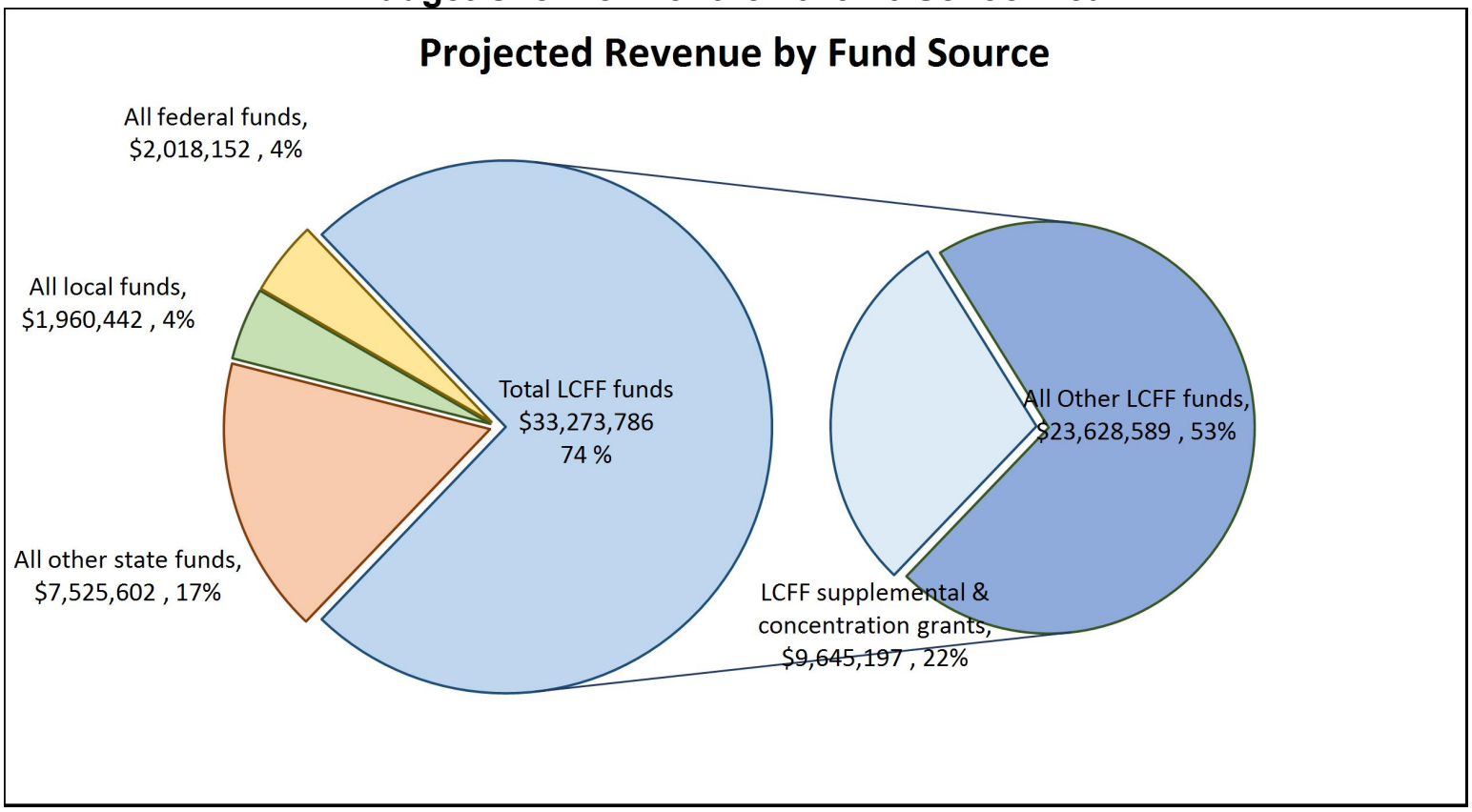
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Woodlake Unified School District
CDS Code: 54767940000000
School Year: 2025-26
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 2025-26 School Year

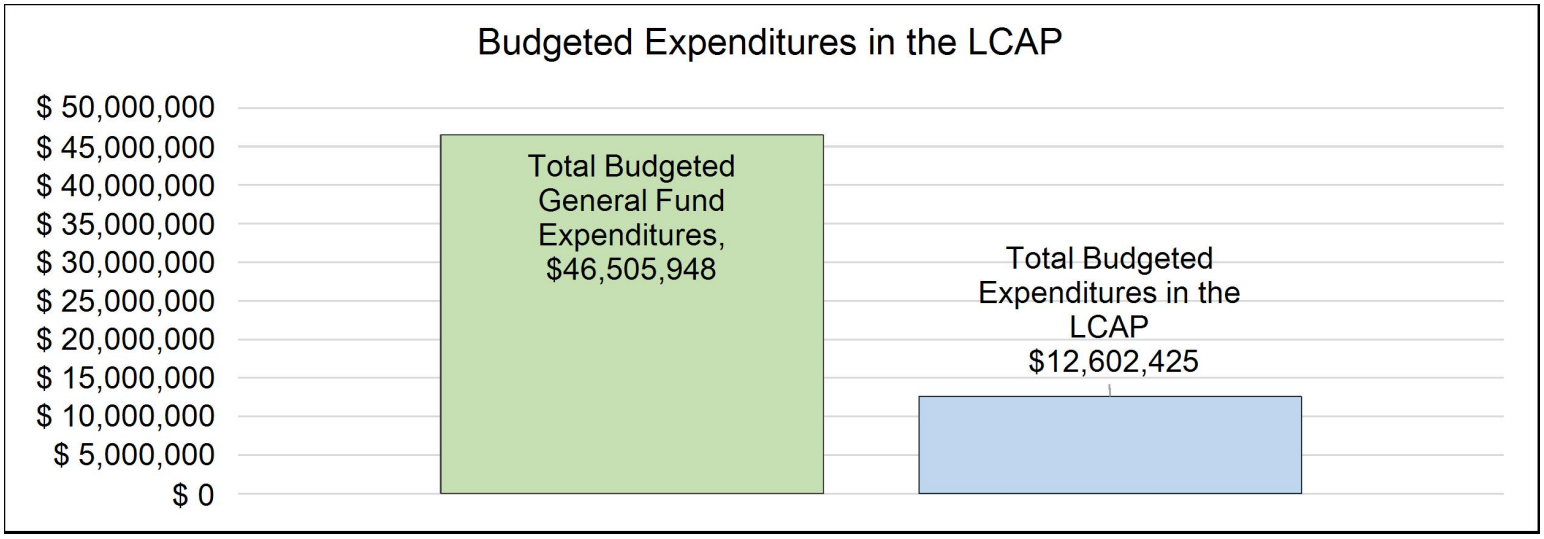


This chart shows the total general purpose revenue Woodlake Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Woodlake Unified School District is $44,777,982, of which $33,273,786 is Local Control Funding Formula (LCFF), $7,525,602 is other state funds, $1,960,442 is local funds, and $2,018,152 is federal funds. Of the $33,273,786 in LCFF Funds, $9,645,197 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 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Woodlake Unified School District plans to spend $46,505,948 for the 2025-26 school year. Of that amount, $12,602,425 is tied to actions/services in the LCAP and $33,903,523 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

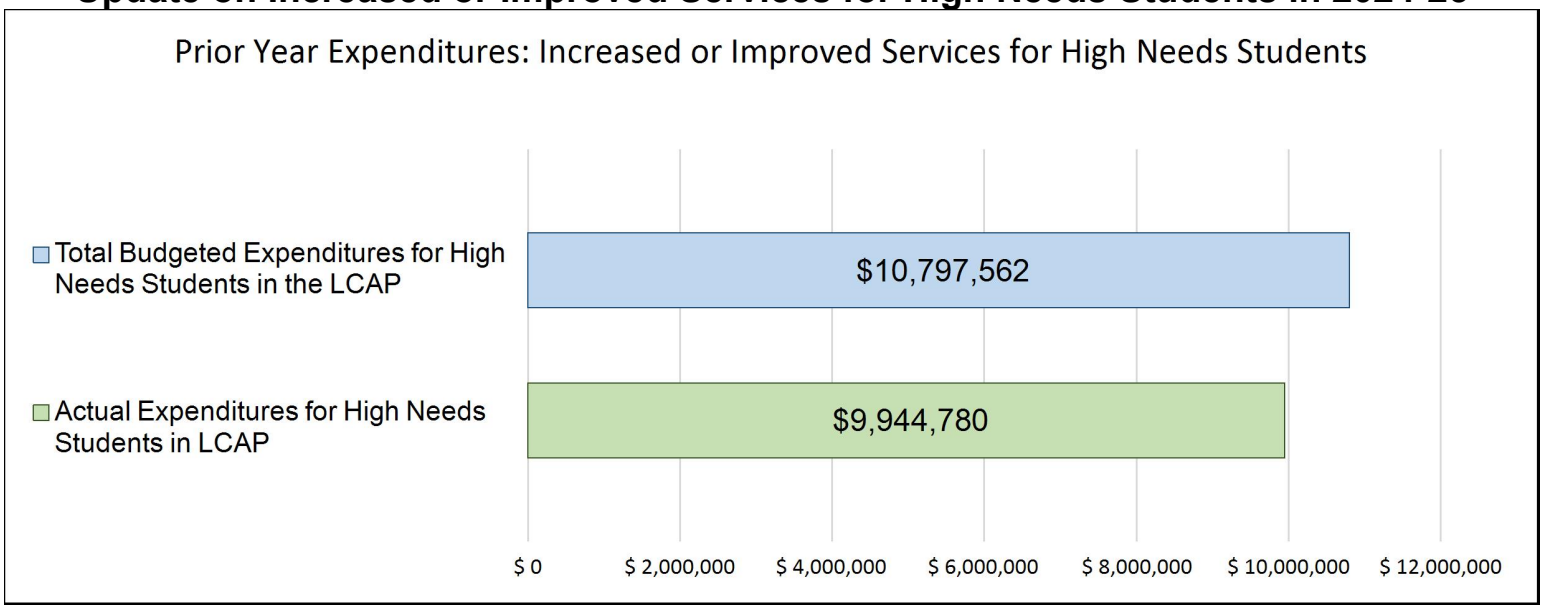
The general fund budget expenditures that are not included in the LCAP will be used for the maintaining district operations including transportation services, facility and grounds, office and other school personnel.

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

In 2025-26, Woodlake Unified School District is projecting it will receive $9,645,197 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 $10,316,631 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what 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 2024-25, Woodlake Unified School District's LCAP budgeted $10,797,562 for planned actions to increase or improve services for high needs students. Woodlake Unified School District actually spent $9,944,780 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $852,782 had the following impact on Woodlake Unified School District’s ability to increase or improve services for high needs students:

The total actual expenditures for actions and services to increase or improve services for high needs students in 2024–25 were less than the total budgeted expenditures due to a variety of factors. In several cases, planned services were delivered using alternative funding sources, such as other state or federal funds, resulting in lower expenditures from the budgeted allocations. In other instances, expenditures were lower due to staffing delays, unfilled positions, or underutilization of programs such as tutoring, Saturday academies, and parent education events. Some technology and facility upgrades were also delayed or not fully implemented.

Despite the underspending, many services and supports for high needs students were still provided through other means or at a reduced cost. However, the lower expenditure in some areas may have limited the full intended impact of these actions, such as the reach of enrichment opportunities, SEL programs, and extended learning supports. Continued monitoring and targeted implmentaion of Actions will be necessary to ensure these services are fully accessed and equitably delivered in the future.

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 [2025-26]

General Information

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

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 previous top-rated landmarks in Woodlake and recognized by Tulare County was the beautiful 1.2-mile Woodlake Botanical Gardens. Currently, the City of Woodlake is completing a construction project in the area and the Botanical Gardens are being restructured and incorporated into this new city project planned to be completed in the next 2-3 years.

WUSD represents a diverse population of students. Student enrollment reported on the 2024 census day consisted of 2085 students of which 90.7% were Hispanic, 7.9% were White, and 1.4% were African American, American Indian/Alaskan Native, Asian, Filipino or of multiple ethnicity. English Learners (EL) make up 25.9% 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).

Results from 2024 CA Dashboard illustrated positive gains in the performance indicators for academic, college/career and graduation rate. The overall growth by the district and individual school sites during the 2024-25 school year demonstrated a leap forward from the learning challenges caused by the COVID pandemic. While learning gaps and individual students' needs continue to be addressed, there is still district wide and individual school-site work to be accomplished. Ongoing and continuous improvement efforts will remain focused on ensuring all students, especially students with high needs (EL, low-income, foster your), have access to a well-rounded course of study program in a positive learning environment, are supported in mastering grade-level standards, personal wellness needs are met, and are progressively prepared through their education with skills needed for success in college or future career. These ongoing improvement efforts include providing continued target assistance and resources to both BLHS and WCDS which have been identified as receiving Equity Multiplier funding. Notably, BLHS has exited the Comprehensive Support and Improvement (CSI) category for 2025-26. Initially, BLHS was eligible for CSI assistance during 2024-25 due to low performance.

In late May 2024, the WUSD Governing Board hired a new Superintendent and is looking forward to implementing a new vision and strategic plan for improved learning. The new Superintendent announced that their major focus will be to transform WUSD into an elite school district that is a desired destination by the surrounding communities of Tulare County. The mission of WUSD is “Inspiring Excellence. Transforming Lives”. The goals, actions and services found in this LCAP document were developed with input by all educational partners of the WUSD community aimed at achieving this mission.

Reflections: Annual Performance

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

Based on the 2024 California School Dashboard, WUSD demonstrated encouraging progress across most performance indicators, with results in English Language Arts, mathematics, and college/career readiness exceeding the district’s annual growth target of five points. These improvements reflect the district’s continued focus on academic achievement and student success.
In English Language Arts, student performance improved by 7.8 points, bringing the average to 49.9 points below standard, and earning a Yellow performance level. Similarly, mathematics saw a significant gain of 16 points, with an overall score of 86.3 points below standard, also in the Yellow performance band. The College/Career Readiness Indicator rose by 8.5 points to 47.5%, earning a Green rating, which signifies strong performance in preparing students for postsecondary pathways. The Graduation Rate also improved to 93.3%, with a 3.7-point increase, further reinforcing the district’s upward trajectory in student outcomes. Additionally, Chronic Absenteeism declined by 3.2 points to 17.5%, another positive shift, maintaining a Yellow performance level.

However, the data also highlights areas that need continued attention. The English Learner Progress Indicator slightly decreased by 1.7 points, resulting in a score of 48% and a Yellow designation. While this is categorized as "maintained," the decline underscores the need for ongoing support for EL students to sustain and accelerate their language development. The Suspension Rate, at 5.7%, is currently the district’s only indicator rated at the Orange level, having slightly increased by 0.8 points from the previous year. In response, school sites are planning to enhance preventative services and introduce initiatives aimed at strengthening school culture and improving student connectedness, with the goal of reducing disciplinary incidents and supporting a more positive learning environment.

Local data reveals a complex picture of both achievement and ongoing challenges across grade levels and student groups. On the positive side, there are several encouraging signs of progress. Math benchmark scores improved for grades 3–5 and 6–8, with increases of +5.53% and +13.8%, respectively. This suggests that instructional strategies in these grades are positively impacting student learning. ELA benchmarks also showed strong growth in grades 6–8, rising by +14.3%, indicating that middle school literacy supports may be particularly effective. For English Learners (ELs), there were modest gains in both math and ELA across grades 3–8, showing that targeted interventions are beginning to make a difference. Specifically, EL students in grades 3–5 saw math benchmarks rise by +1.9% and ELA by +2.8%, while those in grades 6–8 experienced increases of +2.8% in math and +1.4% in ELA. Additionally, the reclassification rate rose to 16.1%, a 2.1% increase, and 50% of EL students reclassified within four assessment cycles—a 10% gain over the previous year.

High school data presents a similarly encouraging trend. PSAT scores for 9th graders increased by +5% in Evidence-Based Reading and Writing (ERW) and +2% in math, while 11th grade ERW improved by +7% and math by +4%. These gains suggest growing college readiness, particularly among upperclassmen. Career readiness has also seen significant strides. At WHS, the percentage of students enrolled in a CTE/career pathway rose by +7.7%. At BLHS, CTE pathway enrollment jumped from 0% to 50%, and 75% of eligible 12th-grade students are now participating in at least one dual enrollment course—both major milestones in expanding access to post-secondary opportunities. Additionally, A-G courses were certified at BLHS in April 2025, with enrollment expected to begin in the 2025–26 school year, laying the groundwork for future college eligibility. Athletic participation also increased at WHS (+6.1%) and CRES (+4.6%), which speaks to improved student engagement and well-being.

Despite these successes, there are notable challenges that need immediate attention. There was a decline in the Grade 2 Math Formative Assessment, which dropped by -13.9%, and even more significant for EL students in that grade, who experienced a -44.5% decrease. These figures highlight the urgent need for early math intervention and targeted support for young English Learners. Additionally, ELA benchmarks for grades 3–5 showed a slight decline of -0.9%, indicating room for improvement in early literacy. In 10th grade, PSAT scores fell by -4% in both ERW and math, suggesting a potential dip in academic support or engagement during a critical year. Furthermore, middle school athletic participation at WVMS decreased by -2.6%, a small but notable drop that may warrant further monitoring to ensure student connection to school remains strong.

While some programs at BLHS, such as the pre-apprenticeship initiative and A-G enrollment, remain at 0%, important progress has been made. A memorandum of understanding for the pre-apprenticeship program has been signed, and certified A-G courses are now ready for student enrollment in the upcoming school year. These foundational steps mark important progress toward long-term goals, even if immediate impact is not yet visible.

WUSD still has unspent Learning Recovery Emergency Block Grant (LREBG) funds available for the 2025–26 school year. The needs assessment guiding the use of LREBG funds was conducted in conjunction with the needs assessment for the development of the 2025–26 LCAP. After reviewing performance on the 2024 Dashboard data and 2024-25 school year local data, the LTEL and SWD subgroups have the greatest need for improvement in the areas of math, English, chronic absenteeism and suspension. Additionally, performance indicators show chronic absenteeism and suspension rates are also areas of needed improvement for the White student subgroup. LREBG funds will be primarily utilized to purchase supplemental learning materials and hire curriculum coaches (English, math, literacy), additional instructional aides, and behavior intervention aides. The allocation of this funding in these areas is a strategic investment in addressing the existing

academic and social-emotional gaps and is in alignment with the allowable use of LREBG funds. Curriculum coaches will provide targeted instructional support and professional development for teachers, ensuring high-quality, standards-aligned instruction in core subject areas. Instructional aides will offer direct support to students, helping to differentiate instruction and accelerate learning. Behavior intervention aides will address increased behavioral and emotional needs, fostering a safe and supportive learning environment. Supplemental learning materials will enhance student engagement and provide additional practice and enrichment opportunities. Together, these resources are expected to help mitigate learning loss, improve student outcomes, and support equitable access to education.The planned utilization of these funds is detailed in the following Goals and Actions sections of the 2025–26 LCAP:

- Goal 1, Action 1.2 and 1.3
- Goal 4, Action 4.4

Any additional LREBG received as part of the 2025-26 Budget Act will be described in the 2026-27 LCAP.

Below is the 2023-24 school year annual performance reflections (2023 Dashboard Reds and 2023-24 local data) that informed the development of the 3-year 2024-27 LCAP:

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.

Based on the 2024 California School Dashboard, WUSD was identified for Differentiated Assistance due to the performance of specific student groups across multiple indicators. The district qualified for support based on the needs of Long-Term English Learners (LTELs), Students with Disabilities (SWD), and White students. For both LTELs and SWD, areas of concern included academic achievement, chronic absenteeism, and suspension rates, while White students were identified based on elevated chronic absenteeism and suspension rates.

In response to these findings, WUSD launched a strategic effort in January 2025 by forming a district team comprised of representatives from each school site. This team began Year 1 of Continuous Improvement for Equity (CIE)—a professional development initiative facilitated by

the Tulare County Office of Education (TCOE). The CIE process emphasized structured protocols for data analysis and action planning. Through in-depth reflection and data review, the WUSD team identified chronic absenteeism as the district's most significant growth opportunity.

Guided by TCOE facilitators, the team developed the WUSD Chronic Absenteeism Response Plan, which is scheduled for implementation in the 2025–26 school year. Key actions in the plan include consistent attendance monitoring, exploring the root causes and barriers that contribute to chronic absences, and implementing supportive, student-centered interventions. The overarching goal is to reduce the district's chronic absenteeism rate from 17.5% in 2024 to the pre-COVID level of 6.8% reported in 2019.

This initiative marks a focused and collaborative approach to addressing a key challenge that affects academic success and student well-being. WUSD will continue this work by participating in Year 2 of the CIE program during the 2025–26 school year, reinforcing its commitment to equity-driven improvement and meaningful student outcomes

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents and Parent Advisory Committees	Parent engagement happens year-round through two key committees: the District Parent Advisory Committee and the District English Learner Advisory Committee. These committees are formed each fall and meet regularly to discuss the district's progress on the Dashboard and local metrics, and focus on gathering input for the development of the LCAP during the months of March-May. The District Parent Advisory Committee and the District English Learner Advisory Committee were presented with the draft 2025-26 LCAP for their review and addiitonal input on May 27, 2025. Following the meeting, the WUSD Superintendent provided a written response to comments made by the parent committees in regards to the draft 2025-26. The Principals also review the LCAP during their annual cycle of evaluating their site’s School Plans for Student Achievement (SPSA) during the same time of March-May, since both documents are aligned. District staff gather feedback from the School Site Council (SSC) at each school to include in the LCAP needs assessment. The District also collects feedback from a broader group of parents through surveys and in-person conversations. These events took place in April-May and provided insights to use in updating the LCAP.
Teachers	Teachers are involved in the LCAP development in several ways. School site SSCs, which are formed in the fall and meet throughout the year, provide a platform for teachers to give input, as the LCAP is

Educational Partner(s)	Process for Engagement
	aligned with the SPSA. These councils discussed the LCAP in March-May. In March, teachers were offered in-person sessions to share feedback on the current LCAP's effectiveness and suggest ideas for the annual update. For those unable to attend in person, an online LCAP survey was sent out in April to gather additional input. This survey also provided teachers who attended the in-person sessions another opportunity to include more feedback. A school climate survey was also distributed to teachers in May.
Other Staff	Other staff, including classified employees, academic counselors, and support personnel, are part of the SSCs and meet throughout the year to review data and develop the SPSA. Since the SPSA is aligned with the LCAP, the SSCs discuss the LCAP during the SPSA development, allowing staff to provide input for both plans. This feedback is collected by the district for the LCAP development. All district employees were invited to the in-person LCAP input sessions in March and were also given the chance to complete the online LCAP survey if they were not able to attend in-person. Additionally, the district reached out separately to the social worker team to discuss the LCAP. The social worker team distributed a survey to gather feedback from their student clients about the effectiveness of their services.
Students	In May, input sessions were held with student representatives at Woodlake Valley Middle School and Woodlake High School. At Bravo Lake High School and Woodlake Community Day School, district staff met with all students. Staff also met with groups of English Learner and Special Education students at WHS. An online school climate survey was distributed to all students in grades 3-12 to gather feedback on school culture, and a separate online survey was sent to students in grades 6-12 to assess their participation and engagement in school activities. Additionally, the social workers distributed an impact of services survey to their student clients to gather feedback

Educational Partner(s)	Process for Engagement
	about the effectiveness of their support services used to inform on LCAP actions. Students also serve on the School Site Councils at Woodlake Valley Middle School, Woodlake High School, and the Joint SSC for Bravo Lake High School and Woodlake Community Day School. These councils, which are formed in the fall, meet throughout the year to review data and offer opportunities for input on the SPSA and LCAP from March to May.
Bargaining Units	Both CSEA (Classified Bargaining Unit) and WUTA (Certificated Bargaining Unit) met separately with district staff in special in-person sessions—CSEA in March and WUTA in April. The purpose was to review the successes of the current LCAP and offer suggestions for the annual update. These meetings focused on the district's view of progress and how it may affect or benefit each unit. In addition to these sessions, the district holds Meet and Confer Meetings on a regular basis with both units to maintain a strong working relationship, especially around staffing and resources included in the LCAP. Additionally, all bargaining unit members were invited to complete the online LCAP survey if at a later time, they were interested in providing additional feedback or suggestions for the LCAP update.
School Administrators	Throughout the school year, school district administrators meet every two weeks and include discussions about the LCAP, including implementation of LCAP actions, spending, and successes. From March to May, the district gathered input from Administrators on how well the LCAP goals and actions were working and collected suggestions for the annual update. Administrators also gave feedback on metrics, ongoing actions to address red areas on the Dashboard or specific needs for their schools. Additionally, administrators were invited to complete an online LCAP survey to give additional feedback. Consultations with administrators continue throughout the LCAP adoption process.
Principals	Principals are consulted about the LCAP throughout the year during bi-monthly meetings and individual conversations led by the Assistant Superintendent. Between March and May, they also review the LCAP while evaluating their school's SPSA, since both plans are closely

Educational Partner(s)	Process for Engagement
	connected. The Assistant Superintendent collects their feedback, including input from SSC meetings, to help with the LCAP needs assessment. Principals were also invited to complete an online LCAP survey. In addition, they provided local data used in the LCAP, gave feedback on metric targets and input on actions aimed at addressing red areas on the Dashboard specific to their sites.
SELPA	Woodlake Unified Director of Special Education (DOSE) regularly attends monthly Tulare County SELPA meetings to gather input for the LCAP. In April, the Assistant Superintendent met with the DOSE and asked them to complete a questionnaire to provide feedback on current goals, actions, and spending. The questionnaire also allows the opportunity for the DOSE to share possible additions to the LCAP to help improve outcomes for Special Education students.
Equity Multiplier School: Bravo Lake High School, Students	In April, the district met with all Bravo Lake High School students to share updates on the current LCAP and get their input on what would help them succeed, reach their goals, and support achievement of their school's Equity Multiplier Goal. Bravo Lake High School and Community Day School hold joint SSC meetings. A student representative for the schools shares feedback to help shape their SPSA and the district LCAP, as the plans are aligned. In April, SSC met with the Assistant Superintendent to review progress on the Equity Multiplier Focus Goal and gathered input for the LCAP update. Additionally, a school climate survey was given to all students to get feedback about their learning environment.
Equity Multiplier School: Bravo Lake High School, Parents	Parents from Bravo Lake High School are part of the District Parent Advisory Committee and the SSC. These groups are formed each fall and meet regularly to review the district's progress on the Dashboard and local metrics. From March to May, they focus on gathering feedback to help develop the LCAP. The principal also reviews the LCAP during this period while evaluating SPSA, as both are aligned. In April, the SSC met with the district to discuss progress on the Equity Multiplier Focus Goal and gather input for the LCAP. At a May open house, the district conducted a parent survey to gather further feedback for the LCAP update.
Equity Multiplier School: Bravo Lake High School, Teachers	Teachers are members of the SSC, which meets during the school year to review data and help develop both the school's SPSA and the district's LCAP. In April, the SSC met to discuss and review progress

Educational Partner(s)	Process for Engagement
	on the Equity Multiplier Focus Goal for Bravo Lake High School and collect input for the LCAP update. Teachers were also invited to complete an online LCAP survey and a school climate survey to give more feedback on the LCAP and the overall learning environment.
Equity Multiplier Schools: Bravo Lake High School, Other Staff	Along with teachers, other Bravo Lake High School staff—including a paraprofessional, secretary and social worker—are members of the SSC. The SSC meets during the school year to review data and help shape the school's SPSA and the district's LCAP. In April, the SSC met to review progress on the Equity Multiplier Focus Goal and gather input for the LCAP update. Staff were also invited to complete an online LCAP survey to provide additional feedback.
Equity Multiplier School: Bravo Lake High School, Bargaining Unit	Both CSEA (Classified Bargaining Unit) and WUTA (Certificated Bargaining Unit) met separately with district staff in special in-person sessions—CSEA in March and WUTA in April. The main purpose of the meeting was to discuss the successes of the current LCAP, progress on the Equity Multiplier Goal, and gather suggestions for the annual update. WUTA and CSEA members also serve on the SSC, which met with the district in April to give feedback on the Equity Multiplier Goals for Bravo Lake High School and other aspects of the LCAP. Additionally, bargaining unit members were invited to complete an online LCAP survey and a school climate survey to provide additional input for the LCAP update.
Equity Multiplier Schools Bravo Lake High School, Principal	The Principal of Woodlake Educational Options Program oversees both Bravo Lake High School and Woodlake Community Day School and plays a key role on the SSC, which meets during the school year to review data, help develop the school's SPSA, and give input on the LCAP. In April, the Principal met with the district and SSC to review progress on the Equity Multiplier Focus Goal and provide feedback for the LCAP update. The Principal was also invited to complete an online LCAP survey to share additional thoughts. In addition, the Principal is part of the district's Management Team, which meets every two weeks to discuss the LCAP, how actions are being carried out, and spending. From March to May, the district collected feedback from Principals on the effectiveness of LCAP actions and gathered suggestions for the update. In particular, the Principal of Bravo Lake High School was asked to provide input on metrics and actions to meet the Equity Multiplier Goal for the school.

Educational Partner(s)	Process for Engagement
Equity Multiplier School: Woodlake Community Day School, Students	In April, the district met with all Community Day School students to provide updates about the current LCAP and gather their input on how to help them succeed, achieve their goals, and support the school's Equity Multiplier Goal. Bravo Lake High School and Community Day School hold joint SSC meetings. A student representative for the schools shares feedback to help shape their SPSA and the district LCAP, as the plans are aligned. During the April meeting, the SSC reviewed progress on the Equity Multiplier Focus Goal with the district and collected student input for the LCAP update. Additionally, a school climate survey was given to all students to gather feedback on their learning environment.
Equity Multiplier School: Woodlake Community Day School, Parents	Community Day School and Bravo Lake High School hold joint SSC meetings, with a parent from this group also serving on the District Parent Advisory Committee. These groups are formed each fall and meet regularly to review the district's progress on the Dashboard and local metrics. From March to May, they focus on gathering feedback for the LCAP. During this time, the principal also reviews the LCAP while evaluating the School Plan for Student Achievement (SPSA), as both are aligned. In April, the SSC met with the district to discuss the Equity Multiplier Focus Goal and gather input for the LCAP. At a May open house, the district conducted a parent survey to collect additional feedback for the LCAP update.
Equity Multiplier School: Woodlake Community Day School, Teachers	Community Day School and Bravo Lake High School hold joint SSC meetings, with teachers participating. The SSC meets throughout the year to review data and help develop the school's SPSA and the district's LCAP. In April, SSC met with the district and discussed progress on the Equity Multiplier Focus Goal for Woodlake Community Day School and gathered input for the LCAP update. Teachers were also asked to complete an online LCAP survey and a school climate survey to provide additional feedback on the LCAP and the learning environment.
Equity Multiplier School: Woodlake Community Day School, Other Staff	Community Day School staff, including a paraprofessionals, secretary and social worker, are members of the SSC. The SSC meets throughout the year to review data and help shape the school's SPSA and the district's LCAP. In April, the SSC met with the district to review progress on the Equity Multiplier Focus Goal for Woodlake Community Day School and gather input for the LCAP update. Staff

Educational Partner(s)	Process for Engagement
	were also invited to complete an online LCAP survey to provide more feedback.
Equity Multiplier School: Woodlake Community Day School, Bargaining Units	CSEA (Classified Bargaining Unit) and WUTA (Certificated Bargaining Unit) met separately with district staff in in-person sessions—CSEA in March and WUTA in April. The meetings focused on discussing the successes of the current LCAP, progress on the Equity Multiplier Goal, and gathering suggestions for the annual update. Both CSEA and WUTA members also serve on the SSC, which met with the district in April to provide feedback on the Equity Multiplier Goals for Woodlake Community School and other aspects of the LCAP. In addition, bargaining unit members were invited to complete an online LCAP and school climate survey to share more input for the LCAP update.
Equity Multiplier School: Woodlake Community Day School, Principal	The Principal of the Woodlake Educational Options Program oversees both Woodlake Community Day School and Bravo Lake High School and plays a key role on the SSC. The SSC meets throughout the school year to review data, help develop the school's SPSA, and provide input on the LCAP. In April, the Principal met with the district and SSC to review progress on the Equity Multiplier Focus Goal for Woodlake Community Day School and give feedback for the LCAP update. The Principal was also invited to complete an online LCAP survey to share additional thoughts. Additionally, the Principal is part of the district's Management Team, which meets every two weeks to discuss the LCAP, monitor actions, and review spending. From March to May, the district collected feedback from Principals on the effectiveness of LCAP actions and gathered suggestions for the update. The Principal of the Woodlake Community Day Schoo specifically provided input on metrics and actions to meet the Equity Multiplier Goal for the school.

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

During the engagement process for the LCAP, feedback from educational partners highlighted key areas that are both effective and should be maintained, as well as areas in need of improvement that warrant additional focus and support in the 2025–26 LCAP.

Below is a summary of the top common themes highlighted by educational partners as effective practices that should be maintained in the 2025–26 LCAP (associated Goal/Action in the LCAP are noted in parentheses):

A key area of success noted is Targeted Student Interventions and Academic Support, including small group reading and math interventions, after-school and lunchtime tutoring, intervention groups, and the use of tools like Lexia and math flashcards to close learning gaps (Goal/Action: 1.3, 1.5, 1.6, 1.7, 2.4, 3.3). Another critical area is Support for English Learners (ELD), with positive feedback on the K-5 ELD Task Force, designated ELD courses, guided reading groups, TCOE consultant support, and regular ELD-focused professional development (Goal/Action: 1.1, 2.1, 2.2). Efforts to Improve Attendance and Student Engagement were also noted, with practices like attendance incentives (raffles, races, AR awards), music during recess, field trips, student groups, youth development meetings, and SARB outreach seen as effective (Goal/Action: 4.1, 4.3, 4.4, 7.1). Additionally, educational partners emphasized the importance of Increased Staffing and Resources, including instructional aides, yard duty staff, and site-based social workers, which have contributed to improved academic and behavioral outcomes (Goal/Action: 1.2, 1.3, 3.2, 4.1, 4.4, 4.5). Technology Integration and Access through one-to-one Chromebooks, AI tools, and STEM/STEAM opportunities has also enhanced learning (Goal/Action: 3.2, 3.3, 6.1). Lastly, practices supporting College and Career Readiness—such as CTE pathways, career fairs, and planning days—and Professional Development and Curriculum Alignment, including the use of rigorous curriculum and regular PD, have been instrumental in improving teacher effectiveness and student achievement (Goal/Action: 1.1, 1.2, 1.5, 1.6, 1.8, 2.1, 2.2, 3.2, 4.3, 6.1).

Below is a summary of the top common themes highlighted by educational partners as recommended areas for improvement in the 2025–26 LCAP update:

Feedback from educational partners identified several key areas of improvement to consider for the 2025-26 LCAP update. One theme centered on Student Behavior and School Culture, with an emphasis on the need for more trained behavior aides, professional development on student connectedness, MTSS, and restorative practice. Another significant area is Instructional Aides and Academic Support, where there was a recommended need for more aides—especially in primary grades, for English Learners, and students with special needs—as well as enhanced training in both academic content and behavior management. Educational partners stressed the importance of small-group interventions, foundational skill instruction aligned with the science of reading, and more effective use of existing support staff. A third area of noted need was Facilities and the Learning Environment. Parents and staff voiced the need for improvements to air conditioning, water stations, and overall campus maintenance. There was advocating for increased Parent and Community Engagement through more accessible meetings, tech training, and events that build school-community connections. Finally, there was strong interest in strengthening College, Career, and CTE Pathways, with suggestions to expand vocational electives, internships, and guidance support to better prepare students for future opportunities. Specific feedback from students emphasized the need for enhanced academic support and career readiness, including more tutoring, peer support, and access to classes that align with future goals such as a medical or other career pathways and internships. Students also suggested increased exposure to college information, guest speakers, and guidance on career planning. Second, there was a strong focus on improving school safety, facilities, and overall comfort. This included calls for more campus security, better-maintained and more accessible restrooms, upgraded equipment, and healthier, more inclusive lunch options. Third, students expressed a desire for a more flexible and engaging school experience. This included requests for more electives, study hall periods, consistent schedules, additional field trips, and incentives to encourage academic effort.

Based on the feedback regarding the above noted areas in need of improvement, the following activities will be incorporated into LCAP Actions for the 2025–26 school year:

Action 1.2 Instructional Support Staff and Programs- Added resources for training, coaching support and resources to sustain the S.E.A.L. (Sobrato Early Academic Language) Model of instruction for Preschool-TK (previously grant funded) and 2 full-time TK-5 Curriculum Specialist, 1 full-time Math Curriculum Specialist for grades 6-12 and 1 full-time English/ELD Curriculum Specialist for grades 6-12.

Action 1.8 Response to Intervention Personnel and Resources- Added resources to secure supplemental print student/teacher materials for K-12 mathematics (unrestricted/lottery funds).

Action 2.1 Personnel and Professional learning to Improve ELD Instruction- Added English/ELD Curriculum Specialist (Goal 1) will support staff improve ELD instruction in grades 6-12.
Action 2.4 Expanded Learning Opportunities for English Learners- Sheltered English Class for ELs at WHS will be offered during summer school

Action 2.5 English Learner Parent Engagement Programs- Enhanced activities to include each school site hosting a minimum of 2 events/programs aimed at drawing in parents of English Learners to the school.

Action 3.2 Personnel and Expenditures for Course of Study Programs- Added resources for membership fees, training and materials to sustain AVID at WVMS (previously grant funded).

Action 3.5 Personnel, Maintenance, and Facility Improvement Projects- Added resources to complete installation of a drinking fountain at Castle Rock Elementary soccer fields, contribution for CRES Multipurpose Building HVAC upgrade, and WHS tennis court resurfacing.

Action 4.1 Support Personnel and Programs to Increase Attendance and Improve School Culture- Enhance resources to support academic/attendance incentives and student recognition programs.

Action 4.3 Positive, Inclusive and Supportive School Climate- Enhance resources to cover increased costs of field trips.

Action 4.4 Support Personnel and Resources for At-Risk Students- Added 1 full-time Behavior Intervention Aide per site at WVMS and WHS.

Action 5.1 Parent Education Resources, Engagement Opportunities and Support Personnel- Enhanced activities to include each school site hosting a minimum of 4 events/programs aimed at drawing in “All” parents to the school.

Woodlake Community Day School and Bravo Lake High School receive Equity Multiplier Funds, and their focus goals were created in close collaboration with students, staff, and parents serving those schools during the development of the 2024–27 LCAP. These goals center on tracking student progress toward returning to the comprehensive home school, meeting graduation requirements, creating individualized learning plans, and supporting college and career readiness. During the engagement process for the 2025-26 LCAP update, Educational Partners from these schools shared both appreciations and recommendations regarding programs and activities. Many praised the addition of programs like the new STEAM Center, dual enrollment classes, CTE dance at the high school, and the work accomplished toward a pre-apprenticeship program and certifying courses as A-G. There was also strong support for maintaining prevention and intervention efforts, such as the Mending Fences program. Common areas for improvement included increasing access to college and career readiness opportunities through more field trips, industry visits, and CTE offerings. Partners also emphasized the need for additional resources,

including novels, physical education equipment, water filling stations, student leadership activities, supplies for elective classes like art. and access to recreational spaces like the baseball fields. Safety enhancements such as filling ground holes were also noted. Based on feedback from educational partners at these schools, the current Goals, Actions, and Equity Multiplier funded activities outlined in the 2024–27 LCAP will be continued. The school director will work collaboratively with the maintenance department to address issues with the grounds and coordinate access to additional spaces needed for physical education activities. Additionally, Title I funds will be used to provide supplemental materials and supplies to support the resource needs of all course of study programs.

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 2023 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.

Positive progress has been demonstrated on the 2024 California Dashboard academic indicators and local metrics. In English Language Arts, the overall student population showed a growth of +7.8 points, with strong gains across key subgroups: Socioeconomically Disadvantaged (SED) students improved by +8.7, Students with Disabilities (SWD) by +8.4, English Learners (EL) by +5.1, Hispanic students by +7.4, and White students by +10.2. Although Foster Youth (FY) showed a status-only score of -43.8 and Long-Term English Learners (LTEL) had a status-only score of -130.2, targeted supports are being implemented to address these areas. In Mathematics, progress was even more pronounced, with an overall growth of +16 points. EL students showed a nearly identical increase of +15.9, while SED and Hispanic students each improved by +16 and +16.7 points respectively. White students also made positive gains at +7.3. While SWD slightly declined by -0.7, and FY and LTEL again showed only status scores (-110.9 and -187.1, respectively), the overall trend indicates strong improvement. Significant progress has been made on the College/Career Indicators across various student groups. Overall, there was an increase of +8.6%. Notably, English Learners (EL) showed the greatest improvement with a +23.2% gain, while Long-Term English Learners (LTEL) achieved a 34.2% status rate. Socioeconomically Disadvantaged (SED) and Students with Disabilities (SWD) each improved by +8%. White students experienced a substantial increase of +20%, and Hispanic students saw a +6.4% gain. Data for Foster

Youth (FY) has been suppressed to protect student privacy due to the small number of students (fewer than 11).These consistent academic gains across the majority of student groups provide clear evidence that the current goal is appropriate and should be maintained.

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	(2023 CA Dashboard Data) 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	(2024 CA Dashboard Data) 1) All: -49.9 2) EL: -84.4 3) SED: -57 4) SWD: -137.4 5) FY: -43.8 6: Hispanic: -53.7 7) White: -1.8 8) LTEL: -130.2		1) All: -42.7 2) EL: -65.5 3) SED: -50.4 4) SWD: -114.9 5) FY: -33.8 6: Hispanic: -46.1 7) White: +3 8) LTEL: -114.2	1) All: +7.8 2) EL: +5.1 3) SED: +8.7 4) SWD: +8.4 5) FY: -43.8 (status only) 6: Hispanic: +7.4 7) White: +10.2 8) LTEL: -130.2 (status only)
1.2	Dashboard Data: Points from Standard for WUSD Math Performance	(2023 CA Dashboard Data) 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	(2024 CA Dashboard Data) 1) All: -86.3 2) EL: -110 3) SED: -92.6 4) SWD: -177.8 5) FY: -110.9 6: Hispanic: -89.5 7) White: -53.7 8) LTEL: -187.1		1) All: -81.3 2) EL: -101.9 3) SED: -87.6 4) SWD: -153.1 5) FY: -94.6 6) Hispanic: -84.5 7) White: -46 8) LTEL: -171.1	1) All: +16 2) EL: +15.9 3) SED: +16 4) SWD: -0.7 5) FY: -110.9 (status only) 6: Hispanic: +16.7 7) White: +7.3 8) LTEL: -187.1 (status only)
1.3	Dashboard Data: Percentage of WUSD Students at Prepared	(2023 CA Dashboard Data) 1) All: 38.9% 2) EL: 14.3%	(2024 CA Dashboard Data) 1) All: 47.5% 2) EL: 37.5%		1) All: 53.9% 2) EL: 38.3% 3) SED: 51.8% 4) SWD: 24%	1) All: +8.6% 2) EL: +23.2% 3) SED: +8% 4) SWD: +8%

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)	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%	3) SED: 44.8% 4) SWD: 7.1% 5) FY: Data suppressed to protect student privacy - less than 11 students 6) Hispanic: 47.4% 7) White: 55% 8) LTEL: 34.2%		5) FY: TBD 6) Hispanic: 56% 7) White: 60% 8) LTEL: 50.2%	5) FY: Data suppressed to protect student privacy - less than 11 students 6) Hispanic: 6.4% 7) White: +20% 8) LTEL: 34.2% (status only)
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 privacy - less than 11 students 6) Hispanic: 55.4% 7) White: 72.9%	(Data Year: 2024-25) 1) All: 51.8% 2) EL: 32.8% 3) SED: 45.9% 4) SWD: 28% 5) FY: Data suppressed to protect student privacy - less than 11 students 6) Hispanic: 49.9% 7) White: 52.5%		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%	1) All: -2.4% 2) EL: -10.8% 3) SED: -7.9% 4) SWD: +0.1% 5) FY: Data suppressed to protect student privacy - less than 11 students 6) Hispanic: -5.5% 7) White: -20.4%
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: 45.3% (Data Year: 2024-25)		All: 66.9%	All: +3.4%
1.6	Dashboard Data: WUSD A-G Completion Rate	(2023 CA Dashboard Data) 1) All: 25.9% 2) EL: 9.3% 3) SED: 23.6% 4) SWD: 0%	(2024 CA Dashboard Data) 1) All: 26.1% 2) EL: 12.5% 3) SED: 25% 4) SWD: 0% 5) FY: Data		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) All: +0.2% 2) EL: +3.2% 3) SED: +1.4% 4) SWD: +1.4% 5) FY: Data suppressed to protect

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: 26.6% 7) White 16.7%	suppressed to protect student privacy - less than 11 students 6: Hispanic: 24.2% 7) White: 45% 8: LTEL: 7.9%		8: LTEL: 23.9%	student privacy - less than 11 students 6: Hispanic: -2.4% 7) White: +28.3% 8: LTEL: 7.9% (status only)
1.7	Dashboard Data: WUSD CTE Career Pathway Completion Rate	(2023 CA Dashboard Data) 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%	(Data Year: 2024-25) 1) All: 28.9% 2) EL: 10.4% 3) SED: 27.4% 4) SWD: 13.3% 5) FY: Data suppressed to protect student privacy - less than 11 students 6: Hispanic: 29.9% 7) White: 25% 8) LTEL: 13.2%		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% 8) LTEL: 19.2%	1) All: +0.9% 2) EL: -3.6% 3) SED: +3.3% 4) SWD: +6.6% 5) FY: Data suppressed to protect student privacy - less than 11 students 6: Hispanic: +3.7% 7) White: -12.5% 8) LTEL: 13.2% (status only)
1.8	Local Data: Percentage of 11th Grade Students Ready for College English as Measured by the Early Assessment Program (exceeding standards on the CAASPP for English)	(Data Year: 2022-23) WUSD All: 18.8% WHS: 22.06%	(Data Year: 2023-24) WUSD All: 19.76% WHS: 21.05%		WUSD All: 33.8% WHS: 37.06%	WUSD All: +0.96% WHS: -1.01%
1.9	Local Data: Percentage of 11th Grade Students Ready for College Math as Measured by Early	(Data Year: 2022-23) WUSD All: 3.01% WHS: 3.65%	(Data Year: 2023-24) WUSD All: 4.29% WHS: 4.73%		WUSD All: 18.01% WHS: 18.65%	WUSD All: +1.28% WHS: +1.08%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Assessment Program (exceeding standards on the CAASPP for math)					
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%	(Data Year: 2024-25) 1) All: 65.6% 2) EL: 40% 3) LI: 70.6% 4) SWD: 33.3% 5) FY: Data suppressed to protect student privacy - less than 11 students 6) Hispanic: 65% 7) White: 80%		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) All: -13.9% 2) EL: -44.5% 3) LI: -8.9% 4) SWD: -25.7% 5) FY: Data suppressed to protect student privacy - less than 11 students 6) Hispanic: -23.8% 7) White: -20%
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%	(Data Year: 2024-25) 1) All: 36% 2) EL: 18.9% 3) LI: 34.6% 4) SWD: 3.6% 5) FY: Data suppressed to protect student privacy - less than 11 students 6) Hispanic: 36.1% 7) White: 33.3%		1) All: 45.47% 2) EL: 40.96% 3) LI: 39.6% 4) SWD: 34% 5) FY: TBD 6) Hispanic: 45.97% 7) White: 44.17%	1) All: +5.53% 2) EL: +1.94% 3) LI: +15.85% 4) SWD: -6.4% 5) FY: Data suppressed to protect student privacy - less than 11 students 6) Hispanic: +5.13% 7) White: 4.13%
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%	(Data Year: 2024-25) 1) All: 16.5% 2) EL: 9% 3) LI: 13.6% 4) SWD: 3.6%		1) All: 32.4% 2) EL: 20.2% 3) LI: 24.3% 4) SWDs: 29.6% 5) FY: TBD 6) Hispanic: 38.4%	1) All: -0.9% 2) EL: +2.8% 3) LI: +4.3% 4) SWD: -2% 5) FY: Data suppressed to

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: 23.4% 7) White: 29.2%	5) FY: Data suppressed to protect student privacy - less than 11 students 6) Hispanic: 16% 7) White: 16.7%		7) White: 44.2%	protect student privacy - less than 11 students 6) Hispanic: -7.4% 7) White: -12.5%
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%	(Data Year: 2024-25) 1) All: 31.2% 2) EL: 8.6% 3) LI: 24.2% 4) SWD: 16.7% 5) FY: Data suppressed to protect student privacy - less than 11 students 6) Hispanic: 30.7% 7) White: 55.2% 8) LTEL: 8.5%		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% 8) LTEL: 24.5%	1) All: +13.8% 2) EL: +2.4% 3) LI: +14.9% 4) SWD: +11.1% 5) FY: Data suppressed to protect student privacy - less than 11 students 6) Hispanic: +7.3% 7) White: +31.8% 8) LTEL: 8.5% (status only)
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 6) Hispanic: 20.9% 7) White: 27.2%	(Data Year: 2024-25) 1) All: 34.6% 2) EL: 4.4% 3) LI: 22.9% 4) SWD: 22.2% 5) FY: Data suppressed to protect student privacy - less than 11 students 6) Hispanic: 32.9% 7) White: 50% 8) LTEL: 3.6%		1) All: 35.3% 2) EL: 27.9% 3) LI: 35.5% 4) SWD: 27.2% 5) FY: TBD 7) Hispanic: 35.9% 8) White: 55% 8) LTEL: 19.6%	1) All: +14.3% 2) EL: +0.5% 3) LI: +2.4% 4) SWD: 22.2% (status only) 5) FY: Data suppressed to protect student privacy - less than 11 students 6) Hispanic: +1.2% 7) White: +22.8% 8) LTEL: 3.6% (status only)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%	(Data Year: 2024-25) 1) G9: ERW 31%, Math 4% 2) G10: ERW 37%, Math 6% 3) G11: ERW 28%, Math 6%		1) G9: ERW 41%, Math 17% 2) G10: ERW 56%, Math 25% 3) G11: ERW 45%, Math 17%	1) G9: ERW +5%, Math +2% 2) G10: ERW -4%, Math -4% 3) G11: ERW +7%, Math +4%
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%	(Data Year: 2024-25, Low Income) 1) Social and Emotional Development: 46.5% 2) Language and Literacy Development: 42.3% 3) Cognition (math/science) Development: 45.1% 4) EL ELD Development: 76.1%		1) Social and Emotional Development: 79% 2) Language and Literacy Development: 85% 3) Cognition (math/science) Development: 73% 4) EL ELD Development: 82%	1) Social and Emotional Development: -26.5% 2) Language and Literacy Development: -36.7% 3) Cognition (math/science) Development: -12.9% 4) EL ELD Development: +0.1%
1.17	Dashboard Data: Points from Standard for WVMS English Language Arts Performance	(2023 CA Dashboard Data) 1) AI: -76.9 2) EL: -119.5 3) SED: -84.4	(2024 CA Dashboard Data) 1) All: -69.9 2) EL: -108.5 3) SED: -75.8		1) All: -61.9 2) EL: -95.5 3) SED: -69.4 4) SWD: -162.4 5) FY: TBD	1) All: +6.6 2) EL: +11 3) SED: +8.6 4) SWD: -21.9 5) FY: Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		4) SWD: -186.4 5) FY: Data suppressed to protect student privacy - less than 11 students 6) Hispanic: -78 7) White: -59.9	4) SWD: -208.3 5) FY: Data suppressed to protect student privacy - less than 11 students 6: Hispanic: -72.4 7) White: -43.5 8) LTEL: -146.5		6) Hispanic: -63 7) White: -38.5 8) LTEL: -130.5	suppressed to protect student privacy - less than 11 students 6: Hispanic: +5.6 7) White: +16.4 8) LTEL: -146.5 (status only)
1.18	Dashboard Data: Points from Standard for WVMS Math Performance	(2023 CA Dashboard Data) 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	(2024 CA Dashboard Data) 1) All: -109.9 2) EL: -147.9 3) SED: -116.7 4) SWD: -230.6 5) FY: Data suppressed to protect student privacy - less than 11 students 6: Hispanic: -113.6 7) White: -86.3 8) LTEL: -184.1		1) All: -103.4 2) EL: -140.5 3) SED: -101 4) SWD: -204.1 5) FY: TBD 6) Hispanic: -104.4 7) White: -81.3 8) LTEL: -168.1	1) All: +8.5 2) EL: +16.6 3) SED: +8.3 4) SWD: -2.5 5) FY: Data suppressed to protect student privacy - less than 11 students 6: Hispanic: +5.8 7) White: +28.4 8) LTEL: -184.1 (status only)
1.19	Dashboard Data: Points from Standard for WHS Math Performance	(2023 CA Dashboard Data) 1) All: -137.7 2) EL: -194.8 3) SED: -153 4) SWD: Data suppressed to protect student privacy - less than 11 students	(2024 CA Dashboard Data) 1) All: -99.2 2) EL: -168.9 3) SED: -111 4) SWD: -226.9 5) FY: Data suppressed to protect		1) All: -94.2 2) EL: -160.9 3) SED: -106 4) SWD: -210.6 5) FY: TBD 6) Hispanic: -104.5 7) White: +21.5 8) LTEL: -179.8	1) All: +38.5 2) EL: +25.9 3) SED: +42 4) SWD: -226 (status only) 5) FY: Data suppressed to protect student privacy - less

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: -157.3 7) White: +6.5	student privacy - less than 11 students 6: Hispanic: -109.5 7) White: -48.6 8) LTEL: -195.8			than 11 students 6: Hispanic: +47.8 7) White: -55.1 8) LTEL: -195.8 (status only)
1.20	Dashboard Data: Points from Standard for CRES English Language Arts Performance	(2023 CA Dashboard Data) 1) All: -56.6 2) EL: -67.7 3) SED: -61.5 4) SWD: -169.1 5) FY: Data suppressed to protect student privacy - less than 11 students 6) Hispanic: -57.6 7) White: -50.3	(2024 CA Dashboard Data) 1) All: -52.8 2) EL: -66.8 3) SED: -59.2 4) SWD: -170.6 5) FY: Data suppressed to protect student privacy - less than 11 students 6: Hispanic: -55.3 7) White: -19.3		1) All: -56.6 2) EL: -67.7 3) SED: -61.5 4) SWD: -169.1 5) FY: TBD 6) Hispanic: -57.6 7) White: -14.3	1) All: +3.8 2) EL: +0.9 3) SED: +2.3 4) SWD: -1.5 5) FY: Data suppressed to protect student privacy - less than 11 students 6: Hispanic: -5 7) White: +31
1.21	Dashboard Data: Points from Standard for FJ White English Language Arts Performance	All: -87.1 (2023 CA Dashboard Data)	All: -50.2 (2024 CA Dashboard Data)		1) All: -72.1	All: +36.9
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)	96.6% (Data Year: 2024-25)		98.6%	+10.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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)	42% (Data Year: 2024-25)		70%	-12.2%
1.24	Dashboard Data: CRES Math Points From Standard	(2023 CA Dashboard Data) 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 6) Hispanic: -67.3 7) White: -57.9	(2024 CA Dashboard Data) 1) All: -51.2 2) EL: -59.9 3) SED: -56.9 4) SWD: -181.3 5) FY: Data suppressed to protect student privacy - less than 11 students 6: Hispanic: -52.3 7) White: -24.9		1) All: -51.1 2) EL: -48.1 3) SED: -55.2 4) SWD: -164.6 5) FY: TBD 6) Hispanic: -47.3 7) White: -42.9	1) All:+14.9 2) EL: +12.2 3) SED: +13.3 4) SWD: -181.3 5) FY: Data suppressed to protect student privacy - less than 11 students 6: Hispanic: +15 7) White: +33

Goal Analysis [2024-25]

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

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

During the 2024-25 school year, there were no substantive differences between the planned Actions in Goal 1 and their actual implementation. Below are Actions under Goal 1 with brief implementation details:

1.1 Collaboration Time and Resources for Instructional Staff- Instructional staff received targeted support through structured collaboration time, professional development opportunities, and access to instructional resources. Key elements included PLC Late Start Days, Achievement Teams, High-Yield Instructional Strategies training, and time for vertical alignment of ELA and math curriculum. Both teachers and classified staff benefited from training and materials aimed at enhancing instructional quality and improving student outcomes.

1.2 Instructional Support Staff and Programs- Comprehensive instructional support was provided, especially for new teachers, through mentorship and expert guidance. This included Teacher Induction Program Mentors, WUSD Mentors, Math Consultants, and an Academic

Coach for grades 6–12. Instructional and grade-level leads received additional training and materials to strengthen their impact and effectiveness across grade levels.

1.3 Response to Intervention Personnel and Resource- This action was successfully implemented to meet the academic and social-emotional needs of students, particularly those identified as Low Income, English Learners, and Foster Youth. A comprehensive RTI strategy was deployed, featuring key personnel and targeted supports across all grade levels. Implementation highlights include: an early academic intervention teacher for grades K–5, academic intervention periods for grades 6–12, and a dedicated Math Intervention teacher at WHS (LREBG funded). Additional supports included homeroom and zero period at WVMS, intervention materials and educational apps, tutoring services, and full implementation of PBIS. A full-time psychologist was maintained, along with peer assistance classes (Link Crew at WHS), and Learning Directors for K–8. The district also maintained a robust RTI team including a psychologist, special education instructor, added office technician hours, and four additional instructional aide positions.

1.4 School Readiness Personnel and Resources- This action was successfully implemented to enhance early learning and improve school readiness for Low Income students. A Kindergarten Readiness Coordinator was maitained to support children ages 0 to 5, focusing on foundational skills essential for a successful transition into kindergarten. The coordinator was supported with appropriate materials and supplies to engage families and provide developmentally appropriate resources.

1.5 Supplemental Materials, Assessments, Professional Learning, and Student Supports in English Language Arts- This action was successfully implemented to address ELA achievement gaps identified on the WVMS and District Dashboards—specifically among All Students, English Learners, Hispanic, Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD). Targeted activities included two additional Bengal Support sessions per week and Winter/Summer credit recovery programs (ELOP funded) to help students meet grade-level standards. English Learner support was strengthened through ongoing integrated ELD training, an After-School Newcomers' Academy (ELOP funded), and ELD professional development for Department Chairs. Additional strategies included after-school ELA tutorials, supplemental materials and supplies (ELOP funded), and specialized professional learning for general education teachers focused on supporting students with disabilities.

1.6 Supplemental Materials, Assessments, Professional Learning, and Student Supports in Math- This action was successfully implemented to address significant Math performance gaps identified in the WVMS and District Dashboards—particularly for All Students, English Learners (EL), Hispanic, Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD). Key strategies included two additional Bengal Support sessions per week and Winter/Summer credit recovery programs (ELOP funded). Targeted support for English Learners was provided through ongoing integrated ELD training, the After-School Newcomers' Academy (ELOP funded), and ELD professional development for Department Chairs. Academic support was further strengthened by after-school math tutorials (ELOP funded), supplemental materials and supplies for the Newcomer Academy, and specialized math professional learning for general education staff focused on students with disabilities. Parent involvement opportunities were also provided, with food (self-paid) and childcare to encourage family engagement.

1.7 Math Intervention and Tutorials for Woodlake High School- This strengthened action was successfully implemented to address math performance gaps at Woodlake High School, as identified on the Dashboard for Hispanic, Socioeconomically Disadvantaged (SED), and English Learner (EL) student groups. To support these students—particularly Low Income, EL, and Foster Youth—WHS introduced targeted

intervention initiatives, including a dedicated math intervention teacher for IM1 and IM2 support classes. Additional supports included math tutorials and access to supplemental materials and supplies to reinforce learning during intervention sessions.

1.8 Implementation of Supplemental ELA and Math Materials with Integrated and Designated ELD- This action was successfully implemented to address academic performance gaps identified on the FJ White Dashboard in ELA (All Students) and the District Dashboards in ELA and Math (English Learners and Hispanic students). To support student achievement, supplemental ELA and math materials were provided for grades K–8. The initiative also included professional learning focused on Designated ELD for K–5 teachers, ensuring targeted language development support for English Learners. Principals and Learning Directors provided implementation guidance, while Instructional Coaches supported both Designated and Integrated ELD instruction.

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.

Explanation of Material Differences Between Budgeted and Estimated Actual Expenditures:

Action 1.4: The budgeted allocation for instructional materials was not expended because alternative funding sources were used to cover these costs.

Action 1.5: Estimated actual expenditures exceeded the budgeted amount due to increased personnel costs related to expanded intersession program offerings.

Action 1.6: The allocation for supplemental instructional materials was not used as other funding sources covered the need. Additionally, funds set aside for tutorial services were not utilized.

Action 1.7: Planned expenditures for supplemental instructional materials were not needed due to other funding, and tutorial allocations remained unused.

Action 1.8: The budgeted funds for summer professional development were not expended as the costs were covered using other available funding sources.

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

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, 1.2 Instructional Support Staff and Programs, and 1.3 Response to Intervention Personnel and Resources are grouped together and are evaluated collectively. Actions 1.4-1.8 are evaluated individually.

Actions 1.1 - 1.3 (Contributing Metrics-1.1, 1.2, 1.3, 1.4, 1.10, 1.11 1.12, 1.13, 1.14 1.15, 1.22, 1.23)- Effective: These Actions were effective in supporting student academic achievement and instructional growth, as evidenced by multiple key performance indicators. On state

measures, ELA performance improved by +7.8 points and Math by +16 points, while the College and Career Indicator (CCI) increased by +8.6 points, demonstrating overall academic progress. The majority of students are reading at grade level, despirte the percentage of students meeting benchmark on the Developmental Reading Assessment (DRA) in grades K–5 declined slightly by 2.4%, resulting in 51.8% of students performing at or above grade level in reading. Local benchmark data also supported the effectiveness of these actions. In math, grades 3–5 improved by +5.53%, and grades 6–8 saw a significant +13.8% gain. In ELA, there was a +14.3% increase in grades 6–8, despite a slight -0.9% dip in grades 3–5. While the Grade 2 Math Formative Assessment showed a -13.9% decrease, the overall trend in upper grades offset this decline. PSAT results reflected growth in grade 9 (+5% in ERW and +2% in math) and grade 11 (+7% in ERW and +4% in math), although grade 10 saw minor declines (-4% in both areas). Professional development was also strengthened under these actions. There was a +10% increase in the percentage of 6–12 teachers rating professional learning as highly effective, indicating improved instructional capacity. Although the percentage of teachers completing at least one session with the instructional coach dropped by -12.2%, the quality of the sessions was rated more favorably, suggesting that those who did participate found the support impactful. Together, the data indicate that Actions 1.1-1.3 were successful in driving academic growth and enhancing teacher effectiveness.

1.4 School Readiness Personnel and Resources (Contributing Metric-1.16)- Ineffective: The data for this Action suggests limited effectiveness—showing a -36.7% change in Language and Literacy Development, -12.9% in Cognition (math/science) Development, and only a +0.1% change in EL ELD Development—it is important to note that the administration of the DRDP assessment was inconsistent across classrooms. This inconsistency likely impacted the reliability of the results. To address this, the district will prioritize staff training and calibration in the administration of the DRDP to ensure more accurate and meaningful data moving forward.

1.5 Supplemental Materials, Assessments, Professional Learning and Student Supports in English Language Arts (Contributing Metrics-1.1, 1.14, 1.17)- Effective: This Action was effective, as demonstrated by multiple indicators of improvement in English Language Arts (ELA) performance. The District Dashboard ELA score increased by +7.8 points, reflecting overall growth in student achievement. At the middle school level, Woodlake Valley Middle School (WVMS) saw a +6.6-point gain on the Dashboard ELA, indicating that targeted efforts at this site contributed to the districtwide progress. Additionally, local assessment data showed a +14.3-point increase in ELA benchmark scores for grades 6–8, further confirming that instructional strategies and supports implemented through Action 1.5 positively impacted student learning and outcomes in ELA.

1.6 Supplemental Materials, Assessments, Professional Learning and Student Supports in Math (Contributing Metrics-1.2, 1.13, 1.18)- Effective: This Action was effective, as evidenced by significant gains in student math performance across multiple data points. The District Dashboard Math score increased by +16 points, indicating strong overall improvement. At Woodlake Valley Middle School (WVMS), a +8.5-point gain in the Dashboard Math score highlights the success of site-specific strategies. Additionally, local math benchmarks for grades 6–8 showed a +13.8% improvement, demonstrating that the implemented interventions and supports under Action 1.6 had a measurable and positive impact on student achievement in mathematics.

1.7 Math Intervention and Tutorials for Woodlake High School (Contributing Metrics-1.2, 1.15, 1.19)- Effective: This Action was effective, as demonstrated by notable improvements in key academic indicators. The District Dashboard Math score increased by +16 points, reflecting strong district-wide gains in math achievement. At Woodlake High School (WHS), the Dashboard Math indicator showed a significant +38.5% change, indicating that targeted supports and interventions had a substantial impact on student performance. Additionally, PSAT benchmark data revealed growth in grade 9 with a +5% increase in ERW and +2% in math, and in grade 11, with a +7% increase in ERW and +4% in math, highlighting early signs of college readiness improvement as a result of this action.

1.8 Implementation of supplemental ELA and Math Materials with Integrated and Designated ELD (Contributing Metrics-1.1, 1.10, 1.11, 1.12, 1.13, 1.14, 1.17, 1.18, 1.20, 1.21, 1.24,)- Effective: This Action was effective in improving student outcomes, particularly in English Language Arts (ELA) and math. The District Dashboard ELA indicator increased by +7.8 points, while WVMS ELA improved by +6.8 points, indicating strong progress in middle school literacy. Additionally, the local ELA benchmark for grades 6-8 showed a +14.3% increase, reflecting positive growth in student proficiency. In math, local benchmarks showed improvement in grades 3-5 (+5.53%) and grades 6-8 (+13.8%), despite a decline in grade 2 formative assessments (-13.9%), suggesting that targeted efforts in upper elementary and middle school math instruction were effective overall.

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.

Below are description of changes to activties in Actions for Goal 1 from 2024-25 to 2025-26:
Action 1.2:

- Revised to include LREBG funded activities
- Removed additional grade level Lead positions (1 Lead will remain at each grade level and LREBG funded Curriculum Specialists will instead provide needed instructional and curricular

support to the grade levels)

- Added activities to sustain SEAL (grant funding for SEAL has expired and feedback from staff indicated maintaining the program)

Action 1.3:

- Revised to include LREBG funded activities
- Reduced 2 FTE intervention teachers to 1 per site at FJW & CRES (1 intervention teacher will remain at each site and LREBG funded Curriculum Specialists will support teachers

implement structures for academic interventions)

- Reduced 1 FTE math intervention teacher at WHS (LREBG funded 6-12 Math Curriculum Specialist will instead provide needed instructional and curricular support)

Action 1.8:

- Purchase K-12 supplemental math print materials for students and teacher (needs of materials based on feedback from staff, unrestricted state funds will be used for this expediture)

For improved clarity, the data year labels across multiple metrics utilizing outcomes from the CA Dashboard were revised to specify the respective Dashboard year from which the data was drawn.

The LTEL subgroup was added to all applicable Metrics and Year 3 Target Outcomes for the subgroup noted in the below Metrics were revised due to Year 1 outcomes exceeding the growth target:

- Metric 1.2- All, SED, Hispanic
- Metrics 1.3, 1.14, 1.17, 1.18, 1.20- White

- Metric 1.11- LI
- Metric 1.19- All, EL, SED, Hispanic
- Metric 1.22- 6-12 Teachers
- Metric 1.24- Hispanic

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Collaboration Time and Resources for Instructional Staff	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: 1. Additional Professional Learning Opportunities: • PLC Late Start Days • Achievement Teams Implementation- Completed during 2024-25 • Achievement Teams Mini Certification- Completed during 2024-25 • High Yield Instructional Strategies training • Classified Staff Training • Professional Learning Materials and Supplies 2. Collaboration time for teachers (Curriculum planning, Instructional Rounds, Release Time) 3. Time for vertical alignment of ELA and math curriculum	$144,003.00	Yes
1.2	Instructional Support Staff and Programs	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: 1. Teacher Induction Program Mentors, WUSD Mentors and Program Costs	$883,488.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2. Math Consultants (6 days of math support for BLHS provdied by TCOE) 3. Instructional Leads: • 1 Full-Time Equivalent (FTE) Academic Coach for grades 6-12 • PLC Lead stipends (Title I funded) • Additional Grade Level Leads (4 at FJW, 3 at CRES)- Removed for 2025-26 • Materials to support work of Instructional Leads- Removed for 2025-26 • Training for Instructional Leads- Removed for 2025-26 4. Sustain SEAL (Sobrato Early Academic Language Model) • TCOE SEAL consultant • SEAL training • SEAL materials 5. LREBG Action: Curriculum Specialists for Math, English and Literacy- Research highlights that curriculum specialists in math, English, and literacy play a key role in supporting student success by ensuring high-quality, standards-aligned instruction. They help teachers implement evidence-based practices—such as conceptual learning in math and structured literacy in reading—that are proven to improve student outcomes. Studies also show that their support through professional development, data-driven decision making, and curriculum coherence leads to more effective teaching and higher student achievement. LREBG funds will be used to cover the below portion or Full Time Equivalent (FTE) of a Curriculum Specialist at each listed school site: • 0.30 FTE Curriculum Specialist (math, English, literacy) for FJW • 0.25 FTE Curriculum Specialist (math, English, literacy) for CRES • 1 FTE English/ELD Curriculum Specialist for grade 6-12 (WVMS/WHS) • 1 FTE Math Curriculum Specialist for grade 6-12 (WVMS/WHS) Metrics used to monitor effectiveness of this LREBG action: Metrics 1.4, 1.17, 1.18, 1.19, 1.20, 1.21 and 1.24 Amount of LREBG funds allocated for this action: $361,497.00 per year through 2027-28		

Action #	Title	Description	Total Funds	Contributing
1.3	Response to Intervention Personnel and Resources	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: 1. Early academic intervention teacher for grades K-5: • 1 FTE Intervention teacher at each site FJW and CRES (LCAP/Title I)- a reduction from 2 FTE from 2024-25 to 2025-26 2. Academic intervention periods for grades 6-12: • Math Intervention teacher for WHS (LREBG funded)- Removed for 2025-26 • Home Room and zero period for WVMS 3. Intervention materials/apps 4. Tutoring services 5. Positive behavior strategies and supports: • Make Psychologist full time • Peer assistance class (Link Crew) at WHS • Materials and training of peer asisstance class • Training for peer assisatnce class (Link Crew/WEB) 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 members including: • 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) 13. LREBG Action- Instructional Aides: Research shows that instructional aides (or paraprofessionals) support student success by reinforcing instruction, providing individualized support, and helping manage	$1,990,544.00	Yes

Action #	Title	Description	Total Funds	Contributing
		classrooms, especially for students with diverse needs. When effectively integrated into the classroom, instructional aides can enhance student engagement and academic performance, particularly in early grades and special education settings. Overall, research supports that instructional aides play a valuable, supportive role in promoting positive learning outcomes. LREBG funds will be utilized to sustain 6 Instructional Aides (3 at each school FJW and CRES) with one of these aides supporting students in the Special Education program at FJW (These aide positions were previously funded with ESSER). Metrics used to monitor effectiveness of this LREBG action: Metrics 1.4, 1.17, 1.18, 1.19, 1.20 and 1.24. Amount of LREBG funds allocated for this action: $194,536.00 per year through 2027-28.		
1.4	School Readiness Personnel and Resources	Additional personnel and programs will be provided to improve school readiness and student achievement. This action is directed to Low Income students and includes: 1. 0 to 5 materials and supplies 2. 0 to 5 (ages) Kindergarten Readiness Coordinator	$36,633.00	Yes
1.5	Supplemental Materials, Assessments, Professional Learning and Student Supports in English Language Arts	Action for WVMS Dashboard Reds in ELA (All, EL, Hispanic, SED and SWD), District Dashboard Red in ELA (EL) 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 thei Action include:	$388,883.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 focsed 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 (Title I funded)		
1.6	Supplemental Materials, Assessments, Professional Learning and Student Supports in Math	Action for WVMS Dashboard Red in Math (All, EL, Hispanic, SED, SWD) and District Dashboard Red in Math (EL, Hispanic) 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: 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(LCAP/TOCE grant funded) 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 (Title I) 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)	$13,164.00	Yes

Action #	Title	Description	Total Funds	Contributing
		9. Parent involvement opportunities with food offered (self paid) and childcare (Title I funded)		
1.7	Math Intervention and Tutorials for Woodlake High School	Strengenthed Action for WHS Dashboard Red in Math (Hispanic, SED) and District Dashboard Red in Math (Hispanic, EL) 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 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: 1. Math intervention period for IM1 and IM2 support classes- 1 FTE Math intervention teacher remduced, math intevention periods for IM1 and IM2 maintained as part of course offerrings. 2. Math tutorials 3. Supplemental materials and supplies for students to use in math tutorials	$11,082.00	Yes
1.8	Implementation of supplemental ELA and Math Materials with Integrated and Designated ELD	Action for FJ White Dashboard Red in ELA (All), District Dashboard Red in ELA (EL) and District Dashboard Red in Math (EL and Hispanic) 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 instructional support and implementation of	$26,195.00	Yes

Action #	Title	Description	Total Funds	Contributing
		supplemental ELA and math materials with Integrated and Designated ELD support, including: 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/Curriculum Specialist support focused on Designated and Integrated ELD		

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 initiate 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.

Maintaining Goal 2, which focuses on improving outcomes for English Learners (ELs), remains appropriate given the overall positive progress observed across several key indicators, alongside areas that still require targeted support. Notably, there were gains in both English Language Arts (ELA) and Math on state assessments, with EL students improving by +5.1 points in ELA and +15.9 points in Math. The English Learner Progress Indicator also showed an increase of +1.7 points, suggesting growth in language acquisition. Reclassification rates improved as well, with a 2.1% increase overall and a significant 10% rise in students reclassified within four assessment cycles, reaching 50%. Local benchmark assessments further support these trends, showing gains across grades 3–8 in both ELA and Math, and the College and Career Indicator for ELs rose by an impressive 23.2%, indicating stronger post-secondary readiness.

However, some concerning trends highlight the continued need for focused efforts under Goal 2. Early literacy development declined, as reflected in a 9.2% drop in the Developmental Reading Assessment (DRA) for ELs in grades K–5. Additionally, the Grade 2 Math Formative Assessment showed a sharp decline of 44.5%, signaling challenges in foundational math skills at early grade levels. Long-Term English Learners (LTELs) remain a particularly vulnerable group, with Dashboard data showing significantly low status scores in both ELA (-130.2) and Math (-187.1). These results underscore persistent achievement gaps that require sustained intervention. These mixed outcomes justify the continued implementation and refinement of Goal 2 to ensure equitable progress for all EL students.

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 (2023 CA Dashboard Data)	-84.4 (2024 CA Dashboard Data)		-74.5	+5.1
2.2	Dashboard Data: Points from Standard for WUSD Math Performance for English Learners	-125.9 (2023 CA Dashboard Data)	-110 (2024 CA Dashboard Data)		-101.9	+15.9
2.3	Dashboard Data: Percentage Making Progress Toward English Proficiency on the WUSD English Learner Progress Indicator	49.7% (2023 CA Dashboard Data)	-48% (2024 CA Dashboard Data)		64.7%	+1.7%
2.4	Local Data: English Learner Reclassification Rate	14% (Data Year: 2023-24)	16.1% (Data Year: 2024-25)		29%	+2.1%
2.5	Local Data: Percentage of English Learners Reclassified within 4 Assessment Cycles of Enrollment in the District	40% (Data Year: 2023-24)	50%		55%	+10%
2.6	Local Data: Percentage of Grade 3-5 English	17% (Data Year: 2023-24)	18.9% (Data Year: 2024-25)		41%	+1.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Learners At or Above Standards on Math Benchmarks					
2.7	Local Data: Percentage of Grade 3-5 English Learners At or Above Standards on ELA Benchmarks	6.2% (Data Year: 2023-24)	9% (Data Year: 2024-25)		30.2%	+2.8%
2.8	Local Data: Percentage of Grade 6-8 English Learners At or Above Standards on Math Benchmarks	6% (Data Year: 2023-24)	8.6% (Data Year: 2024-25)		30%	+2.6%
2.9	Local Data: Percentage of Grade 6-8 English Learners At or Above Standards on ELA Benchmarks	3% (Data Year: 2023-24)	4.4% (Data Year: 2024-25)		27%	+1.4%
2.10	Local Data: Percentage of K-5 English Learners At or Above Grade Level (DRA)	43.6% (Data Year: 2023-24)	32.8% (Data Year: 2024-25)		67.9%	-10.8%
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)	40% (Data Year: 2024-25)		90.5%	-44.5%
2.12	Local Data: Percentage of Grade 9-11 English Learners Meeting PSAT Benchmark in Math	0% (Data Year: 2023-24)	0% (Data Year: 2024-25)		24%	0%
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)	3% (Data Year: 2024-25)		29.4%	-2.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.14	Dashboard Data: Percentage English Learners at Prepared Level on the CCI	14.3% (2023 CA Dashboard Data)	37.5% (2024 CA Dashboard Data)		38.3%	+23.2
2.15	Dashboard Data: Grade 6-8 English Learner Points from Standard for English Language Arts Performance	-119.5 (2023 CA Dashboard Data)	-108.5 (2024 CA Dashboard Data)		-95.5	+11
2.16	Dashboard Data: Grade 6-8 English Learner Points from Standard for Math Performance	-164.5 (2023 CA Dashboard Data)	-147.9 (2024 CA Dashboard Data)		-140.5	+16.6
2.17	Dashboard Data: WHS Grade 11 English Learner Points from Standard for English Language Arts Performance	-68.1 (2023 CA Dashboard Data)	-22.9 (2024 CA Dashboard Data)		-14.9	+45.2
2.18	Dashboard Data: WHS Grade 11 English Learner Points from Standard for Math Performance	-194.8 (2023 CA Dashboard Data)	-168.9 (2024 CA Dashboard Data)		-160.9	+25.9
2.19	Dashboard Data: WUSD Long Term English Learners (LTEL) Points from Standard for English Language Arts Performance	Data not yet published	-130.2 (2024 CA Dashboard Data)		-114.2	-130.2 (status only)
2.20	Dashboard Data: WUSD LTEL Points from Standard for Math Performance	Data not yet published	-187.1 (2024 CA Dashboard Data)		-171.1	-187.1 (status only)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.21	Local Data: Percentage of English Learner Parent Participation in At Least One Meeting, Committee or School Event	86% (Data Year: 2023-24)	Metric Removed (No data collected during 2024-25)		Metric Removed	Metric Removed
2.22	Local Data: Percentage of Teachers Implementing English Language Development Standards as Evidenced by Formal Teacher Evaluations	93% (Data Year: 2023-24)	87.7% (Data Year: 2024-25)		99%	-5.5%
2.23	Local Data: Each school site hosts a minimum of 2 events/programs aimed at drawing in parents of English Learners to the school (Expectation Met or Not Met)	(New Metric, Baseline Data Year: 2024-25) 1) FJW: Not Met 2) CRES: Not Met 3) WVMS: Not Met 4) WHS: Not Met 5) BLHS: Not Met 6) WCDS: Not Met	(New Metric, Baseline Data Year: 2024-25) 1) FJW: Not Met 2) CRES: Not Met 3) WVMS: Not Met 4) WHS: Not Met 5) BLHS: Not Met 6) WCDS: Not Met		1) FJW: Met 2) CRES: Met 3) WVMS: Met 4) WHS: Met 5) BLHS: Met 6) WCDS: Met	Below is status only: 1) FJW: Not Met 2) CRES: Not Met 3) WVMS: Not Met 4) WHS: Not Met 5) BLHS: Not Met 6) WCDS: Not Met

Goal Analysis [2024-25]

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

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

During the 2024-25 school year, there were no substantive differences between the planned actions 2.1-2.4 in Goal 2 and their actual implementation. For Action 2.5, the district experienced partial success with implementation. Below are the Actions under Goal 2 with brief implementation details:

2.1 Personnel and Professional Learning to Improve ELD Instruction- This action was successfully implemented to address English Learner performance gaps in both ELA and Math, as identified on the District Dashboard. The district strengthened teacher planning with a focused

emphasis on Integrated and Designated ELD instruction. Support was provided through ELD consultants who guided teachers in planning and delivering embedded ELD strategies. An ELD instructor was added at WVMS (LREBG funded) to provide direct support and designated ELD nstruction for EL students. Additionally, Math consultants delivered professional learning with an ELD focus, ensuring language development was integrated into math instruction.

2.2 Achievement Team Process for LTELs- This action was successfully implemented to address the academic needs of Long-Term English Learners (LTELs), as well as broader performance gaps in ELA and Math for English Learners noted on the District Dashboard. The core strategy involved providing dedicated collaboration time for teachers to implement the Achievement Team process, specifically focused on LTELs. This structured process included pre-assessment, front-loading, instruction, assessment, and reteaching, all tailored to LTELs in both ELA and Math. Teachers also engaged in data disaggregation of LTEL performance as part of short-cycle assessments, enabling more responsive and targeted instruction.

2.3 Supplementary English Language Development Programs and Materials- This action was successfully implemented to continue supporting English Learners through supplemental ELD programs and materials. The district maintained access to educational applications and instructional materials specifically designed to enhance English language development. Additionally, reclassification ceremonies and recognition programs were upheld to celebrate student progress and achievement.

2.4 Expanded Learning Opportunities for English Learners-This action was successfully implemented to address the academic needs of English Learners, as identified on the District Dashboard in both ELA and Math. A variety of expanded learning opportunities were provided to increase instructional time and support student growth. Key activities included extended school year programs (summer/winter sessions), Homeroom EL intervention periods at WVMS, and Saturday enrichment classes for grades 6–12. Additional Designated ELD instruction was integrated into the After School Program (ELOP/ASSETs funded), along with after-school tutoring and enrichment (ELOP funded for TK–8 and ASSETs funded for 9–12). A Sheltered English class was also offered for ELs in grades 9–12 during the school year. To enrich learning experiences, educational field trips were included.

2.5 English Learner Parent Engagement Programs- This strengthened action was partially implemented with the goal of enhancing connections between schools and families of English Learners, particularly in grades K–5. The initiative aimed to increase parental support through workshops and the use of site-level mentors who would personally reach out to families. While the P.I.Q.E. (Parent Institute for Quality Education) program and othe site designed parent education programs were successfully completed, staffing site-level mentors at the TK-5 schools with certificated teachers proved challenging due to the time commitment required beyond the regular workday. Despite these challenges, the action made meaningful progress in strengthening family engagement for EL students.

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

Explanation of Material Differences Between Budgeted and Estimated Actual Expenditures:

Action 2.3: Budgeted funds for supplemental ELD instructional materials and English Learner reclassification ceremonies were not fully expended.

Action 2.4: Allocations for Saturday and after-school enrichment programs were not fully utilized, resulting in lower-than-expected actual expenditures.

Action 2.5: School sites did not fully expend the allocated funds for parent education programs, such as for Parent Institute for Quality Education (PIQE).

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

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. Actions 2.1 Personnel and Professional learning to Improve ELD Instruction, 2.3 Supplementary English Language Development Programs and Materials, 2.4 Expanded Learning Opportunities for English Learners and 2.5 English Learner Parent Engagement Programs are grouped together and are evaluated collectively. Action 2.2 Achievement Team Process for LTELs is evaluated individually.

Actions 2.1, 2.3, 2.4 and 2.5 (Contributing Metrics: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.14, 2.19, 2.20, 2.22)- Effective: These Actipns collectively were effective in supporting English Learner achievement, as evidenced by several positive data trends. The Dashboard District EL ELA showed a +5.1 point change, and Dashboard District EL Math improved by +15.9 points, reflecting overall growth in academic performance. Additionally, the English Learner Progress Indicator increased by +1.7, and the College and Career Indicator for English Learners saw a significant +23.2% change, suggesting increased readiness for postsecondary success. Local metrics ans benchmark data also supports this effectiveness, with ELA and Math benchmarks for EL students in grades 3–5 increasing by +2.8% and +1.9% respectively, and in grades 6–8, rising by +1.4% in ELA and +2.8% in Math. WUSD saw continued progress in supporting English Learners, with the reclassification rate rising to 16.1%, a 2.1% increase, and 50% of EL students reclassified within four assessment cycles—a 10% gain over the previous year. These gains demonstrate the impact of sustained and targeted efforts in EL instruction and support services. While areas such as DRA (-10.8%), Grade 2 Math for ELs (-44.5%), and outcomes for LTEL students remain areas for growth, the overall upward trends confirm that Actions 2.1, 2.3, 2.4 and 2.5 were effective in improving outcomes for English Learners.

Action 2.2 Achievement Team Process for LTELs (Contributing Metrics: 2.14, 2.19, 2.20, 2.22)- Effective: While information for Long-Term English Learners (LTELs) is new in the 2024 Dashboard, the data indicates persistent challenges—such as a -130.2 status result in ELA and -187.1 in Math along with a -5.5% change in the implementation of English Language Development (ELD) Standards—the overall outcome of Action 2.2 was still impactful in specific areas. Notably, the Dashboard EL College and Career Indicator showed a +23.2% increase, signaling substantial growth in college and career readiness for English Learners. This suggests that while foundational academic proficiency for LTELs remains an area for targeted support, the action has effectively advanced postsecondary preparedness. To address the academic gaps, future efforts will prioritize strengthened implementation of ELD standards and differentiated supports for LTELs to ensure more equitable progress across all indicators.

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.

Below are description of changes to metrics and activities in Actions for Goal 2 from 2024-25 to 2025-26:

- Metric 2.21- Removed due to challenges with consistent collection of parent attendance data for each school sponsored
- Metric 2.23- New metric added, feedback from educational partners indicated need to enhance parent engagement events

Action 2.1:

- Removed ELD instructor at WVMS (designated ELD will occur during home room period, added LREBG funded English/ELD Curriculum Specialist (Goal 1) will instead provide

support in ELD instruction to staff in grades 6-12)

Action 2.4:

- Sheltered English class in grades 9-12 removed as a regular course offering in 2025-26 (course will instead be offered during summer school 2025 as student number are expected to

be low)

Action 2.5:

- Removed ELD student/family mentor (parent outreach to be provided instead by Family Engagement Coordinators which is a Community School Grant funded position)
- Strengthened activities to include each school site hosting a minimum of 2 events/programs aimed at drawing in parents of English Learners (feedback from educational partners indicated

need to enhance parent engagement events)

For improved clarity, the data year labels across multiple metrics utilizing outcomes from the CA Dashboard were revised to specify the respective Dashboard year from which the data was drawn.

Year 3 Target Outcomes for Metrics 2.17 and 2.18 were revised due to Year 1 outcomes exceeding the growth target.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Personnel and Professional learning to Improve ELD Instruction	Action for District Dashboard Red in ELA (EL) and District Dashboard Red in Math (EL)	$44,409.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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: 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 - Removed (ELD will occur during home room period, added English/ELD Curriculum Specialist (Goal 1) will support instructional staff in grades 6-12) 4. Math Consultants with ELD focused professional learning		
2.2	Achievement Team Process for LTELs	Action for District Dashboard Red in ELA (EL), District Dashboard Red in Math (EL), and Long Term English Learners (LTEL) 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: 1. Collaboration time for teachers focused on LTEL support in conjunction with Action 1.1	$4,327.00	Yes
2.3	Supplementary English Language	Feedback from educational partners demonstrated interest in maintaining supplemental ELD programs and materials to support English Learners	$5,193.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Development Programs and Materials	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: 1. Additional materials and educational applications for ELD 2. Reclassification ceremonies and recognition programs		
2.4	Expanded Learning Opportunities for English Learners	Action for District Dashboard Red in ELA (EL) and District Dashboard Red in Math (EL) 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: 1. Extended school year opportunities: • 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 (Removed as a course offering during 2025-26, but will be offered during summer school 2025) 7. Educational field trips for ELs in grades 6-12	$251,888.00	Yes
2.5	English Learner Parent Engagement Programs	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	$67,072.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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: 1. Parent engagement programs and materials (Stregthened acitivity to inlcude each school site hosting a minimum of 2 events/programs) aimed at drawing in parents of English Learners, i.e P.I.Q.E and/or other event/program) 2. EL Student/Parent Mentors for K-5 (one each at FJW and CRES)-Removed (parent outreach to be provided by Family Engagement Coordinators-Community Schol Grant funded)		

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.

The 2024-25 data strongly support the continued prioritization of Goal 3, which focuses on ensuring access to a broad course of study, high-quality instruction, and college and career readiness. Across multiple local and dashboard measures, the district demonstrates positive growth and strong implementation in key areas that directly impact student success. There has been a +4% increase in the percentage of fully credentialed teachers (3.1), and 97% of teachers remain properly assigned (3.2), indicating a stable and qualified teaching workforce. Standards implementation is also largely successful, with 100% implementation reported for both Math (3.3) and ELA standards (3.4), and a solid 87.3% implementation rate for English Language Development standards (3.5), though the latter reflects a -5.3% decline. However, there is a notable drop in the implementation of literacy standards, now at 78.5%, a decrease of -18.1% (3.6), highlighting an area that may need renewed focus and support. Students' access to learning tools and opportunities remains strong. All students have access to a broad course of study (3.11), and the student-to-device ratio is one-to-one (3.7). Additionally, 100% of students have access to standards-aligned instructional materials (3.8), and all school facilities are rated "good" or "excellent" (3.9). Course participation is increasing as well, with a +7.7% rise in students enrolled in Career Technical Education (CTE) pathways (3.12), and a modest +0.3% increase in A-G course enrollment (3.13). College and career readiness indicators also show promising trends. The percentage of students rated “Prepared” on the College and Career Indicator (CCI) increased by +8.6% (3.14), while those “Approaching Prepared or Prepared” increased by +12.3% (3.15). Graduation rates rose by +3.7% (3.16), and there was a small gain of +0.2% in UC/CSU preparedness (3.18). Academic achievement continues to climb, with ELA scores increasing by +7.8 points (3.19) and Math scores by +16 points (3.20). Furthermore, the district has made progress in improving student attendance, with chronic absenteeism in grades K–8 decreasing by 3.2% (3.21).

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)	97% (Data Year: 2024-25)		97%	+4%
3.2	Local Data: Percentage of Properly Assigned Teachers	97% (Data Year: 2023-24)	97% (Data Year: 2024-25)		100%	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Local Data: Percentage of Teachers Implementing Math Standards as Evidenced by Formal Teacher Evaluations	100% (Data Year: 2023-24)	100% (Data Year: 2024-25)		100%	0
3.4	Local Data: Percentage of Teachers Implementing English Language Arts Standards as Evidenced by Formal Teacher Evaluations	100% (Data Year: 2023-24)	100% (Data Year: 2024-25)		100%	0
3.5	Local Data: Percentage of Teachers Implementing English Language Development Standards as Evidenced by Formal Teacher Evaluations	93% (Data Year: 2023-24)	87.7% (Data Year: 2024-25)		99%	-5.3.%
3.6	Local Data: Percentage of Teachers Implementing Literacy Standards as Evidenced by Formal Teacher Evaluations	97% (Data Year: 2023-24)	78.5% (Data Year: 2024-25)		100%	-18.1%
3.7	Local Data: Percentage of Students with Sufficient Access to Standards Aligned Instructional Materials	100% (Data Year: 2023-24)	100% (Data Year: 2024-25)		100%	0
3.8	Local Data: Student to Device Ratio	1 to 1 (Data Year: 2023-24)	1 to 1 (Data Year: 2024-25)		1 to 1	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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”	(Data Year: 2024-25) 6 of 6 with a rating of “Good or Excellent”		6 of 6 with a rating of “Good or Excellent”	0
3.10	Local Data: Master Schedules Meet Education Code Requirements	Yes (Data Year: 2023-24)	Yes (Data Year: 2024- 25)		Yes	0
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% (Data Year: 2024-25)		100%	0
3.12	Local Data: Percent of Students Enrolled in a CTE/Career Pathway	(Data Year: 2023-24) 1) All: 74% 2) SWD: 74% 3) EL: 65% 4) LI: 65% 5) FY: Data suppressed to protect student privacy - less than 11 students	Data Year: 2024-25) 1) All: 81.7% 2) SWD: 71.1% 3) EL: 72.4% 4) LI: 96.5% 5) FY: 45.5% 6) Hispanic: 84% 7) White: 15.2% 8) LTEL: 75.6%		1) All: 83.7% 2) SWD: 80% 3) EL: 74% 4) LI: 96.5% 5) FY: 51.5% 6) Hispanic: 90% 7) White: 24.2% 8) LTEL: 79.6%	1) All: +7.7% 2) SWD: -2.9% 3) EL: +7.4% 4) LI: +31.5% 5) FY: 45.5% (status only) 6) Hispanic: 84% (status only) 7) White: 15.2% (status only) 8) LTEL: 75.6% (status only)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	Data Year: 2024-25) 1) All: 96.1% 2) SWD: 50% 3) EL: 100% 4) LI: 81.7% 5) FY: 100% 6) Hispanic: 95.6% 7) White: 96% 8) LTEL: 98.8%		1) All: 97.3% 2) EL: 99.6% 3) SWD: 52% 4) LI: 96.5% 5) FY: 100% 6) Hispanic: 96.6% 7) White: 97% 8) LTEL: 98.9%	1) All: +0.3% 2) SWD: +27% 3) EL: +1.9% 4) LI: -13.3% 5) FY: 100% (status only) 6) Hispanic: 95.6% (status only) 7) White: 96% (status only) 8) LTEL: 98.8% (status only)
3.14	Dashboard Data: Percentage of WUSD Students at Prepared Level on the College and Career Indicator (CCI)	(2023 CA Dashboard Data) 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%	(2024 CA Dashboard Data) 1) All: 47.5% 2) EL: 37.5% 3) SED: 44.8% 4) SWD: 7.1% 5) FY: Data suppressed to protect student privacy - less than 11 students 6: Hispanic: 47.4% 7) White: 55% 8) LTEL: 34.2%		1) All: 53.9% 2) EL: 38.3% 3) SED: 51.8% 4) SWD: 24% 5) FY: TBD 6) Hispanic: 56% 7) White: 60% 8) LTEL: 50.2%	1) All: +8.6% 2) EL: +23.2% 3) SED: +8% 4) SWD: +8% 5) FY: Data suppressed to protect student privacy - less than 11 students 6) Hispanic: 6.4% 7) White: +20% 8) LTEL: 34.2% (status only)
3.15	Dashboard Data: Percentage of Students at the Approaching Prepared Level or at Prepared Level on the CCI	(2023 CA Dashboard Data) 1) All: 50.5% 2) EL: 26.2% 3) SED: 47.9% 4) SWD: 14.3% 5) FY: Data suppressed to protect student	(2024 CA Dashboard Data) 1) All: 62.8% 2) EL: 45.8% 3) SED: 60.6% 4) SWD: 21.4% 5) FY: Data		1) All: 65.5% 2) EL: 50.2% 3) SED: 62.9% 4) SWD: 38.3% 5) FY: TBD 6) Hispanic: 65.9% 7) White: 80% 8) LTEL: 54.7%	1) All: +12.3% 2) EL: +19.6% 3) SED: +12.7% 4) SWD: +7.1% 5) FY: Data suppressed to protect

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: 50.9% 7) White: 50%	suppressed to protect student privacy - less than 11 students 6) Hispanic: 62.3% 7) White: 75% 8) LTEL: 44.7%			student privacy - less than 11 students 6) Hispanic: +11.4% 7) White: +25% 8) LTEL: 44.7% (status only)
3.16	Dashboard Data: WUSD Graduation Rate	(2023 CA Dashboard Data) 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%	(2024 CA Dashboard Data) 1) All: 93.3% 2) EL: 95.8% 3) SED: 93.5% 4) SWD: 60% 5) FY: Data suppressed to protect student privacy - less than 11 students 6) Hispanic: 94.9% 7) White: 90% 8) LTEL: 100%		1) All: 95.6% 2) EL: 95.8% 3) SED: 95.1% 4) SWD: 62.3% 5) FY: TBD 6) Hispanic: 96.2% 7) White: 97.7% 8) LTEL: 100%	1) All: +3.7% 2) EL: +12.1% 3) SED: +4.4% 4) SWD: +6.7% 5) FY: Data suppressed to protect student privacy - less than 11 students 6) Hispanic: +4.7% 7) White: -1.7% 8) LTEL: 100% (status only)
3.17	Local Data: Middle School Drop Out Rate	0% (Data Year: 2023-24)	0% (Data Year: 2024-25)		0%	0%
3.18	Dashboard Data: UC/CSU Prepared (A-G Completers)	(2023 CA Dashboard Data) 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	(2024 CA Dashboard Data) 1) All: 26.1% 2) EL: 12.5% 3) SED: 25% 4) SWD: 0% 5) FY: Data suppressed to protect		1) All: 40.9% 2) EL: 33.3% 3) SED: 38.6% 4) SWD: 24% 5) FY: TBD 6) Hispanic: 41.4% 7) White: 50% 8) LTEL: 23.9%	1) All: +0.2% 2) EL: +3.2% 3) SED: +1.4% 4) SWD: 0 5) FY: Data suppressed to protect student privacy - less than 11 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		6) Hispanic: 26.4% 7) White: 16.7%	student privacy - less than 11 students 6: Hispanic: 24.2% 7) White: 45% 8) LTEL: 7.9%			6: Hispanic: -2.2% 7) White: +28.3% 8) LTEL: 7.9% (status only)
3.19	Dashboard Data: WUSD Points from Standard for English Language Arts Performance	(2023 CA Dashboard Data) 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	(2024 CA Dashboard Data) 1) All: -49.9 2) EL: -84.4 3) SED: -57 4) SWD: -137.4 5) FY: -43.8 6: Hispanic: -53.7 7) White: -1.8 8) LTEL: -130.2		1) All: -42.7 2) EL: -65.5 3) SED: -50.4 4) SWD: -114.9 5) FY: -33.8 6: Hispanic: -46.1 7) White: +3 8) LTEL: -114.2	1) All: +7.8 2) EL: +5.1 3) SED: +8.4 4) SWD: +1.5 5) FY: -43.8 (status only) 6: Hispanic: +7.4 7) White: +10.2 8) LTEL: -130.2 (status only)
3.20	Dashboard Data: WUSD Points from Standard for Math Performance	(2023 CA Dashboard Data) 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	(2024 CA Dashboard Data) 1) All: -86.3 2) EL: -110 3) SED: -92.6 4) SWD: -177.8 5) FY: -110.9 6: Hispanic: -89.5 7) White: -53.7 8) LTEL: -187.1		1) All: -81.3 2) EL: -101.9 3) SED: -87.6 4) SWD: -153.1 5) FY: -94.6 6) Hispanic: -84.5 7) White: -46 8) LTEL: -171.1	1) All: +16 2) EL: +15.9 3) SED: +16 4) SWD: -0.7 5) FY: -110.9 (status only) 6: Hispanic: +16.7 7) White: +7.3 8) LTEL: -187.1 (status only)
3.21	Dashboard Data: K-8 Chronic Absenteeism	(2023 CA Dashboard Data) 1) All: 20.7% 2) EL: 16.2%	(2024 CA Dashboard Data) 1) All: 17.5% 2) EL: 13.2%		1) All: 11.7% 2) EL: 7.2% 3) SED: 12.9% 4) FY: 19%	1) All: -3.2% 2) EL: -3% 3) SED: -3.6% 4) FY: +7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3) SED: 21.9% 4) FY: 28% 5) SWD: 26.8% 6) Hispanic: 20.4% 7) White: 21.7%	3) SED: 18.3% 4) FY: 35% 5) SWD: 27.4% 6) Hispanic: 16.8% 7) White: 25.6% 8) LTEL: 20.3%		5) SWD: 17.8% 6) Hispanic: 11.4% 7) White: 12.7% 8) LTEL: 14.3%	5) SWD: +0.6% 6) Hispanic: -3.6% 7) White: +3.9% 8) LTEL: 20.3% (status only)

Goal Analysis [2024-25]

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

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

During the 2024-25 school year, there were no substantive differences between the planned actions in Goal 3 and their actual implementation. Below are Actions under Goal 3 with brief implementation details:

3.1 Recruit and Maintain Quality Instructional Staff- This action was successfully implemented to strengthen the district's ability to attract and retain highly qualified instructional staff. Key strategies included increasing the number of years of prior teaching service accepted for placement on the salary schedule from 7 to 10 years, making the district more competitive for experienced educators. A salary restructure was also implemented to improve recruitment and retention. To enhance instructional time, the district increased the school day by 15 minutes at FJ White and 10 minutes at Castle Rock. Additionally, the stipend for teachers holding a Master's degree was increased from $500 to $1,000, further incentivizing advanced qualifications. These actions contributed to building a stronger, more stable instructional workforce.

3.2 Personnel and Expenditures for Course of Study Programs- This action was successfully implemented to maintain and expand the district's course of study programs, providing students with a broader, more enriching academic experience. Key investments included the expansion of STEM elective periods, STEM training, and materials, along with support for the M.E.S.A. Program through a staff stipend. The district also enhanced arts education with funding for band and choir travel, a band teacher for grades 3–8, instrument repair, uniforms, equipment, and drama sets and costumes. Additional resources were allocated for enrichment classes in grades K–5, including materials and staffing. To support academic planning and postsecondary readiness, the district maintained two academic counselors, a Coordinator of College and Career Readiness, and a Work-Based Learning Coordinator. Programs were further expanded with dual enrollment opportunities, career awareness activities, and contributions to the WUSD Farm for Ag Pathway programs, including an additional Ag teacher. Support for core academic alignment included collaboration time to align K–12 ELA and math curriculum. These combined efforts significantly enhanced the district's educational offerings, preparing students for both college and career pathways.

3.3 Educational Technology Support Personnel and Resources- This action was successfully implemented to ensure ongoing, comprehensive support for educational technology across the district. The district maintained key personnel, including Educational

Technicians and a Director of Technology, to oversee and support tech operations. Support included maintaining and upgrading internet and network infrastructure, as well as replacing essential components. To enhance student learning and teaching effectiveness, the district provided devices for students, classrooms, and teachers, along with classroom presentation equipment. Additional resources included educational applications and licenses, and devices for at-home internet access, such as hotspots and necessary software licenses. The district also supported adaptive technology to ensure students with disabilities could fully participate in the general education setting. These efforts collectively strengthened digital access, instructional delivery, and equity in technology use across the district.

3.4 Supplemental Resources for Mastering the CA State Standards and College and Career Readiness- This action was successfully implemented to support student mastery of California State Standards and enhance college and career readiness. The district expanded access to a wide range of content by purchasing additional library resources and e-books, as well as high-interest literature and expository texts to engage diverse learners. Additionally, supplemental training and materials were provided to support PSAT, Pre-AP, AP, and other college preparation programs, ensuring that students are better equipped for postsecondary success.

3.5 Personnel, Maintenance, and Facility Improvement Projects- This action was successfully implemented to ensure safe, functional, and updated learning environments across the district. Key initiatives included maintaining a Night Maintenance Supervisor (Base Grant funded) to support ongoing upkeep. Facilities were enhanced through furnishing updates in classrooms and libraries, and infrastructure upgrades such as water filling stations and drinking fountains. The district continued payments on the QZAB project, which supported improvements like CRES soccer field lights, the WHS Performing Arts Building remodel, and new FJW classrooms. Athletic facilities were also improved with updates to fields and equipment. Contributions to Deferred Maintenance were made through both base and additional funding sources. To support school safety, investments were made in materials and supplies including security cameras, WeTip reporting systems, Raptor visitor management, and SISSCA safety services.

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.

Explanation of Material Differences Between Budgeted and Estimated Actual Expenditures:

Action 3.3: Planned network upgrades (e.g., switches) were not completed, and expenditures for various devices and technology were not fully utilized.

Action 3.4: Allocations for additional high-interest literature and training/materials for advanced course of study programs were not fully expended.

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

3.1 Recruit and Maintain Quality Instructional Staff- (Contributing Metrics: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6)- Effective: This Action was generally effective in supporting teacher quality and standards implementation. The district saw a +4% increase in fully credentialed teachers, and 97% of teachers remained properly assigned, demonstrating success in staffing qualified educators. Full implementation of both Math (100%) and ELA Standards (100%) was achieved, indicating strong alignment with core academic expectations. However, there were declines in English

Language Development Standards implementation (87.3%, -5.3% change) and Literacy Standards implementation (78.5%, -18.1% change), suggesting a need for additional support and professional development in these areas. Overall, the action showed strong results in teacher qualifications and foundational standards, with targeted improvement needed in specific instructional areas.

3.2 Personnel and Expenditures for Course of Study Programs (Contributing Metrics: 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.18)- Effective: This Action was effective in expanding student access to a broad and rigorous course of study and in supporting college and career readiness. 100% of students had access to a broad course of study (3.11), and there was a +7.7% increase in students enrolled in CTE/Career Pathways (3.12), showing progress in career readiness opportunities. Additionally, the District's College and Career Indicator (CCI) showed improvement, with a +8.6% increase in students at the Prepared level (3.14) and a +12.3% increase in those Approaching or at the Prepared level (3.15). The graduation rate also rose by +3.7% (3.16), indicating broader student success. Although there were only modest gains in A-G course enrollment (+0.3%) and UC/CSU preparedness (+0.2%), the overall data suggests that the action was effective in enhancing post-secondary readiness and access.

3.3 Educational Technology Support Personnel and Resources (Contributing Metrics: 3.7, 3.8)- Effective: This Action was effective in ensuring equitable access to instructional technology and materials. The student-to-device ratio was maintained at one-to-one (3.7), guaranteeing that every student had individual access to a digital device for learning. Additionally, 100% of students had sufficient access to standards-aligned instructional materials (3.8), confirming that all learners were equipped with the necessary resources to engage with the curriculum. These outcomes demonstrate strong implementation of foundational supports critical for student learning.

3.4 Supplemental Resources for Mastering the CA State Standards and College and Career Readiness (Contributing Metrics: 3.14, 3.19, 3.20)- Effective: Actions implemented under this goal were effective in improving student achievement and college and career readiness. The Dashboard District Percentage at the Prepared level on the College and Career Indicator (CCI) increased by +8.6% (3.14), reflecting enhanced readiness for postsecondary success. Additionally, academic performance improved significantly, with a +7.8-point increase in ELA (3.19) and a +16-point increase in Mathematics (3.20) on the state dashboard. These gains indicate that the district's efforts to support rigorous instruction and pathway development are yielding measurable results.

3.5 Personnel, Maintenance, and Facility Improvement Projects (Contributing Metrics: 3.9, 3.14, 3.19, 3.20, 3.22)- Effective: The actions implemented under this goal were effective in supporting student achievement, school environment and facilities. According to the Local Measure Facilities Inspection Tool (3.9), all sites were rated "good" or "excellent," demonstrating the district's commitment to maintaining safe and clean learning environments. Academic performance also improved, with the Dashboard District Percentage at the Prepared level on the College and Career Indicator (CCI) increasing by +8.6% (3.14), ELA improving by +7.8 points (3.19), and Mathematics improving by +16 points (3.20). Furthermore, a 3.2% decrease in K-8 Chronic Absenteeism (3.21) reflects improvements in student engagement and school attendance. These results show the district's strategies are positively impacting student outcomes and overall school quality.

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.

Below are description of changes to activities in Actions for Goal 3 from 2024-25 to 2025-26:
Action 3.2:

- Resources to sustain AVID at WVMS, including membership fees, training and resources (grant funding for AVID has expired and feedback from staff indicated maintaining the program)

Action 3.3:
- Reduction of 1 Education Technician position (need assessment determined the district was overstaffed)

Action 3.5:
- Facility upgrades to include installation of drinking fountain at CRES soccer fields, contribution for CRES Multipurpose Building HVAC upgrade and WHS

tennis court resurfacing (upgrades based on feedback from educational partners)

For improved clarity, the data year labels across multiple metrics utilizing outcomes from the CA Dashboard were revised to specify the respective Dashboard year from which the data was drawn.

The LTEL subgroup was added to all applicable Metrics and Year 3 Target Outcomes for the student subgroup noted in the below Metrics were revised due to Year 1 outcomes exceeding the growth target:
- Metric 3.1- All Teachers
- Metric 3.12- All, LI
- Metric 3.13- SED
- Metrics 3.14, 3.15, 3.18- White
- Metric 3.16- EL
- Metric 3.20- All, SED, Hispanic

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Recruit and Maintain Quality Instructional Staff	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 inetrest of students to maintain: 1. Increased the years of teaching service accepted from 7 to 10 years for highly qualified teachers 2. Salary restructure for recruitment and retention	$698,268.00	Yes

Action #	Title	Description	Total Funds	Contributing
		3. Increase instructional day by 15 minutes at FJ White and 10 minutes at Castle Rock 4. Increased the stipend for Masters degrees form $500 to $1000		
3.2	Personnel and Expenditures for Course of Study Programs	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 inccludes implementing the following: 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 bewteen 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	$2,176,948.00	Yes

Action #	Title	Description	Total Funds	Contributing
		22. Collaboration time to align K-12 English and math curriculum in conjunction with Action 1.1 23. Resources to sustain AVID at WVMS, including membership fees, training and resources (previously grant funded)		
3.3	Educational Technology Support Personnel and Resources	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: 1. Educational Technicians- Reduction of 1 Educational Technician position 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 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	$1,436,119.00	Yes
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	$45,977.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2. Purchase high interest literature and expository text 3. Supplemental training and materials for PSAT, Pre AP, AP and other college preparation progams		
3.5	Personnel, Maintenance, and Facility Improvement Projects	Personnel, maintenance and facility improvement projects will be provided to enhace 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)	$1,137,480.00	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.

The 2024-25 data strongly support maintaining Goal 4, which emphasizes improving student engagement, school climate, and social-emotional well-being. Multiple indicators show positive trends in attendance, school connectedness, extracurricular participation, and student

perceptions of support—key components in fostering a positive and inclusive learning environment. Attendance and dropout metrics reflect positive momentum. The Period 2 attendance rate increased by 1.58% (4.1), and chronic absenteeism in grades K–8 decreased by 3.2% (4.2), indicating that more students are attending school consistently. Additionally, the high school dropout rate declined by 4.7% (4.19), and the middle school dropout rate remained at 0% (4.20), which underscores effective student retention strategies. Graduation rates also improved by 3.8% (4.4), further affirming progress in student outcomes. Student voice surveys reveal meaningful gains in school climate and belonging. The percentage of students who agreed or strongly agreed that they feel part of the school community rose to 62.5%, a 5.6% increase (4.6), while 61.8% reported feeling safe at school, up 3% (4.7). Notably, 72.4% of students stated there is an adult who cares about them at school, an increase of 6.8% (4.8), pointing to stronger student-adult relationships—a cornerstone of engagement and well-being. Participation in athletics and extracurricular activities shows overall growth. At the high school level, athletic participation rose by 6.1% (4.24), and 99% of students reported participating in at least one extracurricular or co-curricular activity, a 10% increase (4.28). Moreover, 83.9% indicated they participate regularly, a 14% increase (4.29). However, perceptions of the impact of these activities on academic performance, leadership development, and communication skills saw notable declines at the high school level (4.30–4.32, 4.36), suggesting a need to strengthen program quality and connection to student development outcomes. Social worker services also show areas of success and growth. Most notably, 60.2% of clients reported feeling better emotionally (4.11), and nearly 90% rated the social workers as responsive to their needs (4.18). Other outcomes—such as improved personal relationships (38.9%), better ability to learn (31%), and improved behavior (26.5%)—reflect meaningful impacts, though lower percentages around academic improvements and attendance (22.1% and 13.1%, respectively) indicate room for deeper support alignment with academic goals.

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)	95.38% (Data Year: 2024-25)		96.8%	+1.58
4.2	Dashboard Data: K-8 Chronic Absenteeism	(2023 CA Dashboard Data) 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%	(2024 CA Dashboard Data) 1) All: 17.5% 2) EL: 13.2% 3) SED: 18.3% 4) FY: 35% 5) SWD: 27.4% 6) Hispanic: 16.8% 7) White: 25.6% 8) LTEL: 20.3%		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% 8) LTEL: 14.3%	1) All: -3.2% 2) EL: -3% 3) SED: -3.6% 4) FY: +7% 5) SWD: +0.6% 6) Hispanic: -3.6% 7) White: +3.9% 8) LTEL: 20.3% (status only)
4.3	Dashboard Data: WUSD Suspension Rate	(2023 CA Dashboard Data)	(2024 CA Dashboard Data)		1) All: 3.4% 2) EL: 2.7%	(Data Year: 2024-25)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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: 5.7% 2) EL: 5.6% 3) SED: 6.1% 4) FY: 13.5% 5) SWD: 11% 6) Hispanic: 5.4% 7) White: 8.2% 8) LTEL: 12.5%		3) SED: 3.8% 4) FY: 8.6% 5) SWD: 3.8% 6) Hispanic: 3.1% 7) White: 5.3% 8) LTEL: 8.5%	1) All: +0.8% 2) EL: +1.4% 3) SED: +0.8% 4) FY: -1.1% 5) SWD: +5.7% 6) Hispanic: +0.8% 7) White: +1.4% 8) LTEL: 12.5% (status only)
4.4	Dashboard Data: WUSD Graduation Rate	(2023 CA Dashboard Data) 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%	(2024 CA Dashboard Data) 1) All: 93.3% 2) EL: 95.8% 3) SED: 93.5% 4) SWD: 60% 5) FY: Data suppressed to protect student privacy - less than 11 students 6) Hispanic: 94.9% 7) White: 90% 8) LTEL: 100%		1) All: 95.6% 2) EL: 95.8% 3) SED: 95.1% 4) SWD: 62.3% 5) FY: TBD 6) Hispanic: 96.2% 7) White: 97.7% 8) LTEL: 100%	1) All: +3.7% 2) EL: +12.1% 3) SED: +4.4% 4) SWD: +6.7% 5) FY: Data suppressed to protect student privacy - less than 11 students 6) Hispanic: +4.7% 7) White: -1.7% 8) LTEL: 100% (status only)
4.5	Dashboard Data: Bravo Lake High School Graduation Rate	(2023 CA Dashboard Data) All: 87.9% Note: Student group data suppressed to protect student privacy - less than 11 students	(2024 CA Dashboard Data) 1) All: 81.3% 2) SED: 81.3% 3) Hispanic 84.6% Other student group data suppressed to protect student		1) All: 93.9% 2) EL: TBD 3) SED: 85.3% 4) FY: TBD 5) SWD: TBD 6) Hispanic 88.6% 7) White: TBD 8) LTEL: TBD	(Data Year: 2024-25) 1) All: -6.6% 2) SED: 81.3% (status only) 3) Hispanic: 84.6% (status only) Other student group data suppressed to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			privacy - less than 11 students			protect student privacy - less than 11 students
4.6	Local Anonymous Student Survey Data: “Feel like they are part of school” Agree or Strongly Agree	56.9% (Data Year: 2023-24)	62.5% (Data Year: 2024-25)		71.9%	+5.6%
4.7	Local Anonymous Student Survey Data: “Feel safe at school” Agree or Strongly Agree	58.8% (Data Year: 2023-24)	61.8% (Data Year: 2024-25)		73.8%	+3%
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)	72.4% (Data Year: 2024-25)		80.6%	+6.8%
4.9	Local Anonymous Parent Survey Data: “Feel their child is safe at school” Agree or Strongly agree	66.6% (Data Year: 2023-24)	91.3% (Data Year: 2024-25)		71.6%	-24.7%
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)	68.7% (Data Year: 2024-25)		72.9%	+0.8%
4.11	Local Anonymous Social Worker Client Survey Data: Which of the following are true: “I feel better emotionally”	76% (Data Year: 2023-24)	60.2% (Data Year: 2024-25)		79%	-15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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)	38.9% (Data Year: 2024-25)		60%	-18.1%
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)	31% (Data Year: 2024-25)		60.1%	-26.1%
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)	22.1% (Data Year: 2024-25)		50.6%	-25.5%
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)	13.3% (Data Year: 2024-25)		41.1%	-24.8%
4.16	Local Anonymous Social Worker Client Survey Data: Which of the following are true: “I feel better about myself”	52% (Data Year: 2023-24)	47.8% (Data Year: 2024-25)		55%	-4.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.17	Local Anonymous Social Worker Client Survey Data: Which of the following are true: "My behavior has improved"	38% (Data Year: 2023-24)	26.5% (Data Year: 2024-25)		41%	-11.5%
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)	89.8% (Data Year: 2024-25)		100%	-10.2%
4.19	CDE Dataquest: High School Dropout Rate (4 year cohort)	6.4% (Data Year: 2022-23)	1.7% (Data Year: 2023-24)		3.4%	-4.7%
4.20	Local Data: Middle School Dropout Rate	0% (Data Year: 2023-24)	0% (Data Year: 2024-25)		0%	0%
4.21	CDE Dataquest: Expulsion Rate	0.13% (Data Year: 2022-23)	0.04% (Data Year: 2023-24)		0.07%	-0.09%
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 privacy - less than 11 students 6) White: 16.7% 7) SWD: 10%	(Data Year: 2024-25) 1) All: 14.6%		1) All: 16%	+4.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%	(Data Year: 2024-25) 1) All: 34.2%		1) All: 42.8%	-2.6%
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%	(Data Year: 2024-25) 1) All: 52.2%		1) All: 54.2%	+6.1%
4.25	Local Anonymous Student Survey Data: “When I Am Absent from School Someone Notices”, Always	49.9% (Data Year: 2023-24)	47.3% (Data Year: 2024-25)		64.9%	-2.6%
4.26	Dashboard Data: CRES Suspension rates	(2023 CA Dashboard Data) 1) All: 5.3% 2) SED: 5.5% 3) Hispanic: 4.4% 4) White: 16.2%	(2024 CA Dashboard Data) 1) All: 4.1% 2) SED: 4.4% 3) Hispanic: 3.3% 4) White: 16.1%		1) All: 3.8% 2) SED: 4% 3) Hispanic: 2.9% 4) White: 10.2% 5) EL: 0.9% 6) SWD: 9.8%	1) All: -1.2% 2) SED: -1.1% 3) Hispanic: -1.1% 4) White: -0.1% 5) EL: +1.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5) EL: 2.4% 6) SWD: Data suppressed to protect student privacy - less than 11 students	5) EL: 3.5% 6) SWD: 13.8% 7) FY: Data suppressed to protect student privacy - less than 11 students		7) FY: TBD	6) SWD: 13.8% (status only) 7) FY: Data suppressed to protect student privacy - less than 11 students
4.27	Local Anonymous Social Worker Client Survey Data: Which of the following are true: "No impact"	0% (Data Year: 2023-24)	10.6% (Data Year: 2024-25)		0%	+10.6%
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)	99% (Data Year: 2024-25)		99%	+10%
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)	83.9% (Data Year: 2024-25)		84.9%	+14%
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)	63.9% (Data Year: 2024-25)		84.6%	-17.7%

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)	45.3% (Data Year: 2024-25)		61.6%	-13.3%
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)	68.5% (Data Year: 2024-25)		80%	-10.8%
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)	69.4% (Data Year: 2024-25)		73.6%	-1.2%
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)	72.8% (Data Year: 2024-25)		72.9%	+2.9%
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)	21.8% (Data Year: 2024-25)		24.5%	+0.3%
4.36	Local Measure WVMS Anonymous Student	43.3% (Data Year: 2023-24)	33.3% (Data Year: 2024-25)		46.3%	-10%

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 [2024-25]

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

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

During the 2024-25 school year, there were no substantive differences between the planned actions in Goal 4 and their actual implementation. Below are Actions under Goal 1 with brief implementation details:

4.1 Support Personnel and Programs to Increase Attendance and Improve School Culture- This action was successfully implemented to help families support daily school attendance and foster a positive school culture. The district provided Attendance Clerks at each comprehensive site, continued a second District Nurse, and offered Kindergarten Readiness Camp. Additional supports included SARB team materials and training, attendance and academic incentives, and Class Advisors at WHS to enhance student connection and engagement.

4.2 Expanded Learning Personnel and Support- To increase access to extracurricular and academic enrichment opportunities, the district successfully implemented expanded learning supports. These included extended library hours at WHS (ASSETs funded), athletic teams (LCFF Base and ELOP funded), late bus transportation, Zero Period PE at WVMS, and a 9–12 Athletic Trainer (LCFF and ASSETs funded). The district also maintained a K–12 Athletic Director and supported intramural sports and co-curricular programs to encourage student participation beyond the classroom.

4.3 Positive, Inclusive, and Supportive School Climate- This strengthened action targeted District and site-level Dashboard Red in Suspensions, especially for SED, Foster Youth, Hispanic, and White subgroups. Implementation focused on building school connectedness through student leadership development, lunchtime activities (student-led and site-led), Positive Peer Conflict Resolution programs, and Social Emotional Learning (SEL). Additional supports included schoolwide assemblies, interventions with high-risk students, field trips (including special education-specific), and academic clubs and competitions, all contributing to a more inclusive and engaging school environment.

4.4 Support Personnel and Resources for At-Risk Students- This significantly strengthened action addressed high suspension rates and provided targeted support for SED, Foster Youth, and other at-risk students. The district implemented three full-time District Social Workers, maintained a K–12 Coordinator of Prevention Education, and provided materials, mileage, and supplies for both. Additional support included Yard Duty Aides, homeless student services, partnership with the Woodlake Police Department for prevention services, and a full-time

independent study instructor. Foster Youth received integrated site support and designated field trips, although the Lead Social Worker stipend was not implemented.

4.5 Castle Rock Elementary School PBIS Implementation Strengthening- To directly address the CRES Dashboard Red in Suspensions, Castle Rock Elementary successfully strengthened its PBIS implementation. This included hiring a Behavior Intervention Aide and coordinating WHS Student Mentor visits to both FJ White and CRES, promoting positive behavior through role modeling and peer engagement.

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.

Explanation of Material Differences Between Budgeted and Estimated Actual Expenditures:

Action 4.1: Planned personnel expenditures were not fully spent due to a reduction in attendance clerk staffing and the use of other funding sources, such as the equity multiplier.

Action 4.3: Budgeted funds for school assemblies, at-risk and social-emotional learning (SEL) programs/materials, lunchtime activities, high school trips, and leadership conferences were not fully expended.

Action 4.5: The budgeted allocation for a behavior intervention aide was not fully expended due to hiring occurring late in the school year.

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

4.1 Support Personnel and Programs to Increase Attendance and Improve School Culture (Contributing Metrics: 4.1, 4.2, 4.6, 4.19, 4.20)- Effective: The actions implemented under this goal were effective in improving student attendance, engagement, and retention. The Period 2 Attendance Rate (4.1) increased by 1.58%, and the K-8 Chronic Absenteeism rate (4.2) decreased by 3.2%, indicating improved daily student presence. Student engagement also improved, with 62.5% of students responding "Agree" or "Strongly Agree" to feeling like they are part of their school, a 5.6% increase from the previous year (4.6). Furthermore, the High School Dropout Rate (4.19) decreased by 4.7%, and the Middle School Dropout Rate (4.20) was successfully maintained at 0%. These outcomes reflect the district's effective efforts in fostering a positive school climate and supporting student success.

4.2 Expanded Learning Personnel and Support (Contributing Metrics: 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 4.8, 4.22, 4.23, 4.24)- Effective: The data indicates that the actions taken under this goal were largely effective in improving student attendance, connection to school, and graduation outcomes. The Period 2 Attendance Rate (4.1) increased by 1.58%, and K-8 Chronic Absenteeism (4.2) decreased by 3%, showing improved school attendance. The Graduation Rate (4.4) rose by 3.8%, a strong indicator of sustained academic progress and retention. Student connection and well-being also improved significantly, as shown by increases in student survey responses: 62.5% of students agreed or strongly agreed they feel part of their school (+5.6%, 4.6), 61.8% feel safe at school (+3%, 4.7), and 72.4% feel there is an adult who cares about them at school (+6.8%, 4.8). Participation in athletics increased at CRES (+4.6%) and WHS (+6.1%), although there was a

slight decrease at WVMS (-2.6%), highlighting a small area for review. While the suspension rate (4.3) increased slightly by 0.8%, the overall data reflects positive trends in student engagement, safety, and outcomes.

4.3 Positive, Inclusive and Supportive School Climate (Contributing Metrics: 4.3, 4.6, 4.7, 4.8, 4.21, 4.26, 4.28, 2.29, 4.30, 4.31, 4.32, 4.33, 4.34, 4.35, 4.36)- Effective: The data reflects both strengths and areas for growth in the district's efforts to improve student engagement, connection, and behavior. Positive outcomes are evident in several areas. Chronic absenteeism in grades K-8 (4.21) decreased by 3%, and CRES suspension rates (4.26) decreased by 1.2%, suggesting improved attendance and behavior at the elementary level. Students also reported stronger connections to school: 62.5% of students feel like they are part of their school (+5.6%, 4.6), 61.8% feel safe (+3%, 4.7), and 72.4% feel there is an adult who cares about them (+6.8%, 4.8). At WHS, participation in extracurricular and co-curricular activities showed impressive gains, with 99% of students reporting participation (+10%, 4.28) and 83.9% participating regularly (+14%, 4.29). However, there were declines in student perceptions of how these activities support academic success (-17.7%, 4.30) and in the development of leadership (-13.3%, 4.31) and communication skills (-10.8%, 4.32; -10%, 4.36). At WVMS, participation at least monthly increased (+2.9%, 4.34), and leadership development responses improved slightly (+0.3%, 4.35), though overall participation slightly declined (-1.2%, 4.33). Despite a 0.8% increase in the district-wide suspension rate (4.3), the broader data demonstrates successful efforts in promoting student belonging, engagement, and attendance, with targeted refinements needed to enhance the developmental impact of student activities.

4.4 Support Personnel and Resources for At-Risk Students (Contributing Metrics: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.10, 4.11, 4.12, 4.13, 4.15, 4.16, 4.17, 4.18, 4.20, 4.21, 4.23, 4.26, 4.27)- Effective: The data indicates this Action was generally effective in improving school climate, student wellness, and engagement, although targeted areas remain for further support. Positive trends highlight broad progress, Attendance and engagement improved, as shown by a 1.58% increase in Period 2 attendance (4.1) and a 3.2% decrease in K-8 chronic absenteeism (4.2). The district graduation rate increased by 3.8% (4.4) and the middle school dropout rate was maintained at 0% (4.20). Suspensions at CRES decreased by 1.2% (4.26), and the district expulsion rate declined by 0.09% (4.21), suggesting fewer severe disciplinary issues. Student surveys also demonstrate positive responses and reflect a stronger sense of connection and safety, 62.5% of students feel like they are part of the school community (+5.6%, 4.6), 61.8% feel safe at school (+3%, 4.7), and 72.4% believe an adult at school cares about them (+6.8%, 4.8). Staff perspectives supported this growth, with 68.7% of staff agreeing the school is safe for students, a 0.8% increase (4.10). Social worker services were rated as highly responsive (89.9%, 4.18) and led to notable emotional and social gains: 60.2% felt emotionally better (4.11), 47.8% reported improved self-esteem (4.16), 38.9% reported better personal relationships (4.12). However, academic impacts were less pronounced, with only 31% reporting better learning (4.13), 22.1% improved grades (4.14), and 13.1% better attendance (4.15). Additional challenges to address include: 0.8% increase in the overall suspension rate (4.3) and a 6.6% decrease in the BLHS graduation rate (4.5), 26.5% of social work clients noted improved behavior (4.17), and 10.6% indicated services had no impact (4.27), pointing to an opportunity to strengthen the academic and behavioral outcomes of these services. In summary, this Action meaningfully contributed to improved school climate, emotional wellness, and attendance, with clear momentum in student engagement and staff confidence. Continued focus on targeted school sites and maximizing the academic impact of wellness interventions will further strengthen these outcomes.

4.5 Castle Rock Elementary School PBIS Implementation Strengthening (Contributing Metrics: 4.3, 4.23)- Effective: This Action was geenrally effective in improving student behavior and discipline outcomes at the site level, as evidenced by the 1.2% decrease in the suspension rate at Castle Rock Elementary (4.26). Although the overall District Suspension Rate (4.3) showed a slight increase of 0.8%, the

positive reduction at Castle Rock Elementary demonstrates that targeted interventions and strategies implemented through this Action had a meaningful impact in reducing suspensions and promoting a safer school environment at that site.

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.

Below is a description of changes to activities in Actions for Goal 4 from 2024-25 to 2025-26:
Action 4.4

- Revised to include LREBG funded activities
- Removed social worker Lead stipend (Community Schools garnt funded Social Worker will instead serve as the Lead)

For improved clarity, the data year labels across multiple metrics utilizing outcomes from the CA Dashboard were revised to specify the respective Dashboard year from which the data was drawn.

The LTEL subgroup was added to all applicable Metrics and Year 3 Target Outcomes for the student subgroup noted in the below Metrics were revised due to Year 1 outcomes exceeding the growth target:

- Metric 4.4- EL
- Metrics 4.24, 4.28, 4.29- All

For Metrics 4.22, 4.23, and 4.24, only the data for the All student group will be tracked going forward.

For Metric 4.26, the Foster Youth student subgroup has been added.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Support Personnel and Programs to Increase Attendance and Improve School Culture.	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: 1. SARB Team materials, conferences and training 2. Attendance Clerk at each comprehensive site 3. A second District Nurse 4. Kindergarten Readiness Camp	$504,601.00	Yes

Action #	Title	Description	Total Funds	Contributing
		5. Attendance/Academic incentives and stduent recognition programs-Enhanced for 2025-26 6. Class advisors at WHS (one per grade level)		
4.2	Expanded Learning Personnel and Support	Providing personnel and support extended learning opportunities including: 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)	$1,067,534.00	Yes
4.3	Positive, Inclusive and Supportive School Climate	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. Develop a positive, inclusive and supportive school climate that strengthens school pride and student interpersonal skills by providing the following: 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)	$214,338.00	Yes

Action #	Title	Description	Total Funds	Contributing
		10. Academic competitions, including materials		
4.4	Support Personnel and Resources for At-Risk Students	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. 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: 1. District Social Workers (DSW); 3 full time 2. Lead Social Worker stipend- Removed (Community Schools grant funded Social Worker will serves as the Lead) 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 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 14. LREBG Action- Behavior Intervention Aides- Research shows that behavior intervention aides play a vital role in supporting student success by helping manage and reduce challenging behaviors that interfere with learning. They work closely with students to implement behavior	$1,264,126.00	Yes

Action #	Title	Description	Total Funds	Contributing
		intervention plans (BIPs), support positive behavior strategies, and promote social-emotional development. Studies indicate that when behavior aides properly implement evidence-based practices—such as applied behavior analysis (ABA) and positive behavioral interventions and supports (PBIS)—they can significantly improve classroom behavior and increase academic engagement. Their support helps create a more structured, supportive learning environment, which is especially beneficial for students with behavioral or emotional challenges. LREBG funds will be utilized to sustain 2 part-time Behavior Intervention Aides (1 at each school WVMS and WHS). Metrics used to monitor effectiveness of this LREBG action: Metrics 4.2, 4.3, 4.6, 4.14, and 4.15. Amount of LREBG funds allocated for this action: $70,594.00 per year through 2027-28.		
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	$36,239.00	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.

The 2024-25 school year data strongly support the continued implementation of Goal 5, which focuses on family engagement and promoting shared responsibility for student success. Across a range of parent feedback and academic indicators, the results show significant improvements in parental perceptions of school climate, academic support, and partnership, all of which are essential components of a strong home-school connection. Results from the anonymous parent survey reflect overwhelming growth in positive sentiment. Notably, 91.3% of parents agreed or strongly agreed that their child’s school is a safe place—an increase of 24.7% (5.1). Similarly, 87.6% of parents reported that their child’s school promotes success for all students, showing a 16.2% increase (5.2, 5.6). An encouraging 88.9% of parents now feel the school encourages them to be active partners in their child’s education, up 24.6% (5.3), and 95.3% of parents feel welcomed at school, a 16.5% increase (5.7). These figures demonstrate that schools are making substantial progress in creating inclusive, supportive environments for families. Academic engagement is also improving. A notable 86.1% of parents agree that their child is being challenged

academically—up 21.8% (5.4)—and 81.8% feel they are being provided information to help with homework, a 17.5% increase (5.5). Additionally, 77.4% of parents said they receive information about planning for college or vocational school, up 20.2% (5.8). High participation in K–5 parent conferences was maintained at 99% (5.10), showing strong ongoing involvement in foundational years. Academic performance and readiness indicators complement these perceptions. ELA scores increased by 7.8% (5.11), Math scores by 16% (5.12), and the percentage of students at the "Prepared" level on the College and Career Indicator (CCI) rose by 8.6% (5.13). These academic gains support the idea that increased family engagement is contributing to improved 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)	91.3% (Data Year: 2024-25)		93.3%	+24.7%
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)	87.6% (Data Year: 2024-25)		89.6%	+16.2%
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)	88.9% (Data Year: 2024-25)		90.9%	+24.6%
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)	86.1% (Data Year: 2024-25)		88.1%	+21.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.5	Local Anonymous Parent Survey Data: “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	26.3% (Data Year: 2023-2024)	81.8% (Data Year: 2024-25)		83.8%	+17.5%
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)	87.6% (Data Year: 2024-25)		88.6%	+16.2%
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)	95.3% (Data Year: 2024-25)		97.3%	+16.5%
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)	77.4% (Data Year: 2024-25)		79.4%	+20.2%
5.9	Local Data: Percentage Parent Participation or Attendance in at least	(Data Year: 2023-2024) 1) All: 82.5% 2) EL: 87.4%	Metric Removed (Data Year: 2024-25)		Metric Removed	Metric Removed

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	one Meeting, Committee, or School Event	3) LI: 94.2% 4) FY: 75% 5) Hispanic: 84.3% 6) White: 66% 7) SWD: 80%				
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%	(Data Year: 2024-25) 1) All: 99% Subgroup data removed		1) All: 100%	0%
5.11	Dashboard Data: WUSD Points from Standard for English Language Arts Performance	(2023 CA Dashboard Data) 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	(2024 CA Dashboard Data) 1) All: -49.9 2) EL: -84.4 3) SED: -57 4) SWD: -137.4 5) FY: -43.8 6: Hispanic: -53.7 7) White: -1.8 8) LTEL: -130.2		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 8) LTEL: -114.2	1) All: +7.8 2) EL: +5.1 3) SED: +8.7 4) SWD: +8.4 5) FY: -43.8 6: Hispanic: +7.4 7) White: +10.2 8) LTEL: -130.2 (status only)
5.12	Dashboard Data: WUSD Points from Standard for Math Performance	(2023 CA Dashboard Data) 1) All: -102.3 2) EL: -125.9 3) SED: -108.6 4) SWD: -177.1 5) FY: Data suppressed to protect student	(2024 CA Dashboard Data) 1) All: -86.3 2) EL: -110 3) SED: -92.6 4) SWD: -177.8 5) FY: -110.9 6: Hispanic: -89.5 7) White: -53.7		1) All: -81.3 2) EL: -101.9 3) SED: -87.6 4) SWD: -153.1 5) FY: -94.6 6) Hispanic: -84.5 7) White: -46 8) LTEL: -171.1	1) All: +16 2) EL: +15.9 3) SED: +16 4) SWD: -0.7 5) FY: -110.9 6: Hispanic: +16.7 7) White: +7.3 8) LTEL: -187.1 (status only)

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: -106.2 7) White: -61	8) LTEL: -187.1			
5.13	Dashboard Data: Percentage of WUSD Students at Prepared Level on the College and Career Indicator (CCI)	(2023 CA Dashboard Data) 1) All: 38.9% 2) EL: 14.3% 3) SED: 36.8% 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	(2024 CA Dashboard Data) 1) All: 47.5% 2) EL: 37.5% 3) SED: 44.8% 4) SWD: 7.1% 5) FY: Data suppressed to protect student privacy - less than 11 students 6: Hispanic: 47.4% 7) White: 55% 8) LTEL: 34.2%		1) All: 53.9% 2) EL: 38.3% 3) SED: 51.8% 4) SWD: 24% 5) FY: TBD 6) Hispanic: 56% 7) White: 60% 8) LTEL: 50.2%	1) All: +8.6% 2) EL: +23.2% 3) SED: +8% 4) SWD: +8% 5) FY: Data suppressed to protect student privacy - less than 11 students 6) Hispanic: 6.4% 7) White: +20% 8) LTEL: 34.2% (status only)
5.14	Local Data: Each school site hosts a minimum of 4 events/programs aimed at drawing in ALL parents to the school (Expectation Met or Not Met)	(New Metric, Baseline Data Year: 2024-25) 1) FJW: Not Met 2) CRES: Not Met 3) WVMS: Not Met 4) WHS: Not Met 5) BLHS: Not Met 6) WCDS: Not Met	(New Metric, Baseline Data Year: 2024-25) 1) FJW: Not Met 2) CRES: Not Met 3) WVMS: Not Met 4) WHS: Not Met 5) BLHS: Not Met 6) WCDS: Not Met		1) FJW: Met 2) CRES: Met 3) WVMS: Met 4) WHS: Met 5) BLHS: Met 6) WCDS: Met	Below data is status only: 1) FJW: Not Met 2) CRES: Not Met 3) WVMS: Not Met 4) WHS: Not Met 5) BLHS: Not Met 6) WCDS: Not Met

Goal Analysis [2024-25]

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

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

During the 2024-25 school year, there were no substantive differences between the planned action in Goal 5 and its actual implementation. Below is the Action under Goal 5 with brief implementation details:

5.1 Parent Education Resources, Engagement Opportunities, and Support Personnel- This action was successfully implemented to strengthen partnerships between families and schools by equipping parents with the tools and knowledge to support their children's education. Key activities included parent training on the use of technology, educational sessions on academic standards and homework support, and Saturday Academies where parents and students participated together in topics such as college and career readiness, fostering student independence, and supporting high school academic success. Additionally, the district sustained its commitment to family engagement by continuing support for the Woodlake Family Resource Center Director, who coordinated essential services for families across the community.

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.

Explanation of Material Differences Between Budgeted and Estimated Actual Expenditures:

Action 5.1: Allocations for parent signature events and Saturday academies were not fully utilized by school sites.

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

5.1 Parent Education Resources, Engagement Opportunities and Support Personnel (Contributing Metrics: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.10, 5.11, 5.12, 5.13)- Effective: This Action was effective, as demonstrated by significant positive changes in parent perceptions and student achievement. According to the Anonymous Parent Survey, 91.3% of parents agree or strongly agree that the schools their children attend are safe (5.1), showing a 24.7% increase. Additionally, 87.6% feel their child's school promotes success for all students (5.2 and 5.6), with a 16.2% rise, and 88.9% report being encouraged to be active partners in their child's education (5.3), a 24.6% increase. Academic rigor is perceived positively, with 86.1% agreeing that schools challenge their children (5.4), up by 21.8%. Communication improved as 81.8% agree schools provide homework help information (5.5), a 17.5% increase, and 77.4% say schools provide guidance on college or vocational planning (5.8), up 20.2%. Parent conference participation remained high at 99% (5.10). In parallel, district-wide academic indicators rose, with ELA scores increasing by 7.8% (5.11), Math scores by 16% (5.12), and the percentage of students at the Prepared level on the College and Career Indicator increasing by 8.6% (5.13). These data collectively affirm the effectiveness of this Action in enhancing family engagement and student outcomes.

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.

Below are description of changes to metrics and activities in Actions for Goal 5 from 2024-25 to 2025-26:

- Metric 5.9- Removed due to challenges with consistent collection of parent attendance data for each school sponsored
- Metric 5.10- Subgroup data will not be collected moving forward, only the "All" group data will be collected and tracked (Feedback from staff .

indicates tracking disaggregate data is notnecessary given the high percentage of parents attending conferences)

- Metric 5.14- New metric added, feedback from educational partners indicated need to enhance parent engagement events

Action 5.1:

- Strengthened activities to include each school site hosting a minimum of 4 events/programs aimed at drawing in All parents to the school (feedback from educational partners indicated

need to enhance parent engagement events)

For improved clarity, the data year labels across multiple metrics utilizing outcomes from the CA Dashboard were revised to specify the respective Dashboard year from which the data was drawn.

The LTEL subgroup was added, were appropriate, to Metrics and Year 3 Target Outcomes for the student subgroup noted in the below Metrics were revised due to Year 1 outcomes exceeding the growth target:

- Metrics 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8- All
- Metric 5.12- All, SED, Hispanic
- Metric 5.13- White

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Parent Education Resources, Engagement Opportunities and Support Personnel	The Dsitrict 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: 1. Parent training on the use of technology 2. Provide parents with clear expectations for partnering with the schools and support with essential topics:	$52,670.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• 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)- Enhaced activities to include each school site hosting a minimum of 4 events/programs aimed at drawing in All parents to the school 4. After school or Saturday academies with parents and students (grades 6-12), including topics on: • 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		

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.

The 2024-25 school year data suggest that while Goal 6, which focuses on increasing college and career readiness for students at BLHS (alternative education setting), has not yet yielded measurable improvement in some key outcome indicators, significant foundational work was completed during the 2024–25 school year, making it appropriate and necessary to maintain this goal moving forward.

Currently, Dashboard results show that 0% of BLHS students are at the "Prepared" level on the College and Career Indicator (CCI) (6.1), with no change from the previous year, and 0% are at the "Approaching Prepared" level—a 3.3% decrease (6.2). Additionally, the graduation rate at BLHS declined to 81.3%, a decrease of 6.6% (6.8). While these outcome metrics remain concerning, it's important to note that the school made clear progress in expanding opportunities during the 2024–25 year. Students were provided access to a CTE dance course and a dual enrollment option, both of which are significant steps in expanding access to college and career readiness pathways. More promisingly, the percentage of students on track to return to WHS or graduate from BLHS after three semesters increased dramatically to 93%, a 36.8% gain (6.7). This suggests improved engagement, credit recovery, and academic progress among the student population—key indicators of long-term success. While the percentage of students enrolled in a pre-apprenticeship program remained at 0% (6.4), a memorandum of understanding was signed to launch the program in 2025–26. Similarly, while no students were enrolled in A-G courses during the reporting year (6.6), these courses were certified in April 2025, setting the stage for student enrollment in the next academic cycle.

Another notable improvement is that 75% of eligible 12th-grade students are now enrolled in at least one dual enrollment course (6.5), compared to none in the previous year.

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	(2023 CA Dashboard Data) 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 privacy - less than 11 students 6: Hispanic: 0% 7) White: Data suppressed to protect student privacy - less than 11 students	(2024 CA Dashboard Data) 1) All: 0% 2) EL: Data suppressed to protect student privacy - less than 11 students 3) SED: 0% 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: 0% 7) White: Data suppressed to protect student privacy - less than 11 students 8) LTEL: Data		1) All: 15% 2) EL: 15% 3) SED: 15% 4) SWD: TBD 5) FY: TBD 6: Hispanic: 15% 7) White: TBD 8) LTEL: TBD	1) All: 0 2) EL: Data suppressed to protect student privacy - less than 11 students 3) SED: 0 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: 0 7) White: Data suppressed to protect student privacy - less than 11 students 8) LTEL: Data suppressed to protect

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			suppressed to protect student privacy - less than 11 students			student privacy - less than 11 students
6.2	Dashboard Data: Percentage of BLHS Students at the Approaching Prepared Level on the CCI	(2023 CA Dashboard Data) 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	(2024 CA Dashboard Data) 1) All: 0% 2) EL: Data suppressed to protect student privacy - less than 11 students 3) SED: 0% 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: 0% 7) White: Data suppressed to protect student privacy - less than 11 students 8) LTEL: Data		1) All: 18.3% 2) EL: 15% 3) SED: 18.3% 4) SWD: TBD 5) FY: TBD 6: Hispanic: 19% 7) White: TBD 8) LTEL: TBD	1) All: -3.3% 2) EL: Data suppressed to protect student privacy - less than 11 students 3) SED: -3.3% 4) SWD: 0% (status only) 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 8) LTEL: Data suppressed to protect student privacy - less than 11 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			suppressed to protect student privacy - less than 11 students			
6.3	Local Data: Percentage BLHS Enrolled in a CTE Pathway	0% (Data Year: 2023-24)	50%		55%	+50%
6.4	Local Data: Percentage BLHS Enrolled in Pre-Apprenticeship Program	0% (Data Year: 2023-24)	0%		15%	0
6.5	Local Data: Percentage BLHS Eligible 12th Grade Students Enrolled in at Least One Dual Enrollment Course	0% (Data Year: 2023-24)	75%		80%	+75%
6.6	Local Data: Percentage BLHS Enrolled in A-G Courses	0% (Data Year: 2023-24)	0%		90%	0
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)	93.8%		98.8%	+36.8%
6.8	Dashboard Data: BLHS Graduation Rate	(2023 CA Dashboard Data) 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	(2024 CA Dashboard Data) 1) All: 81.3% 2) EL: Data suppressed to protect student privacy - less than 11 students 3) SED: 81.3% 4) SWD: Data		1) All: 93.3% 2) EL: 89% 3) SED: 93.3% 4) SWD: TBD 5) FY: TBD 6: Hispanic: 91.7% 7) White: TBD 8) LTEL: TBD	1) All: -6.6% 2) EL: Data suppressed to protect student privacy - less than 11 students 3) SED: -6.6% 4) SWD: Data suppressed to protect

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: 85.7% 7) White: Data suppressed to protect student privacy - less than 11 students	suppressed to protect student privacy - less than 11 students 5) FY: Data suppressed to protect student privacy - less than 11 students 6: Hispanic: 84.6% 7) White: Data suppressed to protect • less than 11 students 8) LTEL: Data suppressed to protect • less than 11 students			student privacy - less than 11 students 5) FY: Data suppressed to protect student privacy - less than 11 students 6: Hispanic: -7.7% 7) White: Data suppressed to protect • less than 11 students 8) LTEL: Data suppressed to protect • less than 11 students

Goal Analysis [2024-25]

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

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

During the 2024-25 school year, there were no substantive differences between the planned Actions in Goal 6 and its actual implementation. Below are the Actions under Goal 5 with brief implementation details:

6.1 Expansion of College and Career Readiness Programs at Bravo Lake High School- In response to the Bravo Lake High School (BLHS) Dashboard Red for College and Career Indicators (All Students and SED), this newly established action made significant progress in laying the groundwork for expanded college and career readiness programs. Key components included dual enrollment opportunities, pre-

apprenticeship programming, part-time CTE enrollment options at WHS, and A-G course certification. A full Memorandum of Understanding for the pre-apprenticeship program was finalized with an official start set for Summer 2026, and A-G courses were certified in April 2025, positioning both initiatives for full launch in the 2025-26 school year.

6.2 Individual Learning Plan Development Process- To further support post-secondary readiness, BLHS staff successfully developed and refined an Individual Learning Plan (ILP) process to guide students following their transfer from Woodlake High School. These plans identify each student's strengths and targeted areas for improvement. Implementation included counseling and social worker support aligned with students' career and academic goals, and the retention of an Attendance Clerk—originally slated for elimination due to expiring ESSER III funding—to ensure consistent data collection and support for monitoring student progress.

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 Goal 6, there was no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

6.1 Expansion of College and Career Readiness Programs at Bravo Lake High School (Contributing Metrics:6.1, 6.2, 6.7, 6.8)- Effective: Although this Action showed mixed results for BLHS students based on the latest data, much effort and work was accomplished to establish future college/career readiness programs. There was no change in the percentage of BLHS students at the Prepared Level on the College and Career Indicator (CCI) remaining at 0% (6.1), and a 3.3% decrease in students at the Approaching Prepared Level on the CCI (6.2). However, positive progress was made in career and college readiness pathways: 50% of BLHS students were enrolled in a CTE Pathway, up from 0% previously (6.3), and 75% of eligible 12th graders were enrolled in at least one dual enrollment course, also up from 0% (6.5). Although the percentage of students enrolled in the Pre-Apprenticeship Program remains at 0% (6.4), foundational work has been completed with a signed memorandum of understanding, and the program is set to launch in 2025-26. Similarly, A-G course enrollment is currently at 0% (6.6), but these courses were certified in April 2025, with student enrollment expected to begin in the 2025-26 school year. Overall, while immediate academic preparedness measures remain flat or declined, this Action was effective in mobilizing strategic efforts to expand and establish college/career pathways at BLHS indicate promising future improvements.

6.2 Individual Learning Plan Development Process (Contributing Metrics:6.1, 6.2, 6.7, 6.8)- Effective: This Action at BLHS showed some challenges as well as promising progress during the 2024-25 school year. The percentage of BLHS students at the Prepared Level on the CCI remained unchanged at 0% (6.1), and students at the Approaching Prepared Level decreased by 3.3% to 0% (6.2). However, during this period, significant work was accomplished to expand student opportunities, including access to a CTE dance course and dual enrollment options. The BLHS graduation rate decreased by 6.6% to 81.3% (6.8), indicating areas needing attention. On a positive note, the percentage of BLHS students on track to return to WHS or graduate from BLHS after three semesters increased substantially by 36.8% to 93% (6.7), reflecting strong progress in student retention and long-term success. Overall, while some key academic indicators showed declines, expanded program offerings and improved student on-track rates demonstrate effective steps toward supporting BLHS students' futures.

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.

For improved clarity, the data year labels across multiple metrics utilizing outcomes from the CA Dashboard were revised to specify the respective Dashboard year from which the data was drawn.

The LTEL subgroup was added to all applicable Metrics and Year 3 Target Outcomes for Metrics 6.3, 6.5 and 6.7 were revised due to Year 1 outcomes exceeding the growth target.

Action 6.1- Added activity to include resources for supplemental materials in all course of study programs (feedback from educational partners indicated need of supplemental materials to enhance learning, Title I funds will be used for needed expenditures)

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Expansion of College and Career Readiness Programs at Bravo Lake High School	Action for Bravo Lake High School (BLHS) Dashboard Red for College and Career Indicator (All student and SED subgroup). This wew Action seeks to develop and implement programs at BLHS to impact students' college and career readiness including: 1. Dual Enrollment 2. Pre-Apprenticeship 3. CTE options for enrollment at WHS part time 4. A-G certification of core courses 5. Resources for supplemental materials in all course of study progams (Title I) 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	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		and the workforce. Metrics: 1. Dashboard Data: • 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: • 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	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: 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. By implementing this Action, Bravo Lake High School aims to create a	$50,709.00	No

Action #	Title	Description	Total Funds	Contributing
		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. Metrics: 1. Dashboard Data: • 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: • 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.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

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.

The 2024-25 school year data for Goal 7, which aims to support students at WCDS in successfully transitioning back to a comprehensive school site, show both progress and challenges that justify the continued focus on this goal. There was a small but positive shift in the suspension rate, which decreased by 1.4% to 20% (7.1). While this is a step in the right direction, the overall rate remains high, pointing to the need for continued efforts in behavior support systems, restorative practices, and student engagement strategies to further reduce disciplinary incidents. However, the percentage of students on track to return to a comprehensive site within one year dropped from the previous year by 17%, now at 75% (7.2). This decline suggests that fewer students are meeting the necessary academic or behavioral expectations to transition successfully, and may reflect a need for strengthened academic intervention, case management, or individualized supports. While some improvement is evident, particularly in reducing suspensions, the overall data indicate that students at WCDS continue to face significant barriers to reentry. Maintaining Goal 7 is essential to ensure ongoing development of targeted supports that help students achieve stability, meet return criteria, and ultimately succeed beyond their placement at WCDS.

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	(2023 CA Dashboard Data) 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 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	(2024 CA Dashboard Data) 1) All: 20% 2) EL: Data suppressed to protect student privacy - less than 11 students 3) SED: 18.2% 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: 20% 7) White: Data suppressed to protect student privacy - less than 11 students 8) LTEL: 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 8) LTEL: TBD	1) All: -1.4% 2) EL: Data suppressed to protect student privacy - less than 11 students 3) SED: -4.9% 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: 0 7) White: Data suppressed to protect student privacy - less than 11 students 8) LTEL: Data suppressed to protect student privacy - less than 11 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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)	75% (Data Year: 2024-25)		100%	-17%

Goal Analysis [2024-25]

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

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

During the 2024-25 school year, there were no substantive differences between the planned Action in Goal 7 and its actual implementation. Below is the Action under Goal 7 with brief implementation details:

7.1 Implementation of Individual Learning Plans – This action was successfully implemented to support students at the alternative site with the goal of returning to the comprehensive school setting within one year. Upon enrollment, each student was assigned a dedicated support team that included a teacher, a counselor, a social worker, and, when appropriate, the Coordinator of Prevention Education. The team collaboratively developed an Individual Learning Plan (ILP) that outlined specific goals in areas such as attendance, behavior, academic achievement, credit recovery, summer school participation, and social-emotional counseling (e.g., anger management, substance abuse). To support implementation, the district provided essential services and resources including counseling and social work services, group session materials and supplies, coordinated field trips, and consultants to deliver educational programming. Additionally, a supplemental Attendance Clerk position was maintained to ensure continued support and monitoring, despite ESSER III funding expiration.

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.

Explanation of Material Differences Between Budgeted and Estimated Actual Expenditures:

Action 7.1: Expenditures for prevention education programs, field trips, and related materials were lower than budgeted, resulting in unspent funds.

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

7.1 Implementation of Individual Learning Plans (Contributing Metrics: 7.1, 7.2)- Effective: Although this Action at WCDS demonstrated mixed results based on the data during the reporting period, the intended impact was achieved for the vast majority of the students. The Dashboard

WCDS Suspension Rate decreased by 1.4% to 20% (7.1), indicating a positive reduction in suspensions and improved student behavior. However, the Local Measure for the percentage of students on track to return to the comprehensive site within one year of enrollment declined by 17%, reaching 75% (7.2). While the decrease in suspension rates reflects effective discipline interventions, the drop in on-track return rates suggests a need for further strategies to support each student meet their ILP goals while at WCDS.

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.

For improved clarity, the data year labels across multiple metrics utilizing outcomes from the CA Dashboard were revised to specify the respective Dashboard year from which the data was drawn.

The LTEL subgroup was added to all applicable Metrics.

Action 7.1- Added activity to include resources for supplemental materials in all course of study programs (feedback from educational partners indicated need of supplemental materials to enhance learning, Title I funds will be used for needed expenditures)

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

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Implementation of Individual Learning Plans	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: 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	$50,535.00	No

Action #	Title	Description	Total Funds	Contributing
		4.4 4. Materials and supplies for group sessions 5. Filed trips coodinated 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) 8. Resources for supplemental materials in all course of study progams (Title I) 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. Metrics: 1. Dashboard Data: • Suspension Rate 2. Local Measure: • 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 [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$9,645,197.00	$1,253,762.00

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
41.390%	0.000%	$0.00	41.390%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Collaboration Time and Resources for Instructional Staff **Need:** In consultation with Educational partners the district sees the urgency of this action is underscored by the performance metrics on the 2023 Dashboard, which highlight the disparities in achievement:	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	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

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. ELA Points Below Standard: ~All Students: 57.7 ~English Learners: 89.5 ~Socioeconomically Disadvantaged: 65.4 2. Math Points Below Standard: ~All Students: 102.3 ~English Learners: 125.9 ~Socioeconomically Disadvantaged: 108.6 3. College and Career Indicator (CCI) Percent Prepared: ~All Students: 38.9% ~English Learners: 14.3% ~Socioeconomically Disadvantaged: 36.8% **Scope:** LEA-wide	with the necessary tools and knowledge to deliver 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.	(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)
1.2	**Action:** Instructional Support Staff and Programs **Need:** In consultation with Educational partners the district sees the urgency of this action is underscored by the performance metrics on the 2023 Dashboard, which highlight the disparities in achievement: 1. ELA Points Below Standard: ~All Students: 57.7 ~English Learners: 89.5 ~Socioeconomically Disadvantaged: 65.4 2. Math Points Below Standard: ~All Students: 102.3 ~English Learners: 125.9	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	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

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
	~Socioeconomically Disadvantaged: 108.6 3. College and Career Indicator (CCI) Percent Prepared: ~All Students: 38.9% ~English Learners: 14.3% ~Socioeconomically Disadvantaged: 36.8% **Scope:** LEA-wide	that directly impacts the classroom environment 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.	(1.15), 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" (1.22), Percentage of 6-12 teachers completing at least 1 professional learning session provided by the 6-12 Instructional Coach (1.23)
1.3	**Action:** Response to Intervention Personnel and Resources **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 2023 data: 1. ELA Points Below Standard: ~All Students: 57.7 ~English Learners: 89.5 ~Socioeconomically Disadvantaged: 65.4 2. Math Points Below Standard: ~All Students: 102.3 ~English Learners: 125.9 ~Socioeconomically Disadvantaged: 108.6	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.	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)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	3. College and Career Indicator (CCI) Percent Prepared: ~All Students: 38.9% ~English Learners: 14.3% ~Socioeconomically Disadvantaged: 36.8% **Scope:** LEA-wide		
1.5	**Action:** Supplemental Materials, Assessments, Professional Learning and Student Supports in English Language Arts **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 2023 Dashboard highlight the challenges: 1. ELA Points Below Standard: ~All Students: 76.9 ~English Learners: 119.5 ~Socioeconomically Disadvantaged: 84.4 ~Hispanic: 78 ~Students with Disabilities: 228.1 **Scope:** Schoolwide	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.	Dashboard: WVMS ELA (1.17), and ELA benchmarks grades 6-8 (1.14) Dashboard: District ELA (1.1)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.6	**Action:** Supplemental Materials, Assessments, Professional Learning and Student Supports in Math **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 2023 Dashboard highlight the challenges: 1. Math Points Below Standard: ~All Students: 118.4 ~English Learners: 164.5 ~Socioeconomically Disadvantaged: 125 ~Hispanic: 119.4 ~Students with Disabilities: 186.4 **Scope:** Schoolwide	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.	Dashboard WVMS Math (1.18) Math Benchmarks 6-8, Dashboard District Math (1.2)
1.7	**Action:** Math Intervention and Tutorials for Woodlake High School **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 2023 data. English Learners (EL)	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	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)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and the Socioeconomically Disadvantaged students (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: ~All students (All) 137.7 ~English Learners (EL) 194.4 ~Socio Economically Disadvantaged (SED) 153 ~Hispanic 157.3 **Scope:** Schoolwide	fall behind their peers in a subject area that is 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.	
1.8	**Action:** Implementation of supplemental ELA and Math Materials with Integrated and Designated ELD **Need:** Action 1.8 In consultation with Educational Partners including parents, teachers and administrators and examining the 2023 Dashboard data below it is clear that the English Learners and	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	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

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
	to a lesser extent (due to the overlap between Low Income and All making any discrepancy significant) underperformed the All subgroup in both ELA and math. Dashboard data: 1. Dashboard Data: FJW ELA Points Below Standard: ~All: 87.1 (F.J. White does not have significant subgroups listed for ELA) 2. Dashboard Data: CRES ELA Points Below Standard: ~All: 56.6, ~EL: 67.7, ~SED: 61.5 3. 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 4. 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):= 5. Local Data: Percentage of Grade 6-8 Students At or Above Grade Level on ELA Benchmark ~All: 20.3% ~EL: 3.9%	success. While principally directed at the EL and LI students, implementation across the district will ensure that this action will have the maximum impact and meet the needs of all students.	Math Points from Standard (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)

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
	~LI: 20.5% ~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% 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 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% 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%		

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
	~White: 29.17% 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 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% **Scope:** Schoolwide		
2.1	**Action:** Personnel and Professional learning to Improve ELD Instruction **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	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.	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 2. Local Data:

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
	progress in learning English and mastering the academic standards. 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 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% **Scope:** LEA-wide	Implementing this system LEA-wide demonstrates a commitment to educational equity and excellence, preparing all students for academic and professional environments where English proficiency is critical.	~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 DRA grades K-5, 2.10 ~Percentage of English learners Met Standard on End of year math formative assessment K-2, 2.11

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			~Evidence of English Language Development Standards as Measured by teacher formal evaluations 2.22
3.1	**Action:** Recruit and Maintain Quality Instructional Staff **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 2023 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. **Scope:** Schoolwide	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.	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
3.2	**Action:**	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
	Personnel and Expenditures for Course of Study Programs **Need:** Consulting with Educational Partners, and reviewing the 2023 Dashboard 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. **Scope:** LEA-wide	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.	~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
3.3	**Action:** Educational Technology Support Personnel and Resources **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	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	1. Local Measures: ~Student to Device Ratio, 3.7 ~Percentage of Students with Sufficient Access to Standards Aligned Instructional Materials, 3.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	is important especially our Low Income and English Learner population. 2023 Dashboard data indicates these groups underperform in ELA and Math: 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 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 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 **Scope:** LEA-wide	Learners (EL's) as well as Foster Youth and will be implemented District wide.	
3.4	**Action:** Supplemental Resources for Mastering the CA State Standards and College and Career Readiness **Need:**	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

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
	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. **Scope:** LEA-wide	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.	
3.5	**Action:** Personnel, Maintenance, and Facility Improvement Projects **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:	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.	1. Local Measure: ~Facilities Inspection Tool, 3.9 2. Dashboard Data: ~English Language Arts Performance, 3.19 ~Mathematics Performance 3.20 ~College and Career indicator 3.14 ~Chronic Absenteeism, 3.21

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	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
	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%). **Scope:** LEA-wide	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.	~Woodlake Valley Middle School Percentage of Students ~Participating in Athletics, 4.23 ~Woodlake High School Percentage of Students Participating in Athletics, 4.24 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 3. Dashboard Data: ~Chronic Absenteeism, 4.2 ~Suspension Rate, 4.3 ~Graduation Rate, 4.4
4.3	**Action:** Positive, Inclusive and Supportive School Climate **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.	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-	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 2. Anonymous WHS Student Activities Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	wide to benefit all students, as many other students exhibited similar needs.	~"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 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-

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
			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 4. Dashboard Data: ~Chronic Absenteeism, 4.2 ~Suspension Rate, 4.3 ~Castle Rock Suspension Rate, 4.26
4.4	**Action:** Support Personnel and Resources for At-Risk Students **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. **Scope:**	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.	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, 4.26 2. Dataquest Data: ~Expulsion Rate, 4.21 3. Local Measures: ~Period 2 Attendance, 4.1 ~Middle School Dropout Rate, 4.20

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		3. 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 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

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
			~Which of the following are true: “I feel better about myself” 4.16 ~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
4.5	**Action:** Castle Rock Elementary School PBIS Implementation Strengthening **Need:** After a review of the 2023 Dashboard 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. 1. All 5.3% 2. SED 5.5% 3. Hispanic 4.4% 4. White 16.2% 5. EL 2.4%	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.	1. Dashboard Data: ~CRES suspension rates, 4.23 ~District suspension rates, 4.3

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	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. **Scope:** Schoolwide		
5.1	**Action:** Parent Education Resources, Engagement Opportunities and Support Personnel **Need:** In consultation with Educational partners, and examining the data, it is clear that our low income and English Learner subgroups underperform on 2023 Dashboard ELA, Math, and College and Career Indicator as illustrated below: 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 While this data may seem removed from parent involvement, over the long run parent	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.	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 ~"The schools that my children attend provide

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	involvement will have a significant positive impact on these critical student outcomes. **Scope:** LEA-wide		information about how to help your children with homework." (elementary and middle school only), Strongly Agree or Agree, 5.5 ~“Feel their child's school promotes success for all students.” Strongly Agree or Agree, 5.6 ~“Parents feel welcome at the schools my children attend.” Strongly Agree, Agree, 5.7 ~“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 2. Local Data: ~Percentage Parent Participation or Attendance in at least one Meeting, Committee, or School Event, 5.9 (removed 2024-25) ~Participation in Parent Conferences (K-5), 5.10 ~Each school site hosts a minimum of 4 events/programs aimed

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			at drawing in ALL parents to the school- Expectation Met or Not Met, 5.14 (new metric baseline year 2024-25) 3. Dashboard Data: ~ELA Points Below Standard, 5.11 ~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	**Action:** School Readiness Personnel and Resources **Need:** In consultation with our Educational Partners examining the 2024 data for the pre-kindergarten students enrolled in our state preschool program, it is having an impact with: 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	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. 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.	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
	~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 **Scope:** Limited to Unduplicated Student Group(s)		
2.2	**Action:** Achievement Team Process for LTELs **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. 1. 2023 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% **Scope:**	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.	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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
2.3	**Action:** Supplementary English Language Development Programs and Materials **Need:** After reviewing the available data and in consultation with Educational Partners it is evident that the EL's are significantly below standard and struggling with reaching Prepared on the College and Career Indicator. 1. 2023 Dashboard Data: ~ELA, points below standard, District 89.5 ~Math, points below standard, EL District 125.9 ~College and Career Indicator, Prepared: 14.3% **Scope:** Limited to Unduplicated Student Group(s)	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 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.	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 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

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			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 ~Evidence of English Language Development Standards as Measured by teacher formal evaluations 2.22
2.4	**Action:** Expanded Learning Opportunities for English Learners **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. 1. 2023 Dashboard Data: ~English Learner Making Progress toward English Proficiency: 49.7% ~ELA Points below Standards: 89.5	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.	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, 2.20 2. Local Data: ~English Learner Reclassification rate, 2.4 ~Percentage of English Learners Reclassified in 4 assessment cycles of

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Math Points below standard:125.9 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% **Scope:** Limited to Unduplicated Student Group(s)		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
2.5	**Action:** English Learner Parent Engagement Programs	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	Metrics: 1. Dashboard Data: ~ELA Results, 2.1 ~Math Results, 2.2

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: After consulting with Educational Partners, especially parents, and students, and looking at 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. 1. 2024 Local Measure: ~EL Parent participation in at least one meeting, committee or school event, 86% ~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% 2. 2023 Dashboard Data: ~English Learner Making Progress toward English Proficiency: 49.7% ~ELA Points below Standards: 89.5 ~Math Points below standard:125.9	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.	~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, 2.20 (if available) 2. Local Data: ~EL Parent participation in at least one meeting, committee or school event, 2.21 (removed 2024-25) ~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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		~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 ~Each school site hosts a minimum of 2 events/programs aimed at drawing in parents of English Learners to the school-Expectation Met or Not Met, 2.23 (new metric baseline year 2024-25)

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 essential positions providing direct servcies to students and hired in 2021-22 and 2022-23 (over 2020-21 staffing levels) and 2023-24. The concentration grant add-on funded positions for 2025-26 are listed below within the noted Actions in parenthesis:

~ 1 ful-time intervention teacher (Action 1.3)
~ 1 full-time District psychologist (Action1.3)
~ 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 3-5 Band Teacher (Action 3.2)
~ 1 full-time 6-8 academic counselor (Action 3.2)
~ 1 half-time 9-12 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 3.2)
~ 1 full-time 6-8 social worker (Action 4.4)
~ 1 full-time 9-12 independent study teacher (Action 4.4)

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 28.6) 2. 6-8: (1 to 42) 3. 9-12: (1 to 30.7)

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 certificated staff providing direct services to students	N/A	1. K-5: (1 to 15.1) 2. 6-8: (1 to 16.4) 3. 9-12: (1 to 14.6)

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	23,303,294.00	9,645,197.00	41.390%	0.000%	41.390%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$10,316,631.00	$2,050,680.00	$0.00	$235,114.00	$12,602,425.00	$8,700,353.00	$3,902,072.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Collaboration Time and Resources for Instructional Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$132,113.00	$11,890.00	$144,003.00				$144,003.00	
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	Ongoing	$414,095.00	$469,393.00	$477,009.00	$361,497.00		$44,982.00	$883,488.00	
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	Ongoing	$1,847,264.00	$143,280.00	$1,504,735.00	$303,177.00		$182,632.00	$1,990,544.00	
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/FJ White preschool (ages 3-4)	Ongoing	$29,241.00	$7,392.00	$31,633.00	$5,000.00			$36,633.00	
1	1.5	Supplemental Materials, Assessments, Professional Learning and Student Supports in English Language Arts	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Woodlake Valley Middle School	Ongoing	$377,593.00	$11,290.00	$8,790.00	$377,593.00		$2,500.00	$388,883.00	
1	1.6	Supplemental Materials, Assessments, Professional Learning and Student Supports in Math	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Woodlake Valley Middle School	Ongoing	$0.00	$13,164.00	$3,164.00	$5,000.00		$5,000.00	$13,164.00	

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	School wide	English Learners Foster Youth Low Income	Specific Schools: Woodlake High School	Ongoing	$10,000.00	$1,082.00	$1,082.00	$10,000.00			$11,082.00	
1	1.8	Implementation of supplemental ELA and Math Materials with Integrated and Designated ELD	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Woodlake Valley Middle, Castle Rock and FJ White K-8	Ongoing	$25,500.00	$695.00	$9,195.00	$17,000.00			$26,195.00	
2	2.1	Personnel and Professional learning to Improve ELD Instruction	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$10,500.00	$33,909.00	$44,409.00				$44,409.00	
2	2.2	Achievement Team Process for LTELs	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools 6-12	Ongoing	$4,000.00	$327.00	$4,327.00				$4,327.00	
2	2.3	Supplementary English Language Development Programs and Materials	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$5,193.00	$5,193.00				$5,193.00	
2	2.4	Expanded Learning Opportunities for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$240,464.00	$11,424.00	$51,888.00	$200,000.00			$251,888.00	
2	2.5	English Learner Parent Engagement Programs	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$67,072.00	$67,072.00				$67,072.00	
3	3.1	Recruit and Maintain Quality Instructional Staff	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$698,268.00	$0.00	$698,268.00				$698,268.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	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	Ongoing	$1,723,354.00	$453,594.00	$2,176,948.00				$2,176,948.00	
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	Ongoing	$550,649.00	$885,470.00	$1,436,119.00				$1,436,119.00	
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	Ongoing	$0.00	$45,977.00	$45,977.00				$45,977.00	
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	Ongoing	$82,182.00	$1,055,298.00	$1,137,480.00				$1,137,480.00	
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	Ongoing	$477,060.00	$27,541.00	$504,601.00				$504,601.00	
4	4.2	Expanded Learning Personnel and Support	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$854,153.00	$213,381.00	$431,440.00	$636,094.00			$1,067,534.00	
4	4.3	Positive, Inclusive and Supportive School Climate	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$37,630.00	$176,708.00	$214,338.00				$214,338.00	
4	4.4	Support Personnel and Resources for At-Risk Students	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$1,053,789.00	$210,337.00	$1,264,126.00				$1,264,126.00	
4	4.5	Castle Rock Elementary School PBIS Implementation Strengthening	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	Specific Schools: Castle Rock Elementary and FJ White	Ongoing	$34,075.00	$2,164.00	$2,164.00	$34,075.00			$36,239.00	
5	5.1	Parent Education Resources, Engagement Opportunities and Support Personnel	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$47,888.00	$4,782.00	$52,670.00				$52,670.00	
6	6.1	Expansion of College and Career Readiness Programs at Bravo Lake High School	All	No			Specific Schools: Bravo Lake High School	Ongoing	$0.00	$0.00		$0.00			$0.00	
6	6.2	Individual Learning Plan Development Process	All	No			Specific Schools: Bravo	Ongoing	$46,226.00	$4,483.00		$50,709.00			$50,709.00	

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
							Lake High School									
7	**7.1**	Implementation of Individual Learning Plans	All	No			Specific Schools: Woodlake Community Day School	Ongoing	$4,309.00	$46,226.00		$50,535.00			$50,535.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
23,303,294.00	9,645,197.00	41.390%	0.000%	41.390%	$10,316,631.00	0.000%	44.271 %	**Total:**	$10,316,631.00
								LEA-wide Total:	$9,433,855.00
								Limited Total:	$160,113.00
								Schoolwide Total:	$722,663.00

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	$144,003.00	
1	**1.2**	Instructional Support Staff and Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$477,009.00	
1	**1.3**	Response to Intervention Personnel and Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,504,735.00	
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)	$31,633.00	
1	**1.5**	Supplemental Materials, Assessments, Professional Learning and Student Supports in English Language Arts	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Woodlake Valley Middle School	$8,790.00	

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	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Woodlake Valley Middle School	$3,164.00	
1	1.7	Math Intervention and Tutorials for Woodlake High School	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Woodlake High School	$1,082.00	
1	1.8	Implementation of supplemental ELA and Math Materials with Integrated and Designated ELD	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Woodlake Valley Middle, Castle Rock and FJ White K-8	$9,195.00	
2	2.1	Personnel and Professional learning to Improve ELD Instruction	Yes	LEA-wide	English Learners	All Schools	$44,409.00	
2	2.2	Achievement Team Process for LTELs	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools 6-12	$4,327.00	
2	2.3	Supplementary English Language Development Programs and Materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,193.00	
2	2.4	Expanded Learning Opportunities for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$51,888.00	
2	2.5	English Learner Parent Engagement Programs	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$67,072.00	
3	3.1	Recruit and Maintain Quality Instructional Staff	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$698,268.00	
3	3.2	Personnel and Expenditures for Course of Study Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,176,948.00	
3	3.3	Educational Technology Support Personnel and Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,436,119.00	
3	3.4	Supplemental Resources for Mastering the CA State Standards and College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$45,977.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.5	Personnel, Maintenance, and Facility Improvement Projects	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,137,480.00	
4	4.1	Support Personnel and Programs to Increase Attendance and Improve School Culture.	Yes	LEA-wide	Foster Youth Low Income	All Schools	$504,601.00	
4	4.2	Expanded Learning Personnel and Support	Yes	LEA-wide	Foster Youth Low Income	All Schools	$431,440.00	
4	4.3	Positive, Inclusive and Supportive School Climate	Yes	LEA-wide	Foster Youth Low Income	All Schools	$214,338.00	
4	4.4	Support Personnel and Resources for At-Risk Students	Yes	LEA-wide	Foster Youth Low Income	All Schools	$1,264,126.00	
4	4.5	Castle Rock Elementary School PBIS Implementation Strengthening	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Castle Rock Elementary and FJ White	$2,164.00	
5	5.1	Parent Education Resources, Engagement Opportunities and Support Personnel	Yes	LEA-wide	English Learners Low Income	All Schools	$52,670.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$12,224,214.24	$11,624,688.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Collaboration Time and Resources for Instructional Staff	Yes	$192,792.00	$200,950.00
1	**1.2**	Instructional Support Staff and Programs	Yes	$370,450.00	$372,472.00
1	**1.3**	Response to Intervention Personnel and Resources	Yes	$2,027,576.00	$2,221,885.00
1	**1.4**	School Readiness Personnel and Resources	Yes	$34,887.00	$30,888.00
1	**1.5**	Supplemental Materials, Assessments, Professional Learning and Student Supports in English Language Arts	Yes	$261,027.00	$385,770.00
1	**1.6**	Supplemental Materials, Assessments, Professional Learning and Student Supports in Math	Yes	$33,922.00	$3,102.00
1	**1.7**	Math Intervention and Tutorials for Woodlake High School	Yes	$156,427.00	$122,953.00
1	**1.8**	Implementation of supplemental ELA and Math Materials with Integrated and Designated ELD	Yes	$82,770.00	$34,010.00
2	**2.1**	Personnel and Professional learning to Improve ELD Instruction	Yes	$182,114.00	$179,985.00
2	**2.2**	Achievement Team Process for LTELs	Yes	$4,500.00	$3,132.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Supplementary English Language Development Programs and Materials	Yes	$7,697.00	$3,435.00
2	2.4	Expanded Learning Opportunities for English Learners	Yes	$48,829.00	$43,170.00
2	2.5	English Learner Parent Engagement Programs	Yes	$76,765.00	$16,330.00
3	3.1	Recruit and Maintain Quality Instructional Staff	Yes	$677,930.00	$677,930.00
3	3.2	Personnel and Expenditures for Course of Study Programs	Yes	$1,985,236.00	$2,117,392.00
3	3.3	Educational Technology Support Personnel and Resources	Yes	$1,626,425.24	$1,196,772.00
3	3.4	Supplemental Resources for Mastering the CA State Standards and College and Career Readiness	Yes	$61,155.00	$30,120.00
3	3.5	Personnel, Maintenance, and Facility Improvement Projects	Yes	$1,221,963.00	$1,105,912.00
4	4.1	Support Personnel and Programs to Increase Attendance and Improve School Culture.	Yes	$493,047.00	$372,916.00
4	4.2	Expanded Learning Personnel and Support	Yes	$1,019,392.00	$1,065,212.00
4	4.3	Positive, Inclusive and Supportive School Climate	Yes	$212,462.00	$124,955.00
4	4.4	Support Personnel and Resoruces for for At-Risk Students	Yes	$1,223,256.00	$1,176,741.00
4	4.5	Castle Rock Elementary School PBIS Implementation Strengthening	Yes	$66,260.00	$20,039.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	**5.1**	Parent Education Resources, Engagement Opportunities and Support Personnel	Yes	$28,386.00	$21,492.00
6	**6.1**	Expansion of College and Career Readiness Programs at Bravo Lake High School	No	$0.00	$0.00
6	**6.2**	Individual Learning Plan Development Process	No	$78,946.00	$77,722.00
7	**7.1**	Implementation of Individual Learning Plans	No	$50,000.00	$19,403.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$9,365,475	$10,797,562.24	$9,944,780.00	$852,782.24	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	$192,792.00	$82,182.00		
1	1.2	Instructional Support Staff and Programs	Yes	$325,876.00	$295,646.00		
1	1.3	Response to Intervention Personnel and Resources	Yes	$1,683,379.00	$1,734,526.00		
1	1.4	School Readiness Personnel and Resources	Yes	$29,887.00	$30,305.00		
1	1.5	Supplemental Materials, Assessments, Professional Learning and Student Supports in English Language Arts	Yes	$23,527.00	$24,069.00		
1	1.6	Supplemental Materials, Assessments, Professional Learning and Student Supports in Math	Yes	$23,922.00	$3,102.00		
1	1.7	Math Intervention and Tutorials for Woodlake High School	Yes	$7,908.00	$0.00		
1	1.8	Implementation of supplemental ELA and Math Materials with Integrated and Designated ELD	Yes	$82,770.00	$38,210.00		
2	2.1	Personnel and Professional learning to Improve ELD Instruction	Yes	$75,939.00	$72,644.00		

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)
2	2.2	Achievement Team Process for LTELs	Yes	$4,500.00	$3,132.00		
2	2.3	Supplementary English Language Development Programs and Materials	Yes	$7,697.00	$3,435.00		
2	2.4	Expanded Learning Opportunities for English Learners	Yes	$48,829.00	$40,073.00		
2	2.5	English Learner Parent Engagement Programs	Yes	$76,765.00	$16,330.00		
3	3.1	Recruit and Maintain Quality Instructional Staff	Yes	$677,930.00	$677,930.00		
3	3.2	Personnel and Expenditures for Course of Study Programs	Yes	$1,985,236.00	$2,115,672.00		
3	3.3	Educational Technology Support Personnel and Resources	Yes	$1,626,425.24	$1,194,117.00		
3	3.4	Supplemental Resources for Mastering the CA State Standards and College and Career Readiness	Yes	$61,155.00	$30,120.00		
3	3.5	Personnel, Maintenance, and Facility Improvement Projects	Yes	$1,061,963.00	$1,025,403.00		
4	4.1	Support Personnel and Programs to Increase Attendance and Improve School Culture.	Yes	$493,047.00	$343,283.00		
4	4.2	Expanded Learning Personnel and Support	Yes	$840,748.00	$891,413.00		
4	4.3	Positive, Inclusive and Supportive School Climate	Yes	$212,462.00	$124,955.00		
4	4.4	Support Personnel and Resoruces for for At-Risk Students	Yes	$1,223,256.00	$1,176,741.00		
4	4.5	Castle Rock Elementary School PBIS Implementation Strengthening	Yes	$3,163.00	$0.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
5	**5.1**	Parent Education Resources, Engagement Opportunities and Support Personnel	Yes	$28,386.00	$21,492.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$22,738,801	$9,365,475	2.060	43.247%	$9,944,780.00	0.000%	43.735%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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

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

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

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

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