplemental ELD Programs and Materials	Yes	\$6,500.00	\$6,000.00		
3	3.3	English Learner Extended Learning Opportunities	Yes	\$47,559.00	\$27,559.00		
3	3.4	English Learner Parent Engagement Programs	Yes	\$18,347.00	\$35.00		
4	4.1	Support Personnel and Programs to Increase Attendance	Yes	\$160,770.00	\$157,770.00		
4	4.2	Expanded Learning Personnel and Support	Yes	\$357,229.00	\$357,229.00		
4	4.3	Parent Education Resources and Engagement Opportunities	Yes	\$11,008.00	\$9,920.00		
4	4.4	Student Leadership and College/Career Personnel, Programs and Resources	Yes	\$630,999.00	\$590,999.00		
4	4.5	Parent Outreach Social Workers	Yes	\$224,841.00	\$224,841.00		
4	4.6	Support Personnel and Resources for At-Risk Students	Yes	\$930,551.00	\$920,551.00		

To Add a Row: Click "Add Row."

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

2023-24 LCFF Carryover Table

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)
\$22,614,613.00	\$9,213,112.00	1.27%	42.010%	\$9,034,542.35	0.000%	39.950%	\$465,775.24	2.060%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

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

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