LCFF Budget Overview for Parents

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

CDS Code: 15-63859-0000000

School Year: 2024-25

LEA contact information:
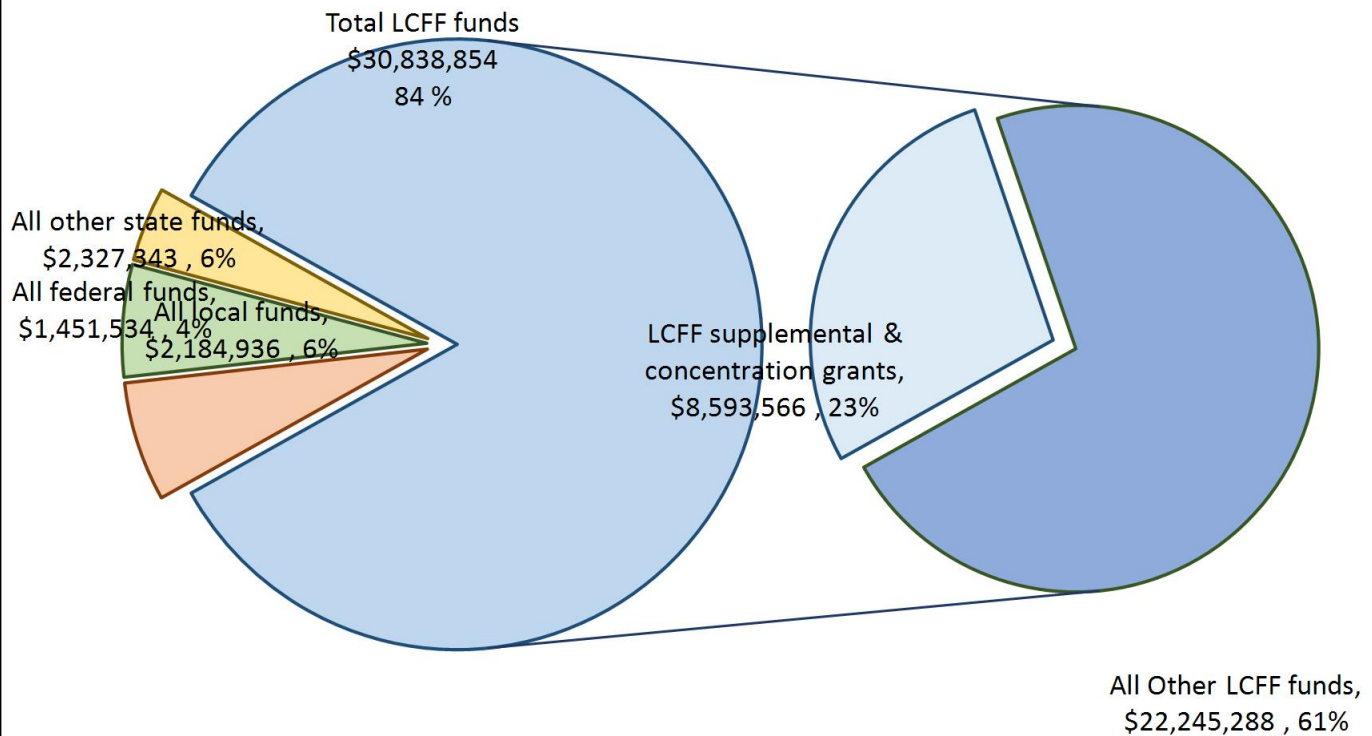
Kevin Tallon

Superintendent

ketallon@wascohsd.org

(661) 758-8447

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds
$30,838,854
84 %

All other state funds,
$2,327,343 , 6%

All federal funds,
$1,451,534 , 4%

All local funds,
$2,184,936 , 6%

LCFF supplemental &
concentration grants,
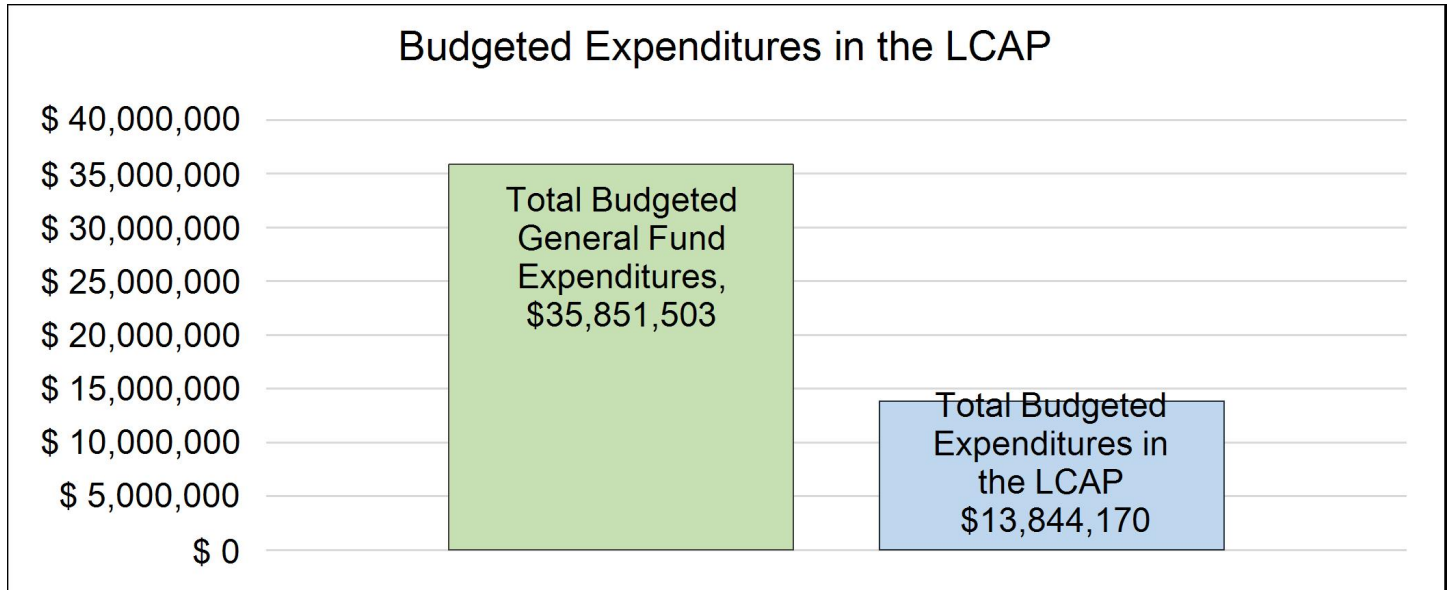$8,593,566 , 23%

All Other LCFF funds,
$22,245,288 , 61%

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

The text description for the above chart is as follows: The total revenue projected for Wasco Union High School District is $36,802,667, of which $30,838,854 is Local Control Funding Formula (LCFF), $2,327,343 is other state funds, $2,184,936 is local funds, and $1,451,534 is federal funds. Of the $30,838,854 in LCFF Funds, $8,593,566 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $35,851,503

Total Budgeted Expenditures in the LCAP $13,844,170

This chart provides a quick summary of how much Wasco Union High School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Wasco Union High School District plans to spend $35,851,503 for the 2024-25 school year. Of that amount, $13,844,170 is tied to actions/services in the LCAP and $22,007,333 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
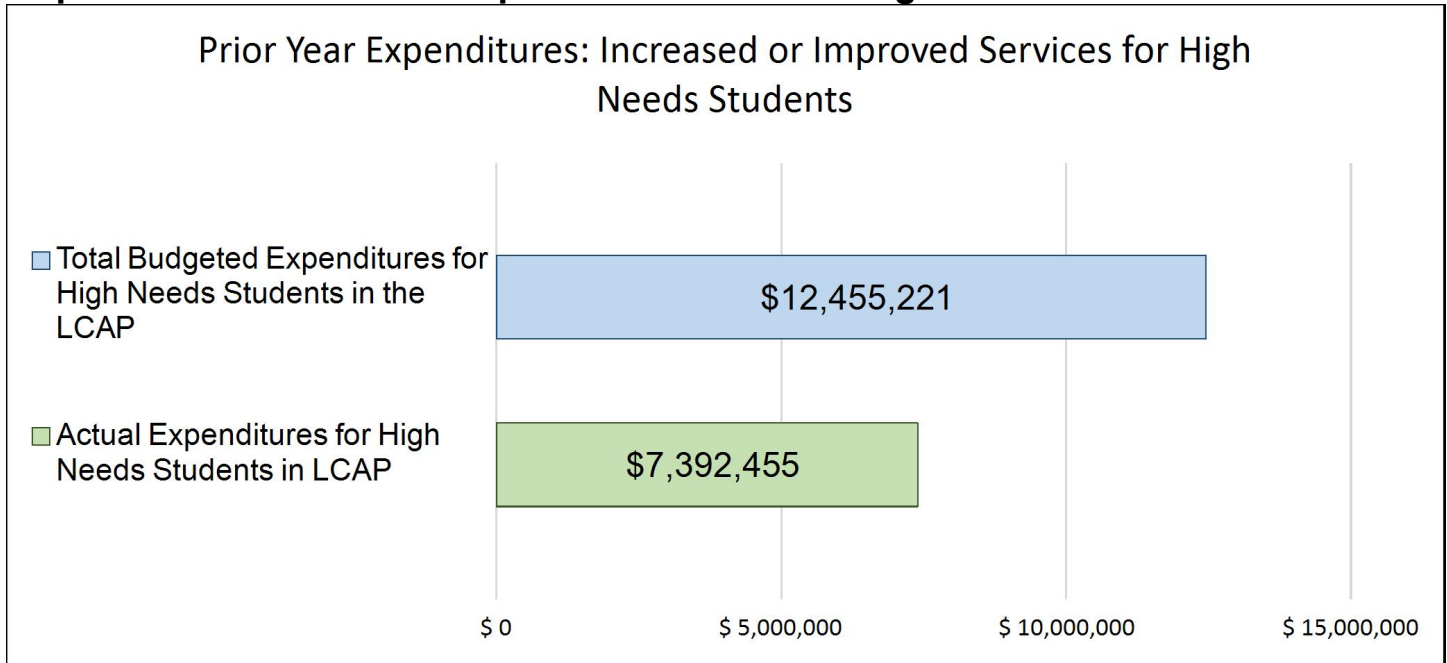
Operating expenses, personnel, construction projects

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

In 2024-25, Wasco Union High School District is projecting it will receive $8,593,566 based on the enrollment of foster youth, English learner, and low-income students. Wasco Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Wasco Union High School District plans to spend $13,353,648 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $12,455,221

☐ Actual Expenditures for High Needs Students in LCAP — $7,392,455

($ 0 $ 5,000,000 $ 10,000,000 $ 15,000,000)

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

The text description of the above chart is as follows: In 2023-24, Wasco Union High School District's LCAP budgeted $12,455,221 for planned actions to increase or improve services for high needs students. Wasco Union High School District actually spent $7,392,455 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-5,062,766 had the following impact on Wasco Union High School District's ability to increase or improve services for high needs students:

The district had other temporary supplemental funding sources and because of this services were not negatively impacted.
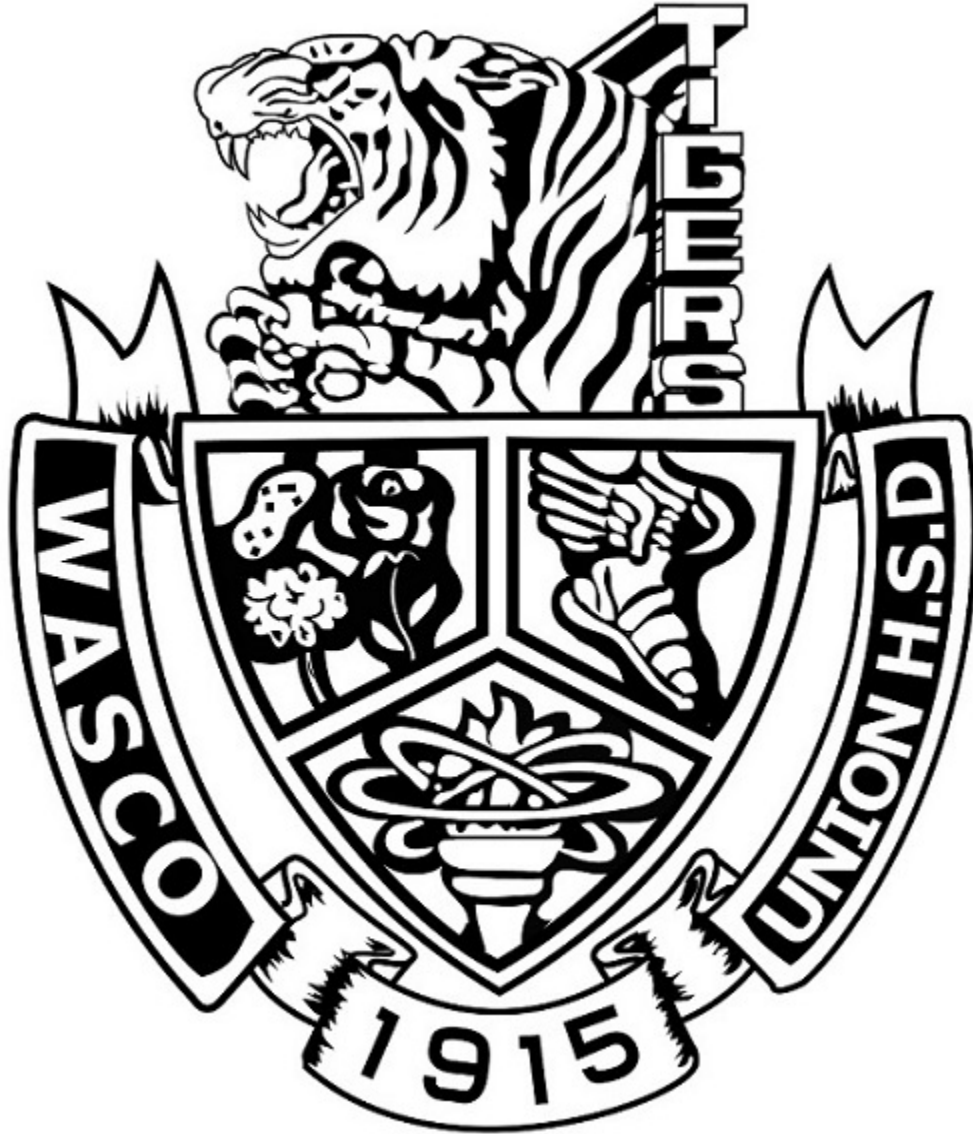
2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Wasco Union High School District	Kevin Tallon	ketallon@wascohsd.org

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
	Superintendent	(661) 758-8447

Goals and Actions

Goal

Goal #	Description
1	Goal 1 - Basic Services: All district facilities will operate in a safe, secure, clean, compliant, and efficient manner, ensuring that decisions and resources prioritize student learning leading to increased student engagement and higher graduation rates.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 1 - Basic	State Priority 1 - Basic	State Priority 1 - Basic	State Priority 1 - Basic	State Priority 1 - Basic	State Priority 1 - Basic
1A- Teachers are appropriately assigned and fully credentialed as measured by Annual Credential Audit	1A- 99% of teachers were appropriately assigned and fully Credentialed (21-22)	1A- 99% of teachers were appropriately assigned and fully Credentialed (21-22)	1A- 99% of teachers were appropriately assigned and fully Credentialed (22-23)	1A- 99% of teachers were appropriately assigned and fully Credentialed (23-24)	1A- Increase to 100% of teachers will be appropriately assigned and fully Credentialed.
1B- Pupil access to standards-aligned materials as measured by curriculum reporting to Williams.	1B- 100% of students had access to textbooks and instructional materials on 2020 Williams Reporting.	1B- 100% of students had access to textbooks and instructional materials on 2021 Williams Reporting.	1B- 100% of students had access to textbooks and instructional materials on 2022 Williams Reporting.	1B- 100% of students had access to textbooks and instructional materials on 2023 Williams Reporting.	1B- Maintain 100% of students will have access to textbooks and instructional materials.
1C- Facilities in good repair as measured by the Facility Inspection Tool.	1C- Overall rating "Exemplary" on 2020 FIT	1C- Facilities in good repair as measured by the Facility Inspection Tool. Overall rating "Exemplary" on 2021 FIT	1C- Facilities in good repair as measured by the Facility Inspection Tool. Overall rating "Exemplary" on 2022 FIT	1C- Facilities in good repair as measured by the Facility Inspection Tool. Overall rating "Exemplary" on 2023 FIT	1C- Maintain overall "Exemplary" Rating

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 5- Pupil Engagement	State Priority 5 – Pupil Engagement	State Priority 5 – Pupil Engagement	State Priority 5 – Pupil Engagement	State Priority 5 – Pupil Engagement	State Priority 5 – Pupil Engagement
5A- Attendance Rates as measured by KIDS	5A- 92.75 % Attendance Rates (2019 SIS/A2A)	5A- 92.12 % Attendance Rates (21-22 - KIDS) - As of May - 2022	5A- 91.89% Attendance Rates (22-23 - KIDS) - As of May - 2023	5A- 93.55% Attendance Rates (23-24 - KIDS) - As of January 2024	5A- Increase Attendance Rates by 2 %
5B- Chronic Absenteeism Rate as measured by A2A	5B- 17 % Chronic Absenteeism Rate (19-20 SIS/A2A) (WHS)	5B- 25.89% Chronic Absenteeism Rate (21-22 - Kern KIDS) (WHS)	5B- 24.57% Chronic Absenteeism Rate (22-23 - Kern Kids) (WHS)	5B- 20.31% Chronic Absenteeism Rate (23-24 - Kern Kids) - As of January 2024 (WHS)	5B- Decrease chronic absenteeism rate by 2 %
5C- Middle School Drop Out Rate- N/A	5C- Middle School Drop Out Rate- N/A	5C- Middle School Drop Out Rate- N/A	5C- Middle School Drop Out Rate- N/A	5C- Middle School Drop Out Rate- N/A	5C- N/A
5D- High School Dropout Rate as measured by DataQuest Four-Year Outcome Report	5D- 8.69% High School Dropout Rate - (19-20 DataQuest Four-Year Outcome Report)	5D- 7.45% High School Dropout Rate (20-21 DataQuest Four-Year Outcome Report)	5D- 6.98% High School Dropout Rate (21-22 DataQuest Four-Year Outcome Report)	5D- 5.1.% High School Dropout Rate (22-23 DataQuest Four-Year Outcome Report)	5D- Decrease dropout rate to 5%
5E- High School Graduation Rate as measured by Dashboard.	5E- 83.7% High School Graduation Rate (19-20 Data Quest)	5E- 88.3% High School Graduation Rate - (20-21 Dashboard- Additional Reports)	5E- 85.7% High School Graduation Rate - (21-22 Dashboard- Additional Reports)	5E- 90.7% High School Graduation Rate - (22-23 Dashboard- Additional Reports)	5E- Increase graduation rate to 94%

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

All actions in goal one were implemented and executed as expected by the Wasco Union High School District although all targets were not met largely due to the effects of the pandemic. This goal has allowed the district to utilize the following positions to serve students in the district where a high percentage of students fall into an unduplicated student group.

Action 1.1 supports 1 FTE (.50) Director of Programs and 1 FTE (.50) District Accounting Secretary - These position uses LCFF funds to provide increased and improved service by ensuring compliance with state and federal programs, ensuring all teachers are appropriately credentialed, and that facilities are in good repair. These expenditures are supported by 0 Uniform Complaints, 1 Teacher Missassignment, and an Overall Facility Rating of exemplary. Both positions allow the District to monitor the LCFF funding, ensure services are being provided to unduplicated students as intended, and support the development of the LCAP on an annual basis.

Action 1.1 also supports 1 FTE Assistant Principal of Student Affairs - This position uses LCFF funds to provide an increased and improved service for unduplicated pupils by funding a position that is focused on ensuring that students are able to find academic success and graduate from high school. The position is in oversight of all social-emotional, counseling, attendance, and discipline services at Wasco Union High School. Academic oversight is provided by this administrator as well.

Action 1.2 helped to maintain other services that have been provided through goal one and include a 1 FTE Equipment Manager/Trainer: The Equipment Manager / Trainer provides additional services to targeted students that participate in athletics, such as: ensuring all participants have uniforms and equipment that are clean and safe. Coaches fulfilled this role before the addition of this support. The trainer increases student access to athletic activities safely.

Additionally, 2 FTE Custodians / Bus Drivers Fix / Repair Associated Equipment Maintenance MOT equipment and positions are also supported in this action. The expenditures for MOT equipment and positions are principally directed towards targeted students by ensuring and improving safety and attendance. The two additional Bus Driver/Custodian positions provide additional services principally directed toward targeted students by an added "late bus run" and adding staff capacity to maintain the recent athletic facility improvements. Additional MOT cleaning and maintenance equipment provide additional services for targeted students by maintaining the recent upgrades and improvements to district athletic and P.E. facilities.

Because the campus is kept in good repair, specifically areas that have high use in P.E. and athletics, targeted students report a high degree of satisfaction and pride, leading to a positive school climate, including a higher degree of feeling "safe" (64%) and "connected to school" (49%) from the previous year (52% and 47% respectively) as shown by the California Healthy Kids Survey). These expenditures are supported by a relatively high Graduation Rate, high Attendance Rate, and low Dropout Rate.

Action 1.3 allowed for Athletic/Physical Education Resources for students to be housed under goal one. This action is aimed at improving the safety of equipment and facilities as needed Minor Athletic Equipment and Facility Improvements - The expenditures for equipment and facility improvements are principally directed towards targeted students by ensuring that district equipment and facilities are safe and in good working order. When athletic equipment and facilities are safe and in good repair, students are engaged in school as evidenced by 50% of

students participating in athletics (of which over 90% maintain a 2.0 or better GPA). The unduplicated count of targeted students is currently 90% of enrolled students and every 9th and 10th-grade student is enrolled in PE classes that utilize large portions of the district's facilities. Targeted students will experience improved services when equipment and facilities are kept in good repair and help to keep students engaged in school; the expenditures are also supported by a very low suspension rate and a high graduation rate.

In action 1.4, supplemental instructional supports were housed under goal one. Action 1.4 supports 0.5 Colorguard Coach Stipend Supplemental Materials, Supplemental Instructional Equipment, Supplies Supplemental Textbooks, and Instructional Materials. The expenditures for supplemental textbooks and instructional materials are principally directed toward targeted students. Improved and increased services are provided by increasing the quantity and quality of supplemental instructional textbooks and materials. Targeted students exceed 88% of enrolled students are found in every classroom throughout the district. Additional textbooks and materials include extra novels in English classes and the Library, additional instruments and staff (Colorguard coach) in fine arts, additional and higher quality lab supplies in Science classes, additional athletic equipment in Physical Education classes, and additional CTE equipment in Agriculture, Multimedia, and Culinary Arts.

The additional materials are above and beyond what base funding can afford and provide improved and increased services for targeted students. A low suspension rate and a high graduation rate support these expenditures. WUHS and WIHS Dual Enrollment textbooks are principally directed towards targeted students by increasing access and availability of early college and rigorous career preparation beyond that which could be provided with base funding alone. Targeted students exceed 88% of enrolled students and experience increased access to early college and rigorous career prep courses as evidenced by increased enrollment and access to rigorous and challenging academic courses.

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.

Goal 1 was designed to expend $1,528,408 of the 23/24 LCAP allocation. The district only expended $1,295,425 of the funds dedicated to goal 1. The carryover for this goal was $232,983. Many planned expenditures and additional new expenditures were moved to ESSER funds and the Learning Recovery Block Grant will be expended by September 2024. The increase in services still occurred but through different sources.

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

All goals in place have been long-standing and connected actions have resulted in strong performance throughout the life of the LCAP. The global pandemic affected the WUHSD and other schools in ways that education had not seen in recent history. During this time, there were some losses in progress toward district goals. Post-pandemic, the WUHSD has utilized these same actions, and all data is trending in the right direction and making gains and has deemed the actions as highly effective.

Action 1.1 was effective based on the following data points: 0 Uniform Complaints and 1 Teacher Missassignment. Additionally, attendance rates continue to improve, graduation rates have increased by 5%, and discipline incidents are down.

Actions 1.2 and 1.3 proved effective in supporting goal 1 based on the Overall Facility Rating of exemplary, the student usage of late route busses, and participation rates in both Physical Education and Athletics. 50% of the district's student population participate in an extracurricular athletic team while 90% maintain a GPA of 2.0 or higher. Additionally, 741 students in grades 9-12 are enrolled in a physical fitness class that utilizes multiple indoor and outdoor areas of the campus daily.

Action 1.4 was also effective and Supplemental Instructional Supports continue to help students make substantial progress. The WUHSD has made marked increases on state assessments in English and continual improvement in English and Math scores that correlate to all of the supports and supplemental resources that are used regularly in classrooms. CTE Pathways have increased and the number of students in each pathway has also increased. Early college is another area where supplemental resources are provided and students earning college credits have increased year over year.

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

The 23/24 Goal 1 actions were introduced with the inception of the LCAP and needed to be stand-alone measurements when the WUHSD needs were different. Moving forward, all actions in goal 1 will be housed under one of the three remaining goals: 1) Student Achievement, 2) College and Career Readiness, and 3) Positive School Climate. With these actions and metrics placed under one of the three new goals, the WUHSD will better show the connection and multipronged approach that meets the needs of targeted student groups: SED, ELLs, and Foster/Homeless Youth.

The 23/24 Goal 2 will now be the 24/25 Goal 1.
The 23/24 action 1.2 will be moved to the 24/25 action 3.1.
The 23/24 action 1.3 will be moved to the 24/25 action 2.2.

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

Goals and Actions

Goal

Goal #	Description
2	Goal 2 - Student Achievement: Goal 2 - All students will reach high standards in all content areas through a system of shared accountability and resources that ensure every student can reach higher levels of achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 2 - Implementation of State Standards	State Priority 2 - Implementation of State Standards	State Priority 2 - Implementation of State Standards	State Priority 2 - Implementation of State Standards	State Priority 2 - Implementation of State Standards	State Priority 2 - Implementation of State Standards
2A- Implementation of CCSS for all students as measured by LEA Plan monitoring tools	2A- Substantial (100%) as measured by our LEA Plan monitoring tool	2A- Substantial (100%) as measured by our LEA Plan monitoring tool (2021-2022)	2A- Substantial (100%) as measured by our LEA Plan monitoring tool (202-2023)	2A- Substantial (100%) as measured by our LEA Plan monitoring tool (2023-2024)	2A- Maintain complete Implementation of CCSS for all students as measured by LEA Plan monitoring tools
2B- Programs and Services to enable ELS to access CCSS and ELD Standards as measured by a review of Integrated and Designated ELD implementation	2B- 100% are reviewed through classroom observation of Integrated and Designated ELD Programs.	2B- 100% are reviewed through classroom observation of Integrated and Designated ELD Programs (2021-2022)	2B- 100% are reviewed through classroom observation of Integrated and Designated ELD Programs (2022-2023)	2B- 100% are reviewed through classroom observation of Integrated and Designated ELD Programs (2023-2024)	2B- Maintain full access to programs and services to enable ELS to access CCSS and ELD Standards as measured by a review of Integrated and Designated ELD implementation
State Priority 4 – Pupil Achievement	State Priority 4 – Pupil Achievement	State Priority 4 – Pupil Achievement	State Priority 4 – Pupil Achievement	State Priority 4 – Pupil Achievement	State Priority 4 – Pupil Achievement

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4A- State Assessment performance as measured by CA Dashboard (ELA and Math) and CAASPP Results (CAST)	4A- State Assessments (2019 Dashboard) English Language Arts All- 1.7 Points Below Standard ELs- 63.5 Points Below Standard Hispanic- 17 Points Below Standard SWD- 92.2 Points Below Standard SED- 9 Points Below Standard Math All- 75 Points Below Standard ELs- 126.3 Points Below Standard Hispanic- 75.5 Points Below Standard SWD- 133.4 Points Below Standard SED- 77.3 Points Below Standard CAST All- 12.39% Met or Exceeded	4A- State Assessments (2021 CAASP - KIDS) English Language Arts All- 14.7 Points Below Standard ELs- 155 Points Below Standard Hispanic- 17 Points Below Standard SWD- 134 Points Below Standard SED- 22 Points Below Standard Math All- 113 Points Below Standard ELs- 198 Points Below Standard Hispanic- 117 Points Below Standard SWD- 209 Points Below Standard SED- 118 Points Below Standard CAST 2020-2021 2020-2021 CAST All- 16.67% Met or Exceeded	4A- State Assessments (2022 Dashboard) English Language Arts All- 12.6 Points Below Standard ELs- 105 Points Below Standard Hispanic- 16.9 Points Below Standard SWD- No performance level on dashboard SED- 19 Points Below Standard Math All- 116.3 Points Below Standard ELs- 186.6 Points Below Standard Hispanic- 120.1 Points Below Standard SWD- No performance level on dashboard SED- 122.7 Points Below Standard CAST 2021-2022 2021-2022 CAST	4A- State Assessments (2023 Dashboard) English Language Arts All- 6.3 Points Above Standard ELs- 93.4 Points Below Standard Hispanic- 4 Points Above Standard SWD- No performance level on dashboard SED- 0.3 Points Below Standard Math All- 111.7 Points Below Standard ELs- 182.2 Points Below Standard Hispanic- 114.1 Points Below Standard SWD- No performance level on dashboard SED- 117.6 Points Below Standard CAST 2022-2023 All- 15.14% Met or Exceeded	4A- Increase student CAASPP performance (DFS) in ELA by 10.0 points Increase student CAASPP performance (DFS) in Math by 10.0 points Increase by 10% the number of students meeting or exceeding standards on CAST

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ELs- 1.75% Met or Exceeded Hispanic- 12.68% Met or Exceeded SWD- 0% Met or Exceeded SED- 10.75% Met or Exceeded	EL- 0% Met or Exceeded Hispanic 16.57% Met or Exceeded SWD- Data suppressed due to less than 10 students tested SED- 16.36% Met or Exceeded	All- 13.12% Met or Exceeded EL- 0% Met or Exceeded Hispanic 13.09% Met or Exceeded SWD- Data suppressed due to less than 10 students tested SED- 13.45% Met or Exceeded	EL- 0.97% Met or Exceeded Hispanic 13.44% Met or Exceeded SWD- Data suppressed due to less than 10 students tested SED- 13.83% Met or Exceeded	
4B- % of pupils completing A-G Course Requirements as measured by DataQuest	4B- A-G Course Requirements (19-20 DataQuest) 39.4% of pupils	4B- A-G Course Requirements (2021 CA School Dashboard- Additional Reports) 28.9% of pupils	4B- A-G Course Requirements (2022 CA School Dashboard- Additional Reports) 29.4% of pupils	4B- A-G Course Requirements (2023 CA School Dashboard) 24% of pupils	4B- Increase % of pupils completing A-G Courses by 10%
4C- % of pupils completing CTE Courses as measured by CA School Dashboard	4C- CTE Courses (2020 CA School Dashboard) 36.9%	4C- CTE Courses (2021 CA School Dashboard) 19.6%	4C- CTE Courses (2022 CA School Dashboard- Additional Reports) 21.8%	4C- CTE Courses (2023 CA School Dashboard Additional Reports) 26.3%	4C - Increase % of pupils completing CTE Courses by 10%
4D- % of pupils completing A-G Course and % of pupils completing CTE Courses as measured by DataQuest	4D- A-G Course and CTE Course (2019-2020 Data Quest) 85% (A-G Course) & CTE (CTE Completers)	4D- A-G Course and CTE Course (2019-2020 Data Quest) 10.4% (A-G Course) & CTE (CTE Completers)	4D- A-G Course and CTE Course (2022 CA School Dashboard- Additional Reports) 12.9% (A-G Course) & CTE (CTE Completers)	4D- A-G Course and CTE Course (2023 CA School Dashboard- Additional Reports) 31.9% (A-G Course) & CTE	4D - Increase by 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	In reviewing data for 20-21, it was determined that the baseline above was incorrect.				
4E- % of ELs making progress towards English Proficiency as measured. by the ELPI Indicator on the CA Dashboard	4E- Progress towards English Proficiency (2019 CA Dashboard) 43.6 % of ELs	4E- Progress towards English Proficiency (2020-2021 - KIDS) 23% of ELs	4E- Progress towards English Proficiency (2022 Dashboard) 33.2% of ELs	4E- Progress towards English Proficiency (2023 Dashboard) 32.5% of ELs	4E- Increase % of ELs making progress towards English Proficiency by 10%
4F- English Learner Reclassification Rate as measured by DataQuest	4F- English Learner Reclassification Rate (20-21 DataQuest) 7.4%	4F- English Learner Reclassification Rate (2021-2022 - KIDS) 2.4%	4F- English Learner Reclassification Rate (2022-2023 - KIDS) 7.08%	4F- English Learner Reclassification Rate (2023-2024 - KIDS) 6.27%	4F- Increase English Learner Reclassification Rate by 10%.
4G- AP Exam Pass Rate (Score of 3 or higher) as measured by CA Dashboard	4G- AP Exam Pass Rate (2020 Dashboard) 53.3%	4G- AP Exam Pass Rate (2021 Dashboard) 35.5%	4G- AP Exam Pass Rate (2022 Dashboard) 36.6%	4G- AP Exam Pass Rate (2023 Dashboard) 36%	4G- Increase % of pupils passing AP exams by 10%
4H- % of pupils who demonstrate EAP College Preparedness as measured by CAASPP Website	4H- EAP College Preparedness (2019 CAASPP Website): ELA = 51.75% Math = 25.44%	4H- EAP College Preparedness (2021 CAASPP Website): ELA = 48.76% Math = 14.74%	4H- EAP College Preparedness (2022 CAASPP Website): ELA = 48.80% Math = 14.63%	4H- EAP College Preparedness (2023 CAASPP Website): ELA = 61.26% Math = 15.97%	4H- Increase % of pupils who demonstrate EAP College Preparedness by 10%

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

The second goal for the WUHSD focuses on "Student Achievement" to ensure all students will reach high standards in all content areas through a system of shared accountability and resources that ensure every student can reach higher levels of achievement. All actions were fully implemented as planned except action 2.5 which is centered around "English Learner Support Services".

The WUHSD prides itself on providing students with the latest technology and supplemental digital resources to ensure all students have access to the materials and resources needed. As noted in action 2.1, many of these digital supplemental resources target students who come from socioeconomically disadvantaged backgrounds, are English Language Learners or have unstable housing arrangements, and are considered Foster Youth or Homeless. Many of the supplemental instructional resources continue to be utilized by staff and students to support learning and improved educational outcomes. Upon annual review, some of the services listed will be removed due to lack of use or duplication. Other items will be added to help provide more support for EL, SWD, and SED students.

Goal two also supports Academic and SEL Support Services for WUHSD students in action 2.2. This action assists in maintaining Counseling and Language Support Services: 1.0 District Psychologist 2.0 FTE Counselor (WUHS) 1.0 FTE Counselor (WIHS) Additional Counseling time (Prep / OT) 1.0 Social Worker. These Additional services are principally directed toward unduplicated students by assisting with monitoring, collecting, and preparing data, monitoring academic progress, and coordinating the Reclassification process for English Learners. All positions have been filled, trained, and fully implemented into the daily WUHSD routines. Based on this ongoing monitoring and support, attendance and graduation rates are steadily improving, ATS has fewer repeaters, and STRIPES are increasing. EL reclassifications are on track to increase by almost 50% in the first year after adding an ELD Coordinator. The positive behavior programs are also working to reinforce positive behavior, attendance continues to increase, and grad rates also continue to improve. Post-pandemic there is still a challenge with Chronic Absenteeism, although rates continue to decrease.

Action 2.3 helps promote ongoing Professional Development and is a foundational key tied to student support and achievement. The WUHSD strives to maintain professional development and training including Induction Programs (CASC, BTSA, Intern), Staff Development and Conferences, Curriculum Development, Academic Coaching Staff, and Training expenditures are principally directed toward targeted students by improving the curricular and classroom instructional quality beyond that which could be provided with base funding alone. Targeted students exceed 88% of enrolled students and experience improved and increased services of well-trained staff.

WUHS Academic Coaches (ACs) in English Language Arts, Mathematics, and Science have played a significant role in the professional development model. ACs provide ongoing professional development including an intensive five-day "boot camp" for new teachers. The "boot camp" provides new teachers with a comprehensive overview of the research-based strategies and pedagogy which is at the core of teaching and learning at WUHS and promotes a sustainable system. Curriculum development is ongoing throughout the school year by way of an intentional professional development plan. The plan focuses on providing job-embedded professional development on research-based teaching practices including, but not limited to: in-depth lesson studies in core subject areas, strategies to provide support and intervention for at-risk students including EL and SPED students. The research-based approaches to literacy, research design, and critical thinking include collaborative activities such as the creation and implementation of Evidence-Based Learning Modules that align the curriculum to the

Common Core Standards, authentic assessments, and rubric-based scoring to evaluate and improve student learning. The plan supports extra time for teachers, substitute teachers for professional development workshops, and services from entities to facilitate the training.

Action 2.4 ensures that Intervention Support and Extended Learning Opportunities are an available component to help promote high student achievement. The WUHSD has various options for students that provide intervention support and early learning opportunities. Maintain Academic Support Programs: Academic Support and Intervention classes 2.0 FTE Instructional Assistant Summer School and Freshman Academy classes NWEA Testing Academic Support Programs, including Summer School and Freshman Academy expenditures, are principally directed towards targeted students by increasing credit recovery, instructional support, and elective choices beyond that which could be provided with base funding alone. Targeted students exceed 80% of enrolled students and experience increased academic support.

Extended learning opportunities exist in many forms. The four-week Freshman Academy was instituted for all incoming freshmen occurring in June each year. The academy runs for three hours a day with each student attending an English and math class. An early college academy has over 250 students who are dually enrolled in community college classes on the WUHS campus. The program has approximately 64 students in each grade level and the students that complete it successfully will be 10 units short of an Associate's of Arts Degree when they graduate from high school. The students receive additional academic support and intervention throughout the school year to successfully meet the requirements and rigor of college courses. In the summer of 24-25, additional dual enrollment courses will be offered to service students outside of the academy. The district will also continue with in-person summer school that will operate at both schools and serve almost half of the District enrollment.

The final action for goal number two, action 2.5, is centered around English Learner Support Services. This funding helps to maintain and Increase EL Services via a 0.5 FTE Language Assessor, 0.6 FTE EL Coordinator, 10.0 Instructional Assistants, and professional development. The EL Coordinator and Language Assessor expenditures are principally directed toward English Learners by assisting with monitoring English Learners, collecting and preparing data, monitoring Individual Learning Plans, and coordinating the Reclassification process for English Learners. Ten Instructional Instructional Assistants are principally directed toward English Learners by assisting with instruction and lesson delivery in most core classes. In the 22-23 school year the initial EL Instructional Aide was hired and trained and began to support EL students. In the 23-24 school year the ELD Coordinator and three additional IA's were added. This implementation had a strong impact on student learning and led to an almost 50% increase in EL reclassifications in the first full year. As mentioned above, this has not been fully implemented because we have not brought on all ten instructional aides. The WUHSD will continue to assess the needs of the district and determine how many additional IA's are feasible each year.

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.

Goal 2 was designated as $3,861,540 of the 23/24 LCAP but the district only used $871,329 of this allocation. The carryover for this goal was $2,990,211. Many planned expenditures and additional new expenditures were moved to ESSER funds and the Learning Recovery Block Grant will be expended by September 2024. The increase in services still occurred but through different sources.

The WUHSD continues to make tremendous strides in student achievement. All actions within goal two are categorized as highly effective and will be moving forward into the 2024-2025 LCAP. Data from the 2023 California State Dashboard shows that students have made mild to significant gains on state assessments (CAASPP ELA and Math and CAST Science).

Action 2.1 allowed students to have access to multiple educational support agreements that enhanced and improved engagement with curriculum and content. This action also provided tutoring to students in all core subjects. Data shows that grad rates have increased from 91.64% in 2022 to 93.28% in 2023. In addition, the graduation rate this year is anticipated to be higher.

Action 2.2 supported a 1.0 District Psychologist, 2.0 FTE Counselor (WUHS), 1.0 FTE Counselor (WIHS), and 1.0 Social Worker who support students by providing mental health assessments, counseling sessions, and intervention strategies to address emotional, behavioral, and social challenges. They collaborate with teachers and families to create supportive environments and implement individualized plans for student success. Additionally, they offer resources and referrals to community services when needed. Data shows that attendance rates increased from 92.6% in April 2022 to 93.68% in April 2023. Behavior incidents decreased from 11,886 incidents in the 22-23 school year to 10,234 incidents in the 23-24 school year. Overall students were more engaged academically and socially.

Action 2.3 supported staff and curriculum development which ultimately impacts student achievement. Staff professional development help to enhance teaching quality, foster innovative instructional strategies, and promote a growth mindset among educators, ultimately leading to improved student engagement and learning outcomes. Curriculum development ensured alignment with academic standards, incorporated best practices, and addressed diverse student needs, which positively impacted student achievement by providing relevant and rigorous learning experiences. data showed that student achievement increased on state assessments. ELA scores have increased by 18.9 points. Math scores have increased by 4.6 points, and suspension rates have maintained at 0.1%.

Action 2.4 was highly effective in providing Academic Support and intervention classes, 2.0 FTE Instructional Aides, Summer School, and Freshman Academy, and other extended learning opportunities. Freshman Academy and Summer School both had attendance rates over 82%. The WUHSD served over 3,100 students during Saturday School opportunities for extra support, assignment and test make-up, and attendance recovery. Instructional aides have also supported in all core classes giving students more individualized help.   Data shows that grad rates have increased from 91.64% in 2022 to 93.28% in 2023. In addition, the graduation rate this year is anticipated to be higher.

Action 2.5 has not been ineffective in supporting English Learners fully. Based on the lack of progress, the district added an ELD Coordinator and additional IA's in the 23-24 school year and will not have dashboard results until late Fall of 2024. Based on current local data, the district believes that a focused approach and additional support for EL learners will make a substantial difference because reclassification rates have almost doubled in the 23-24 school year. We will also work toward further implementation of IA's and add student recognition for students who improve their ELPAC and ELPI scores.

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

The actions under the 23/24 goal 2 will be moved to the 24/25 goal 1.
The 23/24 action 1.3 will be moved into the 24/25 goal action 2.2

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

Goals and Actions

Goal

Goal #	Description
3	Goal 3 - By increasing access to a broad course of study, all students will graduate from high school ready to begin a career with the option to continue their education in college, technical school, or the military.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 7 – Course Access (from 20-21)	State Priority 7 – Course Access (from 20-21)	State Priority 7 – Course Access (from 21-22)	State Priority 7 – Course Access (from 21-22)	State Priority 7 – Course Access (from 21-22)	State Priority 7 – Course Access (from 20-21)
7A - Broad Course of Study CTE Course Completion Rate UC/CSU Enrollment Rate as measured by master schedules AP Courses Offered as measured by master schedules AP Enrollment Rate as measured by master schedules Remedial Enrollment Rate as measured by master schedules	7A - Broad Course of Study CTE Course Completion Rate: 36% UC/CSU Enrollment Rate: 93% AP Courses Offered: 8	7A - Broad Course of Study CTE Course Completion Rate: 38% UC/CSU Enrollment Rate: Metric has been discontinued to reflect an increased focus on dual enrollment as a broad course of study. AP Courses Offered: Metric has been discontinued to reflect an increased focus on dual enrollment as a broad course of study.	7A - Broad Course of Study CTE Course Completion Rate: 12.9% UC/CSU Enrollment Rate: Metric has been discontinued to reflect an increased focus on dual enrollment as a broad course of study. AP Courses Offered: Metric has been discontinued to reflect an increased focus on dual enrollment as a broad course of study.	7A - Broad Course of Study CTE Course Completion Rate: 25.8% UC/CSU Enrollment Rate: Metric has been discontinued to reflect an increased focus on dual enrollment as a broad course of study. AP Courses Offered: Metric has been discontinued to reflect an increased focus on dual enrollment as a broad course of study.	7A - Broad Course of Study Increase CTE Course Completion Rate by 20%. - Increase UC/CSU Enrollment Rate by 3%. - Increase or Maintain AP Course Offerings.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
New Metric from 2021-2022: Number of students in Dual Enrollment (KiDS DE Summary)	AP Enrollment Rate: 10% New Baseline from 2021-2022: Number of students in Dual Enrollment = 648	AP Enrollment Rate: Metric has been discontinued to reflect an increased focus on dual enrollment as a broad course of study. # of students in Dual Enrollment: 648	AP Enrollment Rate: Metric has been discontinued to reflect an increased focus on dual enrollment as a broad course of study. # of students in Dual Enrollment: 537	AP Enrollment Rate: Metric has been discontinued to reflect an increased focus on dual enrollment as a broad course of study. # of students in Dual Enrollment: 537	• Increase AP Enrollment Rate by 5%. # of students in Dual Enrollment: 537
7B- Extent to which pupils have access to and are enrolled in programs/services for unduplicated pupils as measured by master schedules and program enrollment data	7B- 100% of unduplicated students have access to and are enrolled in programs and services for unduplicated students. 2019 Dashboard CCI Indicator : 39.2% of SED are prepared 8.3% EL are prepared	7B- 100% of unduplicated students have access to and are enrolled in programs and services for unduplicated students (2021-2022) 2021 Dashboard CCI Indicator : CCI was not reported in 2021	7B- 100% of unduplicated students have access to and are enrolled in programs and services for unduplicated students (2022-2023) 2022 Dashboard CCI Indicator : CCI was not reported in 2022	7B- 100% of unduplicated students have access to and are enrolled in programs and services for unduplicated students (2023-2024) 2023 Dashboard CCI Indicator : 34.6% Total Prepared 31.9% SED are prepared 8.1% EL are prepared	7B - Increase College & Career Readiness Indicator for Socioeconomically Disadvantaged and EL's by 7%.
7C- Extent to which pupils have access to and are enrolled in programs/services for	7C- 100% of students with exceptional needs have access to and are enrolled in	7C- 100% of students with exceptional needs have access to and are enrolled in	7C- 100% of students with exceptional needs have access to and are enrolled in	7C- 100% of students with exceptional needs have access to and are enrolled in	7C - Increase by 10% TBD In progress

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
pupils with exceptional needs as measured by master schedules and program enrollment data	programs/services for students with exceptional needs.	programs/services for students with exceptional needs (2021-2022)	programs/services for students with exceptional needs	programs/services for students with exceptional needs	
State Priority 8 – Other Pupil Outcomes (from 18-19 data)	State Priority 8 – Other Pupil Outcomes (from 19-20 data)	Priority 8 – Other Pupil Outcomes (from 21-22 data)	Priority 8 – Other Pupil Outcomes (from 22-23 data)	Priority 8 – Other Pupil Outcomes (from 23-24 data)	State Priority 8 – Other Pupil Outcomes (from 18-19 data) -
8A - AP Exam Participation Rate as measured by local data 8B - Percent of Students Meeting Fitness Standards as measured by the Physical Fitness Test (PFT) - All Grades	8A - AP Exam Participation Rate: 7% New Metric added for the 2022-2023 LCAP: 8B - Percent of Students Meeting Fitness Standards - All Grades - 2018-2019: 34%	8A - Metric has been discontinued to reflect an increased focus on dual enrollment as a broad course of study. The most recent data available is from 2018-2019: Percent of Students Meeting Fitness Standards - All Grades - 34%	8A - Metric has been discontinued to reflect an increased focus on dual enrollment as a broad course of study. The most recent data available is from 2018-2019: Percent of Students Meeting Fitness Standards - All Grades - 34%	8A - Metric has been discontinued to reflect an increased focus on dual enrollment as a broad course of study. The most recent data available is from 2018-2019: Percent of Students Meeting Fitness Standards - All Grades - 34%	8A - Increase AP Exam Participation Rate by 5. (Metric discontinued) (New Metric) 8B - 40% will meet the Physical Fitness Test requirements in 2023-2024.

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Goal number three, the WUHSD College and Career Goal, states by increasing access to a broad course of study, all students will graduate from high school ready to begin a career with the option to continue their education in college, technical school, or the military. The actions for this goal encompass broad opportunities to take courses that will set students on track to succeed in college, a career, or the military post-high school graduation. Additionally, it provides access to resources through technology devices, connectivity, infrastructure, and resources for all students and staff.

Action 3.1 supports a 1.0 FTE Career Center Technician and maintains a College and Career Services. The tech plays a large role in ensuring that all students have access to information to help them make informed decisions regarding their post-high school plan. The tech also assists in college tours, financial aid support, College and career fairs, and other workshops.

Action 3.2 supports students by providing access to a broad course of study. Additional funding allows the district to add additional periods of high-demand classes, additional elective choices, and reasonable class sizes to ensure all students have an opportunity to engage with a wide variety of curricula including various electives, CTE pathway courses, and dual-enrollment courses.

Action 3.3 helps maintain the Ag Academy program including a 1.0 FTE Ag. Prep Program Coordinator, and 1.0 FTE Ag. Prep Student Coordinator who supports the availability of rigorous career preparation above and beyond what base funding can support alone. Data shows that 98% of students in this program graduate with an AS degree prior to graduating from high school each year.

Action 3.4 helps fund the WUHSD CTE Pathways program which has been fully implemented with five pathways and a CTE Coordinator. These pathways are intertwined with courses for high school credit, courses that are articulated with our local Junior College, and dual-enrollment course credit. Approximately 60% of the WUHSD student population is enrolled in the CTE program in some format. With such a high concentration of targeted students in the district, this provides additional opportunities for students to gain access to courses that will better prepare them for college and career opportunities after high school.

Actions 3.5, 3.6, and 3.7 support the integration of technology that plays an integral part in the world of a student at WUHSD. These actions focus on devices, connectivity, infrastructure, resources, and support services to ensure students have adequate access to technology. This support helps break down barriers for all students, and more importantly, targets students who may not have consistent access outside of the school day without this action.

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.

Goal 3 was designed to expend $6,245,917 of the 23/24 LCAP allocation. The district only expended $4,483,307 of the funds dedicated to goal 3. The carryover for this goal was $1,762,610. Many planned expenditures and additional new expenditures were moved to ESSER funds and the Learning Recovery Block Grant will be expended by September 2024. The increase in services still occurred but through different sources.

All of the actions in goal three have been effective in helping the WUHSD ensure that all students have access to a broad course of study and prepare them for college, career, or the military after high school.

Action 3.1 has been effective by ensuring students have access to college, career, and military information and needed resources to attain their goals. Data that supports the use of these resources include all 9th and 12th-grade students who had presentations in the 23/24 school year. In addition, 141 students scheduled their own 1:1 appointments. 74 students signed up for assistance with the military and ASVAB testing. There have also been multiple college workshops with an average attendance of approximately 100 per session. The entire district has also had three college and career fairs that allowed for face-to-face interactions with colleges, employers, and other post-high school supports.

Actions 3.2, 3.3, and 3.4 continue to be highly effective and allow students access to a broad course of study including various electives, AP courses, CTE pathway courses, articulated courses, dual-enrollment courses, and college prep courses for all students. Because students are engaged, attendance rates have increased, Chronic Absenteeism has gone down, and behavior incidents have decreased by 10% in the last year. 60% of WUHSD students are enrolled in a CTE pathway, 770 students have taken early college courses and approximately 70 Seniors will earn their AA degree before they earn their high school diploma.

Actions 3.5, 3.6, and 3.7 are all actions that are highly effective and allow our students to have access to technology and digital resources inside the classroom and at home beyond the school day. All students are 1:1 with Chromebooks, have access to Hotspots, and have numerous digital resources at their fingertips to help support them in any of their courses or school activities.

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

The 23/24 goal 3 will become the 24/25 Goal 2.
The 23/24 Action 1.2 will be moved to the 24/25 action 3.1.

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

Goals and Actions

Goal

Goal #	Description
4	Goal 4 - In collaboration with our community, develop a challenging, safe, and caring learning environment that supports positive physical and mental health, celebrates diversity, inclusion, and promotes effective communication with all educational partners.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 3 – Parental Involvement (from 19-20 data):	State Priority 3 – Parental Involvement (from 20-21 data):	State Priority 3 – Parental Involvement (from 21-22 data):	State Priority 3 – Parental Involvement (from 22-23 data):	State Priority 3 – Parental Involvement (from 22-23 data):	State Priority 3 – Parental Involvement (from 19-20 data):
3A - Parent Club Meetings as measured by meeting agendas and sign-in sheets.	3A - Parent Club Meetings: 6 (WUHS), 6 (WIHS)	3A - Parent Club Meetings: 4 (WUHS), 4 (WIHS) (2021-2022)	3A - Parent Club Meetings: 5 (WUHS), 5 (WIHS) (2022-2023)	3A - Parent Club Meetings: 5 (WUHS), 5 (WIHS) (2023-Januray 2024)	3A - Increase Parent Club Meetings by 2.
3B - School Site Council Meetings as measured by meeting agendas and sign-in sheets.	3B - School Site Council Meetings: 5 (WUHS), 5 (WIHS)	3B - School Site Council Meetings: 4 (WUHS), 4 (WIHS) (2021-2022)	3B - School Site Council Meetings: 5 (WUHS), 5 (WIHS) (2022-2023)	3B - School Site Council Meetings: 6 (WUHS), 6 (WIHS) (2023 - January 2024)	3B - Maintain School Site Council Meetings at a minimum of 6 meetings held at each site.
3C - DELAC / ELAC Meetings as measured by meeting agendas and sign-in sheets.	3C - DELAC / ELAC Meetings: 3 (district), 5 (WUHS), 5 (WIHS)	3C - DELAC / ELAC Meetings: 3 (district), 5 (WUHS), 5 (WIHS) (2021-2022)	3C - DELAC / ELAC Meetings: 3 (district), 5 (WUHS), 5 (WIHS) (2022-2023)	3C - DELAC / ELAC Meetings: 3 (district), 5 (WUHS), 5 (WIHS) (2023-January 2024)	3C - Increase DELAC / ELAC Meetings by 2.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3D - Annual Title I Parent Meeting Attendance	3D- Annual Title I Parent Meeting Attendance: 277	3D- Annual Title I Parent Meeting Attendance: 254	3D- Annual Title I Parent Meeting Attendance: 196	3D- Annual Title I Parent Meeting Attendance: 250	3D - Maintain Annual Title I Parent Meeting Attendance
3E - SWD Parent Advisory Meetings	3E - SWD Parent Advisory Meetings: 1	3E - SWD Parent Advisory Meetings: 1 (2021-2022)	3E - SWD Parent Advisory Meetings: 1 (2022-2023)	3E - SWD Parent Advisory Meetings: 1 (2023-2024)	3E - Increase SWD Parent Advisory Meetings by 1
State Priority 5 – Pupil Engagement (from 19-20 data):	State Priority 5 – Pupil Engagement (from 20-21 data):	State Priority 5 – Pupil Engagement (from 21-22 data):	State Priority 5 – Pupil Engagement (from 22-23 data):	State Priority 5 – Pupil Engagement (from 23-24 data):	State Priority 5 – Pupil Engagement (from 19-20 data):
5A - 5A- Weekly Attendance Rates as measured by KIDS	5A - Weekly Attendance Rate: 92% (20-21 - KIDS)	5A - Weekly Attendance Rate: 92.61% (21-22 - KIDS)	5A - Weekly Attendance Rate: 92.69% (22-23 - KIDS)	5A - Weekly Attendance Rate: 93.87% (2023 through January 2024 KIDS)	5A - Improve Weekly Attendance Rate by 2%.
5B - Truancy Rate as measured by Student Information System (SIS)	5B - Truancy Rate: 27.3% (20-21 - SIS)	5B - Truancy Rate: 31.3% (21-22- SIS)	5B - Truancy Rate: 29.2% (22-23 - SIS)	5B - Truancy Rate: 21.55% (23-24 - SIS)	5B - Improve Truancy Rate by 5%
5C - Chronic Truancy Rate as measured by Student Information System (SIS)	5C - Chronic Truancy Rate: 2.7%	5C - Chronic Truancy Rate: 3.6% (21-22 - SIS)	5C - Chronic Truancy Rate: 3.1% (22-23 - SIS)	5C - Chronic Truancy Rate: 3.1% (23-24 - SIS)	5C - Improve Chronic Truancy Rate by 3%
5D - Chronic Absenteeism Rate as measured by Student Information System (SIS)	5D - Chronic Absenteeism Rate: 20.05% (20-21 - KIDS)	5D - Chronic Absenteeism Rate: 17.1% (21-22 - KIDS)	5D - Chronic Absenteeism Rate: 24.57% (22-23 - KIDS)	5D - Chronic Absenteeism Rate: 21.11% (2023 through January 2024 - KIDS)	5D - Improve Chronic Absenteeism Rate by 5%
5E - High School Dropout Rate as measured by Student	5E - High School Dropout Rate: 8.7% (20-21 - KIDS)	5E - High School Dropout Rate: 7.45% (21-22 - KIDS)	5E - High School Dropout Rate: 9.1% (22-23 - KIDS)	5E - High School Dropout Rate: 9.1% (23-through January 2024 - KIDS)	5E - Improve High School Dropout Rate by 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Information System (SIS)					
5F - Graduation Rate as measured by Student Information System (SIS)	5F - Graduation Rate: 83.7% (19-20 Dashboard- Additional Reports)	5F - Graduation Rate: 88.3% (20-21 Dashboard- Additional Reports)	5F - Graduation Rate: 85.7% (21-22 Dashboard- Additional Reports)	5F - Graduation Rate: 90.7% (22-23 Dashboard- Additional Reports)	5F - Improve Graduation Rate by 10%.
State Priority 6 – School Climate (from 19-20 data):	State Priority 6 – School Climate (from 19-20 data):	State Priority 6 – School Climate (from 21-22 data):	State Priority 6 – School Climate (from 22-23 data):	State Priority 6 – School Climate (from 22-23 data):	State Priority 6 – School Climate (from 19-20 data):
6A - Suspension Rate as measured by Student Information System (SIS)	6A - Suspension Rate: 0.4%	6A - Suspension Rate: 0.0% (from KIDS) (2021-2022)	6A - Suspension Rate: 0.0% (from KIDS) (2022-2023)	6A - Suspension Rate: 0.0% (from KIDS) (2023 through January 2024)	6A - Maintain Suspension Rate
6B - Expulsion Rate as measured by Student Information System (SIS)	6B - Expulsion Rate: 0.0%	6B - Expulsion Rate: 0.0% (2021-2022)	6B - Expulsion Rate: 0.0% (2022-2023)	6B - Expulsion Rate: 0.0% (2023 through January 2024)	6B - Maintain Expulsion Rate
6C - Student Voices Equity Survey as measured by local climate survey	6C - Student Voices Equity Survey: Maintained or made improvement in 18/18 questions	6C - Student Voices Equity Survey: Maintained or made improvement in 18/18 questions - (Wasco High School)	6C - Student Voices Equity Survey: Maintained or made improvement in 18/18 questions in four areas (Wasco High School)	6C - Student Voices Equity Survey: Maintained or made improvement in 18/18 questions in four areas (Wasco High School)	6C - Improve Student Voices Equity Survey in 7 areas of school climate

Goal Analysis

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

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

All actions in Goal 4, the WUHSD positive school climate goal, have been implemented to develop a challenging, safe, and caring learning environment that supports positive physical and mental health, celebrates diversity, and inclusion, and promotes effective communication with all educational partners.

Action 4.1 supports a 1.0 FTE District Safety Officer, 1.0 FTE Attendance Monitor, 1.0 FTE Campus Security Supervisor, 1.0 FTE District Nurse, 3 stipends for Health Clerks, A2A Attendance Monitoring, and school safety training and supplies. All of these services address the safety and attendance needs of the district to ensure that students are taken care of and supported. With these supports in place, behavior issues are minimized, and a positive culture is prominent. Students who need medical assistance are serviced quickly and efficiently and attendance struggles are addressed early to try and remedy issues before they get out of hand.

Action 4.2 provides for more campus safety and security measures. The Raptor background system has been fully implemented and helps to determine who is being let onto each campus with one point of entry and a quick background check before they are permitted. This also helps track which visitors are on campus at any given time if there is a true emergency. Additionally, a full surveillance alarm/monitoring system has been installed and is used daily to monitor the facilities and keep the staff and students safe.

Action 4.3 helps to maintain a positive and engaging school culture where students feel noticed and recognized. Students who participate in Academic Competitions and other activities tend to be more engaged, have better attendance rates, and have minimal behavioral issues.

Actions 4.4 and 4.5 focus on parent, student, and educational partner engagement and are a regular focus of the WUHSD. Through this action, the district facilitates the Tiger Parent Club, Student Voices Surveys, and has improved and increased communication with all stakeholders. Over the last three years there has been a noticeable difference in participation rates and stakeholder feedback has been positive.

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.

Goal 4 was designed to expend $819,356 of the 23/24 LCAP allocation. The district only expended $742,394 of the funds dedicated to goal 4. The carryover for this goal was $76,962. Many planned expenditures and additional new expenditures were moved to ESSER funds and the Learning Recovery Block Grant will be expended by September 2024. The increase in services still occurred but through different sources.

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

Action 4.1 and 4.2 have been effective in addressing campus safety, security, and monitoring to help ensure that the climate of each campus within the district operates under a positive climate. Stakeholders report they appreciate these services and often desire to increase these services when possible. Attendance rates continue to improve and currently have risen another 2% since last year at this time. Behavior incidents have also decreased from 11,886 incidents in 22-23 to 10,234 incidents in the 23-24 school year. Grad rates have increased from 91.64% in 2022 to 93.28% in 2023. In addition, the graduation rate this year is anticipated to be higher.

Action 4.3, 4.4, and 4.5 addresses student, parent, and educational partner engagement and has shown to be effective based on a chronic absenteeism rate that has decreased from 28.4% in 21-22 to 24.9% currently. The daily attendance rate has increased by approximately 1/2 a percent and hovers at 93.5% which is good for a high school setting, and an extremely low suspension rate at 0.1%.

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

The items in the 23/24 Goal #4 will be move to the 24/25 Goal #3.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Wasco Union High School District	Kevin Tallon Superintendent	ketallon@wascohsd.org (661) 758-8447

Plan Summary [2024-25]

General Information

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

The Wasco Union High School District (WUHSD) serves approximately 1,730 students in the community of Wasco, nestled in Northern Kern County, California, with approximately 25,000 residents. The student body is predominantly Hispanic (94.2%), with approximately 89% classified as Socioeconomically Disadvantaged. WUHSD is comprised of Wasco High, a comprehensive high school, and Independence High, a continuation high school. The district's unduplicated count, reflecting "targeted students" according to the Local Control Funding Formula, totals 1,602, constituting approximately 93% of the enrolled student body.

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

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

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

Reflections: Annual Performance

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

The Wasco Union High School District is a results-driven, collaborative learning community dedicated to ensuring all students receive a high-quality, equitable education. With a foundation built on high expectations for every student, we strive to empower them to graduate with

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

The Wasco Union High School District is comprised of one comprehensive high school (Wasco High School) and one alternative campus (Wasco Independence High School). Both have received high honors including the California Gold Ribbon School, California Model Continuation School, and most recently, Wasco High School received the California Distinguished School Award.

Student Achievement:
ELA: The WUHSD celebrates a significant milestone with an outstanding growth of 18.9 points in English Language Arts (ELA) proficiency. This achievement underscores our commitment to fostering literacy skills and promoting a culture of comprehension district-wide. Notably, English Language Learners, while still in the orange band, demonstrated a commendable increase of 11.7 points. Similarly, students with disabilities exhibited significant growth, with an increase of 18.3 points. However, there remains a substantial discrepancy of approximately 117 points below the "All Students" category, highlighting the need for continued targeted interventions and support to address this disparity. It is worth noting that Socioeconomically Disadvantaged and Hispanic students continue to perform well and are in alignment with the "All Students" group in both ELA and Math.

Math: While all student groups have shown growth, it's crucial to note that the two lowest-performing sub-groups are English Learners (ELs) and Students with Disabilities which fell into the red category. Both groups show an approximate 70-point discrepancy compared to the "All Students" group, emphasizing the importance of targeted support and interventions to address this gap. Additionally, Socioeconomically Disadvantaged and Hispanic students continue to perform well and are in alignment with the "All Students" group in Math.

English Language Proficiency:
ELPI: The ELPI was introduced in the 22/23 CA School Dashboard. In this baseline year, progress towards the English Language Proficiency Indicator (ELPI) stands at 32.50%, indicating some progress towards proficiency. While challenges persist with English Language Progress, we remain dedicated to incremental progress through research-based strategies, appropriate scaffolding, and targeted support. Our commitment to supporting English Language Learners (ELL) remains unwavering as we strive for academic excellence.

School Climate:
The WUHSD strives to create safe and supportive campuses with growth opportunities and reinforcement of desired behavior. The Wasco Union High School District has a culture of pride and long-standing traditions that empower students to thrive daily. With a strong attendance rate of approximately 94%, we understand that we can most impact students when they are present, engaged learners. Other notable aspects of our positive school climate are the maintenance of suspension rates, nearing zero percent, and a 5% growth in graduation rate in the past year, These achievements speak to our commitment to fostering a positive and inclusive learning environment through restorative practices and proactive interventions.

College and Career Readiness:
College and Career Indicator (CCI): While the all-student group for the WHUSD had a status of 34.6% prepared, all other subgroups are near prepared except for ELs with 8.10% prepared, and Students with Disabilities with 5.40% prepared who fell into the lowest red bracket.

Students with Disabilities at Wasco High School also fell in the lowest red bracket. Addressing these discrepancies is vital to ensure equitable opportunities for all students in post-secondary education and the workforce. Socioeconomically Disadvantaged students had a 31.90% readiness percentage, and Hispanic students scored 32.50% for the CCI indicator, further demonstrating their alignment with the "All Students" group.

Based on the 2023 California State Dashboard, specific student groups and areas need targeted support. They will be further addressed in the Continuous Improvement Process (CIP) that the WUHSD will be undergoing with the Kern County Superintendent of Schools. The Wasco Union High School District fell into the lowest (red) category for the English Language Progress Indicator (ELPI) at 32.5%. Wasco High School also scored in the lowest (red) category at 32.9% Additionally, students with disabilities (SWD) at Wasco High School district and Wasco High School scored at the lowest level (red) for graduation rate at 63.4% of SWD meeting graduation requirements.

Wasco Independence High School had a red indicator for the College and Career Indicator (CCI) for all students. This includes English Language Learners, Hispanic, and Socioeconomically Disadvantaged students. These discrepancies will also be addressed in the CIP process and reflected in the LCAP.

Reflections: Technical Assistance

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

The Wasco Union High School District has qualified for Differentiated Assistance (DA) under the Students with Disabilities and English Language Learner subgroups. The SWD group qualified under the Graduation Rate and College and Career Indicator (CCI). The English Language Learner subgroup qualified under CAASPP, the English Language Progress Indicator (ELPI), and the College and Career Indicator (CCI). The WUHSD is currently partnering with the Kern County Superintendent of Schools (KCSOS) and has started the Continuous Improvement Process (CIP). Our CIP process started with developing an understanding of the process and analyzing the district dashboard and other local data to complete a strengths and weakness summary and the SWIFTFIA needs assessment. The team identified a Problem of Practice: WUHSD has yet to establish a process to strategically evaluate and monitor the effectiveness of our MTSS system for the success of all students with an emphasis on Students with Disabilities and English Learners. The WUHSD will continue to partner with KCSOS to build an action plan to better support students moving forward. Actions placed in this LCAP that will begin to address the needs identified above include the following: Goal 1: actions 1.2 and 1.4; Goal 2, actions 2.2, 2.3, and 2.4; Goal 3, actions 3.1 and 3.2; and Goal 4, actions 4.1.

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
WUHSD Parents and Community 1/29/2024 Wasco Independence High School Staff 2/9/2024 Wasco High School Certificated Staff 2/13/2024 Wasco Independence High School Student Advisory Group 2/20/2024 Wasco High School Student Advisory Group 2/20/2024 WUHSD District Site Leadership Team 2/21/2024 WUHSD Executive Cabinet 3/5/2024 WUHSD Superintindent's Council 3/5/2024 WUHSD Classified Staff 3/11/2024 Kern County SELPA 3/12/2024 WUHSD Classified Bargaining Unit (CSEA) 4/12/24 WUHSD English Learner Advisory Committee 4/24/2024 WUHSD Certificated Bargaining Unit (CTA) 4/30/2024	Educational partner groups were engaged in the development of the Local Control Accountability Plan (LCAP) through multiple meetings, surveys, and dialogue. Through a series of meetings, a review of current LCAP progress, and data reviewed by all stakeholders in conjunction with Educational partner input, the 2024-2025 draft LCAP was developed as aligned to the School Plan for Student Achievement for all sites to ensure the LCAP Goals and Actions are addressing the needs at the site level.

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

The primary development and focus of Goal 1 (previously Goal 2 in the 23/24 school year) for the WUHSD is to ensure that all students achieve high academic standards across all subjects, preparing them for college and career success. This goal was elevated to the forefront after feedback from stakeholders (Parents, community members, staff, students, and administration) emphasized the centrality of students in the district's mission. To achieve this goal, the district is prioritizing the provision of resources, including push-in instructional support, to create an optimal learning environment with equal access for all students. Additionally, there is a strong emphasis on comprehensive support services such as nursing, counseling, and community liaison roles, as well as ongoing professional development for teachers to utilize effective, research-based strategies tailored to diverse learning needs. Finally, instructional aides are being deployed to provide additional support, particularly for students with disabilities and English Language Learners, ensuring that all students receive the necessary scaffolding for success.

The development of Goal 2 "By increasing access to a broad course of study, all students will graduate from high school ready to begin a career with the option to continue their education in college, technical school, or the military" is a high priority for all educational partners. College and Career Technical education options, the ability to earn early college credit, and technology access to core curriculum and supplemental resources to ensure abroad courses of study were mentioned by adults and students alike. Another repetitive comment was the need for ongoing opportunities to make up classes or get ahead by utilizing after-school courses, the Edgenuity platform, or Summer School to free up their schedule so students could have access to various courses. Another must for educational partners was the necessity to keep classrooms to a manageable number to ensure as much small group or 1:1 access between the students and teacher. In the 23/24 LCAP, this was originally goal number three.

Educational partners all emphasized the need for a positive and safe school environment that helped shape Goal 3, "In collaboration with our community, develop a challenging, safe, and caring learning environment that supports positive physical and mental health, celebrates diversity, and inclusion, and promotes effective communication with all educational partners". A program that staff and students would like to see expand is the S.T.R.I.P.E.S. student learning outcomes that have been implemented over the last two years. This gives students who may not always be recognized academically an opportunity to shine and contribute to the overall positive school climate. Other recognitions for academics and competitions would be an additional benefit for students. Parents, guardians, and staff reiterated that there was an ongoing need to provide safety and security measures through resources like the District Safety Officer, Campus Security, and the District Nurse. Parents would like to see more security if possible. Staff members reinforced that we must strive to provide for the physical, social, emotional, and academic needs of our students. Another request from educational partners was the need for more parent nights where information is presented on early college opportunities, academic supports, and other areas of need for their students.

Goal 4, "Wasco Independence High School aims to increase and improve student academic achievement and increase college and career readiness" is an equity multiplier goal. This goal was developed based on Independence High School parents, guardians, staff, and students emphasizing the need for ongoing instructional aide support in the classroom and more opportunities for electives to be prepared for post-high school plans. Instructional Aids will assist teachers and students with direct academic support. IA's will assist with classroom management, help implement instructional strategies, provide one-on-one or small group instruction, reinforce lessons, assist students with assignments or projects, and offer additional academic support to students who may need it. This will help students make up deficient credits and return to the comprehensive campus to allow for more opportunities for CTE and early college opportunities. Additionally, teachers have stressed the importance of ongoing PD to help sharpen their skills to reach diverse learners. The Academic Coach will assist teachers with professional development tailored to their needs, and support with data analysis, curriculum planning, and resource sharing. The AC will also plan collaboratively with staff to implement research-based practices, differentiation strategies, and social-emotional supports to help impact learning and academic achievement in the classroom.

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

Parents (at large) - The administration met with parents on January 29, 2024. Their primary input centered around the continued need for credit recovery options and tutoring opportunities. Parents, as in previous years, noted that wrap-around services such as the nurse, school psychologist, social workers, counselors, and community liaison are needed to ensure that all students' needs are being addressed. Another duplicated topic was based on the continued need for the district safety office, security measures and security staff on campus, and a district

nurse to help with the various medical needs students encounter. Many parents also commented that there is a need for more security during break and lunch times and all extra-curricular activities outside of the school day.

Wasco Independence High School Certificated Staff - The administration met with certified staff from Wasco Independence High School on February 9, 2024. Staff emphasized the desire for more Instructional aides in classrooms to provide additional support to struggling students. The push-in model has been effective at Wasco High School and staff feels could be a strong support component at IHS also. The staff mentioned that they need to continue a program that reinforces the positive behavior of students who may not always be recognized for high academics. Other items frequently mentioned were continuing to provide a full-time School Social Worker once grant funding expires for the current SSW. Addressing these needs is important to ensure that we are meeting the physical, social, emotional, and academic needs of our students. In addition, staff from Wasco Independence High also mentioned the need for earlier intervention, more elective choices, and potential CTE options.

Wasco High School Certificated Staff - The administration met with certified staff from Wasco High School on February 13, 2024. Staff reiterated the desire for more Instructional aides in classrooms to provide additional support to struggling students, specifically our SPED and English Language Learners. The push-in model has been effective in ensuring all students are exposed to grade-level content with scaffolds in place to ensure all students can find academic success. Additionally, the certificated staff shared the desire to have professional development opportunities that help with research-based student engagement strategies and continue with the STRIPES program that reinforces the positive behavior of students who may not always be recognized for high academics. Other items frequently mentioned were continued Social-Emotional, security support, and improved food options in the cafeteria. Addressing these needs is important to ensure that we are supporting students from every angle.

Wasco Independence High School Students (Equity Multiplier School) - The administration also met with a diverse group of students from Wasco Independence High School that included representatives from English Language Learners, and Socioeconomically Disadvantaged students in the Associated Student Body on February 20, 2024. The most mentioned feedback focused on technology. Due to the high turnover and lack of "ownership" over a 1:1 device, many devices are not as well taken care of and need to be updated or replaced. Another emphasis was the desire for instructional aides to help support classroom instruction. There were duplicated statements regarding a desire for more access and exposure to CTE and Early College courses and resources to better prepare them for life after high school. Additionally, students mentioned having a dedicated library space to check books out.

Wasco High School Students - The administration met with a diverse group of students from Wasco High School that included representatives from English Language Learners, Students with Disabilities, and Socioeconomically Disadvantaged Students from the Associated Student Body on February 20, 2024. Many students emphasized that in the classes where Instructional Aides are present, they feel more supported and are more academically successful. Students noted the desire for more instructional Aides in the core subject classes. Students also mentioned that continued and additional opportunities for tutoring before school, at lunch, and after school are needed to help them with their classes through small group instruction and 1:1 help as needed. Students stated that various credit recovery options such as Summer School, 7th-period courses, and Edgenuity were helpful. There were duplicated statements regarding a desire for more access and exposure to CTE and Early College courses and resources to better prepare them for life after high school. Another frequent comment was the desire to have up-to-date technology to ensure that they have access to ensure they can complete all assignments as needed. They also positively reflected on the STRIPES program, and other recognitions for academics, athletics, and reinforcement of positive behavior.

Waco Union High School District Administration - The WUHSD Administrative Cabinet met on March 5, 2024. The team discussed the importance of maintaining the many programs we currently support while increasing and improving services to English Language Learners and Students with Disabilities. Another conversation centered around better connecting with parents, guardians, and additional stakeholders through multifaceted parent nights that allow for education and connection at the same time.

Classified Staff - The administration met with classified staff from the Wasco Union High School District on March 11, 2024. Staff reiterated the need to maintain current services that impact students academically, socially, and emotionally, and affect the overall climate of the school. There was a common desire expressed to train more Instructional aides that can support students in the classroom and provide more targeted support during lunch and after-school tutoring. Providing strong CTE pathways for all students was also another duplicated response among the classified staff.

Kern County SELPA - The administration met with Kern County SELPA on March 12, 2024. The main topics of discussion were the graduation rate and College and Career Indicator (CCI) for students with disabilities on the California School Dashboard. The conversation focused on previous barriers and what support we may offer to students to help them better meet these targets moving forward.

Wasco Union High School District Classified Bargaining Unit (CSEA) - On April 12, 2024, the administration met with the CSEA bargaining committee to gather further input from the classified staff. Input centered around more College and Career Opportunities for students at both Wasco High School and Independence High School. There were also suggestions to bring back Driver's Education courses even if there wasn't an option for the behind-the-wheel training. Additionally, a discussion about night class opportunities for students who could not stay right after school to make up credits or take additional electives.

District English Learner Advisory Committee (DELAC) - On April 24, 2024, the administration met with the parents and community members who attended the ELAC/DELAC meeting. Educational partners were passionate about tutoring support for their students, with an emphasis on Math skills. They also shared their desire for stronger communication around early college opportunities and how students can connect to these courses earlier in their high school careers. They reinforced that parent and family nights were important to ensure that they were better able to support their students at home.

Wasco Union High School District Certificated Bargaining Unit (CTA) - The administration met with the WUHSD Certificated Bargaining Committee on April 30, 2024. The unit provided feedback that focused on supporting all students with a broad course of study, additional support via classified staff for our most at-risk learners (SPED and ELs), and manageable classroom sizes to provide more individualized attention to all students. There was also continued support for 1:1 technology for students and staff, as well as, maintaining supplemental resources. Feedback also praised the STRIPES program and the need to continue supporting this program. There was also a discussion about the benefits of CTE and Early College opportunities and support.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of teachers who are appropriately assigned and fully credentialed as measured by Annual Credential Audit Source: Local Indicator (Priority 1A)	Percentage of teachers who are appropriately assigned and fully credentialed: 94.6%			Percentage of teachers who are appropriately assigned and fully credentialed: Maintain 90% or higher	
1.2	Percentage of Pupils who have access to standards-aligned materials as measured by curriculum reporting to Williams. Source: Local Indicator (Priority 1B)	Percentage of Pupils who have access to standards-aligned materials: 100%			Percentage of Pupils who have access to standards-aligned materials: Maintain 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Facilities in good repair as measured by the Facility Inspection Tool (FIT). Source: Local Indicator (Priority 1C)	Overall rating on 2023 Facility Inspection Tool (FIT): "Exemplary"			Overall rating on 2023 Facility Inspection Tool (FIT): Maintain "Exemplary"	
1.4	Percentage of implementation of CCSS for all students as measured by LEA Classroom Walkthroughs Source: Local Indicator (Priority 2A)	Percentage of implementation of CCSS for all students as measured by LEA Classroom Walkthroughs: 100%			Percentage of implementation of CCSS for all students as measured by LEA Classroom Walkthroughs: Maintain 95% or higher	
1.5	Programs and Services to enable ELs to access CCSS and ELD Standards as measured by classroom observations of Integrated and Designated ELD implementation Source: Local Indicator (Priority 2B)	100% are reviewed through classroom observation of Integrated and Designated ELD Programs			Maintain full access to programs and services to enable ELS to access CCSS and ELD Standards as measured by a review of Integrated and Designated ELD implementation	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Distance from Standard Results CAASPP Math and ELA Source: CA School Dashboard Percent of students who met or exceeded standard CAST- Science Source: CA School Dashboard- Other Reports Student performance level on the CA Alternate Assessment (Level) Source: CA School Dashboard (Priority 4A)	English Language Arts: All: (+6.3) ELs: (-93.4) SED: (-0.3) SWD: (-110.8) Math: All: (-111.7) ELs: (-182.2) SED: (-117.6) SWD: (-183.4) Science: All: (15.4% met or exceeded standard) ELs: (0.97% met or exceeded standard) SED: (13.83% met or exceeded standard) SWD: (5.88% met or exceeded standard)			English Language Arts: All: (+15.3 pts) ELs: (-73.4 pts) SED: (+11.3 pts) SWD: (-90.8 pts) Math: All: (-96.7 pts) ELs: (-157.2 pts) SED: (-102.6 pts) SWD: (-158.4 pts) Science: All: (25.4% met or exceeded standard) ELs: (15.97% met or exceeded standard) SED: (23.83% met or exceed standard) SWD: (20.88%)	
1.7	Percentage of students completing A-G Course Requirements Source: CA School Dashboard (Priority 4B)	Percentage of students completed A-G Course requirements: All: (23.6%) ELs: (3.4%) SED: (20.5%) SWD: (4.9%)			Percentage of students completed A-G Course requirements: All: (31.6%) ELs: (15.4%) SED: (29.5%) SWD: (19.9%)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Percentage of students completing at least one CTE Pathway Source: CA School Dashboard (Priority 4C)	Percentage of students completing at least one CTE Pathway All: 5.75% ELs: 0% SED: 4.61% SWD: 2.2% Hispanic (IHS): 0%			Percentage of students completing at least one CTE Pathway All: 8.75% ELs: 3% SED: 7.61% SWD: 5.2%	
1.9	Percentage of pupils meeting A-G Requirements and percentage of pupils completing at least one CTE Pathway Source: CA School Dashboard Dashboard-Other Reports (Priority 4D)	Percentage of pupils meeting A-G Requirements and percentage of pupils completing at least one CTE Pathway All: 3.6% ELs: 0.9% SED: 3.6% SWD: 0%			Percentage of pupils meeting A-G Requirements and percentage of pupils completing at least one CTE Pathway All: 6.6% ELs: 3.9% SED: 6.6% SWD: 3%	
1.10	Percentage of students making progress toward English proficiency as measured by the English Language Progress Indicator (ELPI) Source: CA School Dashboard (Priority 4E)	Percentage of students making progress toward English proficiency as measured by the English Language Progress Indicator (ELPI): 32.5% making progress (23/24)			Percentage of students making progress toward English proficiency as measured by the English Language Progress Indicator (ELPI): 40% making progress (26/27)	
1.11	Percentage of students that are reclassified as Fluent English Proficient	Percentage of students that are being			Percentage of students that are being Reclassified	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	as reported by Kern Integrated Data System (KIDS) Source: CA School Dashboard (Priority 4F)	Reclassified as Fluent English Proficient 6.27% (22-23 School Year)			as Fluent English Proficient 12.27%	
1.12	Percentage of students passing the AP Exam (Score of 3 or higher) Source: CA School Dashboard (Priority 4G)	Percentage of students passing the AP Exam score of 3 or higher: 40%			Percentage of students passing the AP Exam score of 3 or higher: 45%	
1.13	Freshman Academy Summer School Attendance Rate (AERIES SIS) Summer School (Returning Students) Attendance Rate (AERIES SIS) Source: Local indicator - Aeries SIS (Priority 8)	Freshman Academy Summer School Attendance Rate: 86.6% (23/24) Summer School (Returning Students) Attendance Rate: 82.48%			Freshman Academy Summer School Attendance Rate: 80% or higher (26/27) Summer School (Returning Students) Attendance Rate: 80%	
1.14	Attendance Rate (AERIES SIS) Source: Local Indicator - Aeries SIS (Priority 5A)	Attendance Rate: All: 93% ELs: 91% SED: 93% SWD: 90%			Attendance Rate: All: 94% ELs: 92% SED: 94% SWD: 92%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.15	Chronic Absenteeism Rate: Source: CA School Dashboard (Priority 5B)	Chronic Absenteeism Rate: (Spring 2024 - KIDS) All: 24.88% ELs: 39.7% SED: 26.23% SWD: 40.49%			Chronic Absenteeism Rate: (KIDS) All: 21.88% ELs: 33.7% SED: 22.23% SWD: 34.49%	
1.16	High School Dropout Rate Source: Local Indicator - Calpads Report 1.14 (Priority 5D)	High School Dropout Rate: All: 0.48% ELs: 0.86% SED: 0.42% SWD: 0%			High School Dropout Rate: All: under 2% ELs: under 2% SED: under 2% SWD: under 2%	
1.17	Graduation Rate: Source: CA School Dashboard (Priority 5E)	Graduation Rate: 90.7% All: (90.7%) ELs: (83.8%) SED: (90.6%) SWD: (70.9%)			Graduation Rate: All: (92.7%) ELs: (90.8%) SED: (92.6%) SWD: (84.9%)	
1.18	Percentage of students who have access to supplemental resources as reported by WUHSD Technology Reports Source: Local Indicator - 2024 - Technology Report (Priority 8)	Percentage of students who have access to supplemental resources All: 100% ELs: 100% SED: 100% SWD: 100			Percentage of students who have access to supplemental resources All: Maintain 98% or above ELs: Maintain 98% or above SED: Maintain 98% or above SWD: Maintain 98% or above	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.19	Wasco Way: Non-Tenured Teaching Surveys Staff Professional Development Surveys Source: Local Indicator - Surveys (Priority 8)	Wasco Way: Non-Tenured Professional Development Surveys: 23/24: No data because it has not been tracked previously Staff Professional Development Surveys: No data because it has not been tracked previously			Wasco Way: Non-Tenured Professional Development Survey: 80% effectiveness rate Staff Professional Development Survey: 80 effectiveness rate	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Supplemental Resources and Supports	The WUHSD will provide and maintain supplemental materials, equipment, supplies, and support agreements that improve learning for all students and improve the safety of equipment and facilities as needed to ensure an optimal learning environment. Utilizing a 0.50 Director of Programs and a 0.50 District Accounting Secretary, the district will ensure compliance with state and federal programs, and confirm all teachers are appropriately credentialed and well placed. These resources are crucial for cultivating an inclusive learning environment tailored to diverse student needs, particularly benefiting socioeconomically disadvantaged students, English Language Learners, and foster/homeless youth. By accommodating different learning styles and abilities, these resources foster engagement and promote equitable educational outcomes across the student body. Moreover, adherence to CCSS and ELD standards ensures comprehensive curriculum delivery, maximizing the potential of all students in the district. Additionally, covering the costs of dual enrollment textbooks and materials further supports students, including those from underserved backgrounds, in gaining college credits during high school. This investment enhances educational opportunities and future readiness for all students, empowering them to pursue higher education and career pathways. Overall, these initiatives positively impact socioeconomically disadvantaged students, English Language learners, and foster/homeless youth by providing essential resources and support to overcome barriers to academic success. Similarly, all students in the district benefit from an enriched learning environment, increased access to educational materials, and enhanced opportunities for college and career advancement.	$1,340,266.00	Yes
1.2	Academic and Social Emotional (SEL) Services	The WUHSD will provide a 1.0 FTE District Psychologist, 2.0 FTE Counselors at WHS, 1.0 FTE Counselor at WIHS, 1.0 FTE Social Worker, and a 1.0 FTE Assistant Principal at WHS focused on ensuring students achieve academic success and graduate from high school. These professionals are crucial for maintaining academic counseling and social-emotional support services, addressing the diverse needs of socioeconomically disadvantaged students, English Language Learners,	$1,250,967.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and foster/homeless youth. They offer essential support for mental health issues, academic challenges, and social integration barriers, ensuring equitable access to education and fostering holistic development. Research consistently underscores the positive impact of such services in promoting the well-being and academic success of these vulnerable student populations. Access to services provided by district psychologists, counselors, social workers, and the Assistant Principal is essential for all students in the district, supporting their mental health, emotional well-being, and academic success. These professionals provide valuable resources for managing stress, navigating social challenges, and addressing personal concerns, fostering a supportive school environment conducive to learning. This action addresses the lowest performance level for district Graduation Rate as well as the Wasco High School SWD Graduation Rate.		
1.3	Staff and Curriculum Development and Training	The WUHSD will utilize Administration, Academic Coaches, and other entities to maintain and enhance Professional Development and job-embedded training opportunities for teachers and staff that directly impact students. The utilization of administration, academic coaches, and other entities for professional development and job-embedded training offers targeted support to teachers and staff, enhancing their capacity to address the specific needs of socioeconomically disadvantaged, English Language Learners, and Foster/Homeless youth. By focusing on improving curricular and instructional quality beyond base funding limitations, these initiatives enable educators to implement evidence-based practices tailored to the diverse learning requirements of these student groups. Ultimately, this investment in staff development directly impacts marginalized students by fostering inclusive classrooms, personalized support, and equitable access to high-quality education, narrowing achievement gaps and promoting academic success. Equipping educators with the tools and strategies to effectively reach every student, regardless of background, promotes a culture of excellence and equity that enhances the educational experience for all students in the district.	$1,782,978.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Intervention Supports and Extended Learning Opportunities	The WUHSD will maintain academic support programs through academic support and intervention classes, 2.0 FTE Instructional Aides, Summer School, Freshman Academy, the use of NWEA, and access to early college opportunities. Academic Support Programs, including Summer School and Freshman Academy expenditures, monitoring tools, and early college options are principally directed toward targeted students by increasing credit recovery, instructional support, and elective choices beyond that which could be provided with base funding alone. Intervention supports and extended learning opportunities play a crucial role in leveling the playing field for socioeconomically disadvantaged, English Language Learners, and Foster/Homeless youth. These resources provide targeted assistance to address academic gaps, language barriers, and socioemotional needs, empowering these students to succeed academically and beyond. Additionally, these same supports benefit all students in the district by providing additional resources and personalized assistance to enhance academic skills and foster holistic development. These initiatives offer targeted support for students who may struggle academically or require extra help, while also providing enrichment opportunities for those seeking to further explore their interests and talents.This action addresses the lowest performance level for district Graduation Rate as well as the Wasco High School SWD Graduation Rate.	$1,303,378.00	Yes
1.5	Increase English Learner Supports and Services	The WUHSD will maintain and increase well-trained certificated and classified staff by hiring and implementing a 0.5 FTE Language Assessor and up to 7.0 FTE Instructional Aides. These staff members will directly support EL students by assisting with monitoring English Learners, collecting and preparing data, monitoring Individual Learning Plans, and coordinating the Reclassification process for English Learners. The Language Assessor ensures accurate assessment of English proficiency levels, guiding targeted instruction tailored to individual student requirements. The Instructional Aides offer personalized assistance, fostering language acquisition and academic success among English Language Learners.This action addresses the lowest performance level the district's ELPI Rate as well as the Wasco High School ELL ELPI rate.	$546,577.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of Students enrolled in a Dual-Enrollment Course Source: CA Dashboard (Priority 4H)	Percentage of Students enrolled in a Dual-Enrollment Course: All - 32.29% ELL's - 12.66% SED - 29.59% SWD - 13.55% Hispanic (IHS) - 2.7%			Percentage of Students enrolled in a Dual-Enrollment Course: All - 38% ELL's - 22% SED - 37% SWD - 23%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Percentage of Students enrolled in a CTE Pathway Source: Local Indicator: Calpads Reports 3.14, 3.19 (Priority 7A)	Percentage of students enrolled in a CTE pathway All - 33.7% (22/23)			Percentage of students enrolled in a CTE pathway All - 33.7% (26/27)	
2.3	Percentage of students who have access to digital supplemental resources based on Local Technology Report Source: Local Indicator - Technology Report) (Priority 7B)	Percentage of students who have access to digital supplemental resources: All - 100% ELL's - 100% SED - 100% SWD - 100%			Percentage of students who have access to digital supplemental resources: Maintain 95% or higher All - 95%+ ELL's - 95%+ SED - 95%+ SWD - 95%+	
2.4	Percentage of students with disabilities that are mainstreamed into the General Education setting for at least 80% of their scheduled day based on local SPED Coordinator reports. Source: Local Indicator - SPED Coordinator Reports 2024) (Priority 7C)	Percentage of SWDs are served inside of the regular classroom for at least 80% of the day - 85.4%			Percentage of SWD are served inside of the regular classroom for at least 80% of the day - Maintain 80%+	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Percentage of students from the Ag Academy cohort who graduate with their AA/AS Source: Local Indicator - Cohort Graduation Report (Priority 8)	Percentage of students from the Ag Academy cohort who graduate with their AA/AS: 98.5%			Percentage of students from the Ag Academy cohort who graduate with their AA/AS: Maintain 90% or higher	
2.6	Percentage of students that are "prepared" based on the College and Career Indicator (CCI) Source: CA School Dashboard (Priority 8)	CCI Indicator All - 34.6% prepared ELL's - 8.1% prepared SED - 31.96% prepared SWD - 5.4% prepared			CCI Indicator All - 43.6% ELL's - 20.1% SED - 40.96% SWD - 17.4%	
2.7	Percentage of students who have access to 1:1 Chromebooks as measured by local Technology Reports Source: Local Indicator - Technology Checkout Report (Priority 8)	Percentage of students who have access to 1:1 Chromebooks: All - 100% ELL's - 100% SED - 100% SWD - 100%			Percentage of students who have access to 1:1 Chromebooks: All - 98%+ ELL's - 98%+ SED - 98%+ SWD - 98%+	
2.9						

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	College and Career Services	The Wasco Union High School District will provide a 1.0 FTE Career Guidance Technician and will maintain the Career Center by organizing and updating resources, conducting workshops, arranging college field trips, offering financial aid support, hosting career fairs, and providing one-on-one collaborative sessions to ensure socioeconomically disadvantaged students, English Language Learners, and foster/homeless youth have access to information on college, career, and military opportunities. This support fosters equitable access to career pathways, benefiting all students at Wasco High School by creating an inclusive environment where every student can explore and pursue their post-secondary goals, thereby enhancing overall student success and engagement.	$89,747.00	Yes
2.2	Broad Course of Study, Appropriate	The WUHSD will offer increased course offerings, add additional sections of high-demand courses, and ensure students have access to a broad	$2,719,187.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Class Sizes, and Additional Course Offerings	course of study and appropriate sized classrooms. Increasing course offerings, adding additional sections of high-demand courses, and ensuring access to a broad course of study with appropriately sized classrooms significantly benefit socioeconomically disadvantaged students, English Language learners, and foster/homeless youth by providing more opportunities for personalized and rigorous education tailored to their needs. This approach helps bridge educational gaps, promotes equity, and ensures all students, regardless of background, can pursue diverse academic and career pathways, ultimately enhancing overall student engagement, achievement, and future success for the entire district. The WUHSD will facilitate local and Community College instructors to provide early college course access to all students. The utilization of local and Community College instructors to provide early college course access significantly benefits socioeconomically disadvantaged students, English Language learners, and foster/homeless youth by offering them opportunities to earn college credits while still in high school, thereby reducing future college costs and easing the transition to higher education. This initiative promotes equity by ensuring these students have access to advanced coursework and academic support. For all students in the district, this enhances academic rigor, prepares them for college-level expectations, and improves overall college and career readiness. This action addresses the lowest indicator for the district's College Career Indicator (CCI) as well as Wasco High School's lowest indicator in CCI for SWD as well as Independence High School's lowest indicator in CCI for all students which include ELL, SED and Hispanic student groups.		
2.3	Ag Career Academy	The Wasco Union High School District will provide a 1.0 FTE Ag Prep Program Coordinator and a 1.0 FTE Ag Prep Student Coordinator who will provide oversight, monitoring, training, intervention, field trips, and job shadowing for Ag Career Prep Academy students, enabling socioeconomically disadvantaged students, English Language learners, and foster/homeless youth to gain structured support, practical experiences, and earn college credit in agriculture-related careers. This academy helps bridge opportunity gaps, promotes equity, and equips	$678,430.00	Yes

Action #	Title	Description	Total Funds	Contributing
		these students with valuable skills and experiences. For all students in the district, this enhances career readiness, fosters engagement in hands-on learning, and strengthens connections between education and future employment opportunities. This action addresses the lowest indicator for the district's College Career Indicator (CCI) as well as Wasco High School's lowest indicator in CCI for SWD.		
2.4	CTE Pathways	The WUHSD will provide a 1.0 FTE Career Technical Education (CTE) Coordinator to provide oversight, monitoring, training, intervention, field trips, internships, and opportunities to earn college credits for students enrolled in a CTE pathway, offering socioeconomically disadvantaged students, English Language learners, and foster/homeless youth essential support and real-world experiences in various technical fields. This targeted assistance helps close achievement gaps, fosters equity, and equips these students with marketable skills, work experience, and college credits. For all students in the district, this enhances career readiness, engages them in practical learning, and builds strong links between their education and future career opportunities. This action addresses the lowest indicator for the district's College Career Indicator (CCI) as well as Wasco High School's lowest indicator in CCI for SWD.	$929,180.00	Yes
2.5	Technology Devices, Resources, Connectivity, Infastructure and Support Services	The Wasco Union High School District will provide a 1.0 FTE Network Manager (.25 LCFF S/C), 1.0 FTE Computer Technician, 1.0 FTE Technology Typist/Clerk, 1.0 FTE Tech Coordinator (.5 LCFF S/C), and 1.0 FTE Application Support Specialist to increase access to instructional technology, maintain technology infrastructure and network resources, and support students in daily technology use. This significantly benefits socioeconomically disadvantaged students, English Language learners, and foster/homeless youth by ensuring they have reliable access to academic digital resources, bridging the digital divide, and enhancing their learning opportunities. For all students in the district, this improves digital literacy, supports diverse learning styles, and prepares them for a technology-driven world.	$2,311,077.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Efforts the school district makes to seek parent input in making decisions for the LEA and each school site Source: Local Indicator - Surveys (Priority 3A)	Percentage of parents who feel the WUHSD seeks to gain parent input for decision-making (23/24): No data because we have never collected this information in the past			Percentage of parents who feel the WUHSD seeks to gain parent input for decision making (26/27): 70%	
3.2	Annual Title I Parent Meeting-Sign in sheets Number of ELAC/DELAC Meetings-Agendas Source: Local Indicator - Sign-In Sheets (Priority 3B)	Annual Title I Parent Meeting Attendance (23/24): 240 Number of ELAC/DELAC Meetings (23/24): 5			Annual Title I Parent Meeting Attendance: (26/27) Maintain 240+ Number of ELAC/DELAC Meetings (26/27): Maintain 5+	
3.3	Percentage of parents/guardians who complete the Post-IEP Survey Results Source: Local Indicator - Post-IEP Surveys (Priority 3C)	Implement Post-IEP Surveys: 0%			Percentage of parents/guardians who complete the Post-IEP Survey (26/27): 50%+	
3.4	Suspension Rate as measured by KiDS	Suspension Rate 23/24: All - 0% ELL's - 0%			Maintain a Suspension Rate of 2% or less	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard (Priority 6A)	SED - 0% SWD - 0%			All - 2% or less ELL's - 2% or less SED - 2% or less SWD - 2% or less	
3.5	Expulsion Rate as measured Source: Local Indicator - Data Quest (Priority 6B)	Expulsion Rate: All - 0% ELL's - 0% SED - 0% SWD - 0%			Maintain Expulsion Rate: All - 2% or less ELL's - 2% or less SED - 2% or less SWD - 2% or less	
3.6	Student Connectedness Survey Participation Rate Source Local Indicator - KIDS (Priority 6C)	Percentage of Students that participated in the School Connectedness Survey: 69.88%			Percentage of Students that participated in the School Connectedness Survey : 75%	
3.10						

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Campus Safety, Security, Attendance Supports and Services	The WUHSD will provide a 1.0 FTE District Safety Officer, 1.0 FTE Attendance Monitor, 1.0 FTE Campus Supervisor, 1.0 FTE District Nurse, and other support staff and services to ensure safety, security, and attendance support for all students while promoting a conducive learning environment. This has a particularly positive impact on socioeconomically disadvantaged students, English Language learners, and foster/homeless youth by addressing their specific needs and creating a sense of safety and belonging. For these students, who may face additional challenges, such support can mitigate barriers to attendance and academic success. For all students in the district, this fosters a sense of security, enhances overall well-being, and promotes a positive school climate conducive to learning. This action addresses the lowest indicator for the district's College Career Indicator (CCI) as well as Wasco High School's lowest indicator in CCI for SWD.	$1,067,490.00	Yes
3.2	Positive and Engaging School Environment	The WUHSD is committed to fostering a positive and engaging learning environment by supporting activities and functions that promote student, staff, and family connection within a positive school climate. This commitment extends to promoting spirit and connection through organizing events such as educational excursions, family nights, parent education nights, assemblies, inspirational speakers, and acknowledgments for academic achievements. This commitment to fostering a positive and engaging learning environment through various activities and functions has a significant impact on socioeconomically disadvantaged students, English Language Learners, and foster/homeless youth by providing them with opportunities for connection, support, and inspiration. These events	$300,037.00	Yes

Action #	Title	Description	Total Funds	Contributing
		promote a sense of belonging, motivation, and community, which can positively influence their academic performance and overall well-being. Additionally, for all students in the district, these activities contribute to a supportive and inclusive school culture, enhancing student engagement, satisfaction, and academic achievement across the board. In addition, the commitment to fostering a positive and engaging learning environment in the WUHSD includes supporting athletic and academic competitions, as well as providing necessary equipment and uniforms. By facilitating participation in these competitions, the district promotes teamwork, discipline, and sportsmanship among students, contributing to their overall development and well-being. For socioeconomically disadvantaged students, English Language Learners, and foster/homeless youth, these opportunities offer avenues for involvement, skill-building, and recognition, further enhancing their sense of belonging and self-esteem. Additionally, for all students in the district, engagement in athletic and academic competitions fosters a sense of pride, camaraderie, and school spirit, reinforcing a positive and inclusive school culture that encourages academic achievement and student success.This action addresses the lowest indicator for the district's College Career Indicator (CCI) as well as Wasco High School's lowest indicator in CCI for SWD.		
3.3	Parent & Educational Partner Engagement	The WUHSD will improve and increase parent, student, and educational partner engagement. Parents, students, and educational partners are engaged through many forums that will ensure they learn about how they can support their students as they experience increased academic rigor. Other topics provide information about grading, interventions, support services, and college and career readiness. Information is also provided to parents, students, and educational partners via the school website, parent portal, and quarterly newsletters. The district also uses these designated times to collect input that will help drive changes and adjustments to school programs and offerings as appropriate. This initiative to improve and increase parent, student, and educational partner engagement positively impacts socioeconomically disadvantaged students, English Language Learners, and foster/homeless youth by providing their families with essential information and resources to support their academic journey. By addressing topics such as academic rigor, grading, interventions, support services, and college and career readiness, these forums help bridge	$158,271.00	Yes

Action #	Title	Description	Total Funds	Contributing
		communication gaps and empower families to actively participate in their children's education. Additionally, by collecting input from stakeholders, the district ensures that programs and offerings are responsive to the diverse needs of all students, fostering a more inclusive and supportive learning environment for everyone in the district.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Passage rate of STDV B3 (BC Dual-enrollment course) Aeries SIS Report Source: CA School Dashboard (Priority 4H) Source: Local Metric - Aeries SIS (Priority Goal 8)	Passage rate of STDV B3 (BC Dual-enrollment course): All - 0% ELL's - 0% SED - 0% SWD - 0% WUHSD has never monitored IHS students enrolling and passing this course.			Passage rate of STDV B3 (BC Dual-enrollment course): All: 60% ELL's - 60% SED - 60% SWD - 60%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	English Language Proficiency Indicator (ELPI) Source: CA School Dashboard (Priority Goal 4E)	English Language Proficiency Indicator: 26.8% Making Progress			English Language Proficiency Indicator: 35.8%	
4.3	Percentage of students who graduate from WIHS Percentage of students who return to WHS and graduate Source: CA School Dashboard (Priority 5E)	Percentage of students who graduate from WIHS All: 84.8% ELL's: 85.7% SED: 84.7% SWD: 0% Percentage of students who return to WHS and graduate: 0 never been measured			Percentage of students who graduate from WIHS All: 87.8% ELL's: 88.7% SED: 87.7% SWD: 50% Percentage of students who return to WHS and graduate: 90%+	
4.4						

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Additional Instructional Support	(Equity Multiplier Goal) The WUHSD will provide 2.0 FTE Instructional Aid and a 0.20 FTE Academic Coach to Wasco Independence High School to assist teachers and students with direct academic support. IA's will assist with classroom management, help implement instructional strategies, provide one-on-one or small group instruction, reinforce lessons, assist students with assignments or projects, and offer additional academic support to students who may need it. They will also support students who may need more targeted support such as ELs, SED, SWD, and foster/homeless youth to ensure their academic success and integration into the classroom environment. The Academic Coach will assist teachers with professional development tailored to their needs, and support with data analysis, curriculum planning, and resource sharing. Additionally, The AC will collaboratively plan with staff to implement research-based practices, differentiation strategies, and social-emotional supports to help impact learning and academic achievement in the classroom. WUHSD will also offer boot camps during the school year to support students with concepts on the Math CAASPP, ELA CAASPP, CAST, and ELPAC assessments. Additional credit recovery and support will be offered through after-school tutoring, Saturday school, and ISP extended-year offerings.	$190,522.00	

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$8,593,566	$1045233

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
39.237%	23.089%	$5,048,348.78	62.326%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	slight disparity compared to the "all students" category. Supplemental instructional resources ensure access to supports that assist in all subject areas including Math, ELA, Science, and Social Science, as well as, providing access to materials at school or away from their campus. This goal was influenced by parents, staff, and students' desire to prioritize the availability of supplemental resources to provide equal access for all students. **Scope:** LEA-wide	"preparedness" on the indicator. These supports will directly impact student learning and result in stronger performance in the classroom and on state assessments.	
1.2	**Action:** Academic and Social Emotional (SEL) Services **Need:** Students who come from a low socioeconomic background, are transplants to a new area and learning a new language, or are struggling with uncertainty as a foster or homeless youth may face additional or more extensive stressors compared to other students. Graduation Rates for the "all student" group is 90.6% with SED closely behind at 89.73%. In comparison, graduation rates were 81.44% for ELs, 60 % for homeless youth, and 73.33% for SWD. Chronic Absenteeism rates are also higher than the "all student" subgroup at 21%. The Homeless groups measured at 67% chronic, followed by foster at 38%, SWD at 34%, and the EL subgroup at 32%. Feedback from every stakeholder group emphasized the need and	All students can benefit from counseling services and social-emotional support at school to address various challenges they may face, including academic stress, mental health issues, family problems, and peer relationships. These services help promote their well-being, enhance their coping skills, and improve their academic performance, contributing to a positive school environment and overall success. In addition, these services will enhance the overall support network for students in the WUHSD. By providing additional mental health resources, counseling services, and administrative support, students will receive targeted interventions to address attendance barriers and socio-emotional needs, potentially increasing attendance rates. Furthermore, the presence of these professionals can facilitate early identification and intervention for at-risk students, leading to improved graduation rates through personalized support and guidance.	Attendance Rate (Metric 1.14) Chronic Absenteeism Rate (Metric 1.15) Graduation Rate (Metric 1.17)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	importance of wrap-around services from social workers and counselors. Repeated comments included the need to support mental health and the social-emotional needs of students to enhance a well-rounded education. **Scope:** LEA-wide		
1.3	**Action:** Staff and Curriculum Development and Training **Need:** Staff curriculum and development training will benefit all students. Teachers, parents, and administrative educational partners suggested that teachers and staff who have ongoing professional training have more engaged classrooms and make a more significant academic impact. The data below shows the achievement gap between the "all student group" and ELs, SED, and SWD learners. Foster and Homeless Youth will also benefit from staff curriculum and development but are not noted in the data below due to a very small population in the WUHSD. English Language Arts: All: (+6.3) ELs: (-93.4) SED: (-0.3) SWD: (-110.8) Math:	Staff development and curriculum development are integral components of improving student learning outcomes, especially for socioeconomically disadvantaged, English language learners, and foster/homeless youth. Through ongoing training and professional development opportunities, educators can enhance their instructional practices, incorporate new teaching methodologies, and stay updated with the latest educational research and best practices, equipping them with strategies to differentiate instruction and address diverse learning needs effectively. Additionally, curriculum development tailored to the unique needs and backgrounds of these students ensures alignment with academic standards, promotes interdisciplinary connections, and fosters a coherent and comprehensive learning experience, enhancing engagement and promoting language acquisition. Ultimately, investing in staff and curriculum development initiatives cultivates a culture of continuous improvement, positively impacting student achievement and preparing them for success in a rapidly evolving world while closing achievement gaps.	Survey Results for Wasco Way: Non-Tenured Teachers and Staff Professional Development Opportunities (Metric 1.19)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	All: (-111.7) ELs: (-182.2) SED: (-117.6) SWD: (-183.4) Science: All: (15.4% met or exceeded standard) ELs: (0.97% met or exceeded standard) SED: (13.83% met or exceeded standard) SWD: (5.88% met or exceeded standard) College and Career Indicator (CCI): All: (34.6% - low) ELs: (8.1% - very low) SED: (5.4% - very low) SWD: (31.9% - low) English Language Progress Indicator (ELPI): 32.5% making progress (Maintained -0.2%) **Scope:** LEA-wide		
1.4	**Action:** Intervention Supports and Extended Learning Opportunities **Need:** 34.6% in the "All Student" category for the College and Career Indicator (CCI) scored as prepared for college and career after high school. English Language Learners scored in the red category with 8.1% prepared and Students with Disabilities also scored in the red with only 5.4% of students meeting the	Academic support programs, interventions, and extended learning opportunities are crucial for socioeconomically disadvantaged, English Language Learner (ELL), and foster homeless youth as they often face unique challenges hindering their academic progress. These programs offer tailored assistance to address individual learning gaps and barriers, providing equitable access to resources like tutoring, wrap-around support, and additional staff that may otherwise be lacking due to financial constraints. By leveling the playing field, these initiatives	Attendance Rate for Freshman Academy Summer School Attendance Rate for Summer School (Returning Students) (Metric 1.13) Graduation Rate (Metric 1.17)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	prepared requirement. Many students need additional opportunities to make up credits or take additional coursework to free up their schedule to take more A-G, early college, AP, or CTE courses that will help them meet the prepared category. Parents and students alike noted the importance of having intervention, tutoring, and instructional aide support in the classroom to help students find success. Additionally, educational partners mentioned opportunities for students to recover credits are necessary to help support students with the highest needs. **Scope:** LEA-wide	empower marginalized students to thrive academically and bridge the achievement gap, fostering a more inclusive and equitable learning environment. These services will also help support SPED students who scored in the lowest category (red) on the CA School Dashboard to make up deficient credits and graduate. While these programs are particularly beneficial for vulnerable student groups, they also positively impact all students by enriching the overall learning experience and promoting academic excellence. By providing extended learning opportunities, such as Summer School and subject-based tutoring, and offering diverse elective choices, the WUHSD ensures that every student has the chance to excel and reach their full potential. Furthermore, the presence of supportive resources like campus supervisors and instructional aides enhances the school community, fostering a culture of collaboration and support that benefits all learners, irrespective of their background or academic level.	
2.1	**Action:** College and Career Services **Need:** Currently, 34.6% of the Wasco Union High School District students are deemed prepared by the 2023 California School Dashboard. English Learners and Students with Disabilities subgroups scored in the lowest (red) category. Only 8.1% of English Language Learners scored in the prepared category and 5.4% of Students with disabilities	A College and Career Center and technician provide invaluable support to socioeconomically disadvantaged, English language learners (ELL), and foster homeless youth by offering guidance and resources to navigate the complex pathways to higher education and career opportunities. These students often lack access to information and support networks necessary to explore post-secondary options and develop career pathways. The presence of a dedicated technician in the College and Career Center ensures personalized assistance, helping these students overcome	Percentage of students enrolled in a Dual Enrollment Course (Metric 2.1 & Metric 1.8)

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
	were considered prepared. Socioeconomically Disadvantaged students were in the second lowest category of orange with 31.9% of this subgroup being deemed "prepared". All student groups are deficient in this area, but it is more pronounced with ELs. Educational partner feedback from multiple groups emphasized the importance of students having a post-high school plan that includes college, career, or the military. Many students also mentioned the desire to be more connected to the career center earlier in high school. **Scope:** Schoolwide	barriers such as language proficiency, financial constraints, or lack of familial support. By providing guidance on college applications, financial aid, vocational training, and job readiness skills, the Center empowers marginalized students to pursue their educational and career aspirations, breaking the cycle of poverty and creating pathways to economic stability and success. Additionally, the College and Career Center and technician benefit all students by fostering a culture of academic and career exploration within the school community. By offering workshops, career fairs, and informational sessions, the Center exposes students to diverse career pathways and post-secondary options, regardless of their background or academic standing. This exposure broadens students' perspectives, encourages goal-setting, and promotes lifelong learning and career readiness skills. Moreover, the Center serves as a hub for collaboration between students, educators, and industry partners, creating networking opportunities and bridging the gap between education and workforce needs. In this way, the College and Career Center enriches the educational experience for all students, equipping them with the knowledge, skills, and resources needed to succeed in an increasingly competitive and rapidly evolving global economy.	
2.2	**Action:** Broad Course of Study, Appropriate Class Sizes, and Additional Course Offerings **Need:**	A broad course of study, appropriate class sizes, and additional course offerings positively impact socioeconomically disadvantaged students, English Language Learners (ELLs), and Foster/Homeless youth by providing equitable access to diverse and advanced academic	Percentage of students enrolled in a CTE Pathway (Metric 1.8) Percentage of Students enrolled in a Dual-Enrollment Course

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Based on the 2023 California School Dashboard 42.7% of students at Wasco High School are prepared based on the College and Career Indicator and fall in the yellow category. In comparison, only 12.5% of English Language Learners are prepared and fall in the low (orange) category. and 39.7% of Socially Disadvantaged students are prepared and fall in the medium (yellow) category. Parents, staff, and administrators emphasized the need for a broad course of study including opportunities for early college opportunities. Students mentioned the desire for more CTE courses that better prepared them for a job after high school, or minimal college after high school to obtain a career. **Scope:** LEA-wide	opportunities. These measures allow for more personalized instruction and targeted support, helping to address individual learning needs and mitigate educational disparities. For all students, these factors enhance educational engagement and outcomes by offering a wider range of subjects to explore, promoting a well-rounded education, and improving teacher-student interactions due to smaller class sizes, ultimately fostering a more inclusive and supportive learning environment.	(Metric 2.1)
2.3	**Action:** Ag Career Academy **Need:** Based on the 2023 California School Dashboard 42.7% of students at Wasco High School are prepared based on the College and Career Indicator and fall in the yellow category. In comparison, only 12.5% of English Language Learners are prepared and fall in the low (orange) category. and 39.7% of Socially Disadvantaged students are prepared and fall in the medium (yellow) category. Parents, staff, and administrators emphasized the need for a broad course of study including opportunities for early college opportunities.	The ongoing implementation of the Ag Academy enables students to meet the College and Career Indicator (CCI) through dual-enrollment courses, preparing them for job shadowing and internships, immediate workforce placement upon high school graduation, or the possibility of earning an AA degree concurrently with their high school diploma. Expenditures for the Wonderful Ag Career Prep Academy primarily benefit targeted students by enhancing access to early college and rigorous career preparation programs beyond what base funding alone could provide. This results in increased enrollment in and access to advanced academic and career-focused courses.	Ag Academy Cohort Graduation Rate (Metric 2.4) College and Career Indicator (Metric 2.5)

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
	Parents and students shared the desire for other means to earn a college degree in addition to the Ag Academy. **Scope:** Schoolwide		
2.4	**Action:** CTE Pathways **Need:** Based on the 2023 California School Dashboard 42.7% of students at Wasco High School are prepared based on the College and Career Indicator and fall in the yellow category. In comparison, only 12.5% of English Language Learners are prepared and fall in the low (orange) category. and 39.7% of Socially Disadvantaged students are prepared and fall in the medium (yellow) category. Students at WIHS relayed the desire to have more CTE courses at IHS so they would be better prepared post-high school. Parents and staff reiterated the need for ongoing Career and Technical Education in high school. **Scope:** LEA-wide	The continued implementation of various CTE pathways provides students with opportunities to meet the College and Career Indicator (CCI) through dual-enrollment courses and pathway completions. This enables students to pursue further education through certificate programs or earn a college degree more quickly. CTE expenditures primarily benefit targeted students by enhancing access to early college and rigorous career preparation programs beyond what base funding alone can offer. This results in increased enrollment in and access to advanced academic and career-focused courses.	College and Career Indicator (Metric 2.5) Percentage of students enrolled in a CTE Pathway (Metric 2.1)
2.5	**Action:** Technology Devices, Resources, Connectivity, Infastructure and Support Services **Need:**	Technology devices, resources, connectivity, infrastructure, and support services meet the needs of socioeconomically disadvantaged students, English Language Learners (ELLs), and Foster/Homeless youth by providing equitable access to essential learning tools and resources.	Percentage of students who have access to digital supplemental resources (Metric 2.2)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Educational partners continue to mention that technology, electronic resources, and access are necessary to ensure all students have access to a broad course of study and remove barriers for all students. Based on the 2023 California School Dashboard 42.7% of students at Wasco High School are prepared based on the College and Career Indicator and fall in the yellow category. In comparison, only 12.5% of English Language Learners are prepared and fall in the low (orange) category. and 39.7% of Socially Disadvantaged students are prepared and fall in the medium (yellow) category.

Additionally, all students utilize digital resources to support their learning. English Language Learners and Socioeconomically disadvantaged students continue to perform at a lower rate than the "All Student" group for ELA and Math. For ELA, ELs performed at 93.4 points below standard, Socioeconomically Disadvantaged performers at 0.3 points below standard, and the "All Students" group scored at 6.3 points above standard. In Math, ELs performed at 182.2 points below standard, Socioeconomically Disadvantaged performers at 117.6 points below standard, and the "All Students" group scored at 111.7 points below standard.

ELs also have scored in the lowest category (red) for the English Learner Progress Indicator at only 32.5% making progress towards language proficiency. | These supports help bridge the digital divide, enabling these students to participate fully in online learning, access educational materials, and receive individualized instruction and support.

For all students, these technological resources enhance the learning experience by facilitating access to a wide range of information, enabling interactive and personalized learning, and supporting the development of digital literacy skills crucial for success in the modern world.

Classroom technology expenditures, network upgrades, and technology support services increase access to and reliability of classroom-based digital resources, including 1:1 Chromebooks and Internet access, beyond what base funding alone could provide. | Percentage of students who have access to 1:1 Chromebooks (Metric 2.6) |

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.1	**Action:** Campus Safety, Security, Attendance Supports and Services **Need:** The need for a safe and secure campus is one of the most highly mentioned topics across all educational partner groups when gathering input and feedback for the development of this year's LCAP. School safety, campus security, attendance monitoring, and school nursing services provide a stable and secure environment crucial for socioeconomically disadvantaged students, English Language Learners, and Foster/Homeless youth to focus on learning. These services ensure equitable access to education by addressing basic needs and promoting a sense of belonging. Additionally, they offer essential support systems that enhance academic performance and overall well-being for all students, fostering a conducive learning atmosphere. These same supports are imperative to all students in creating a more inclusive and equitable learning environment where all students have the opportunity to thrive. When looking at the following metrics, there is a discrepancy between the "All Student" group and unduplicated student groups. Attendance rates for "All students" is 94%, while EL and	School safety, campus security, attendance monitoring, and school nursing services create an environment conducive to learning, which can lead to improved school attendance rates and reduced chronic absenteeism rates. By fostering a sense of safety and security, these services mitigate factors that contribute to high school dropout rates, thus increasing graduation rates. Additionally, timely interventions facilitated by attendance monitoring and nursing services can address health issues and other barriers to attendance, further supporting students' academic success and retention. Research suggests that such holistic support can lead to improved academic outcomes and overall well-being for these vulnerable student populations.	Student Attendance Rate (Metric 1.14) Chronic Absenteeism Rate (Metric 1.15) High School Dropout Rate (Metric 1.16) Graduation Rate (Metric 1.17) Suspension Rate (Metric 3.4) Expulsion Rate (Metric 3.5)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SWD students rates are 91%, foster youth are 90%, and homeless are 78%. The Chronic Absenteeism rate for "All Students" is at 23%. The same measure for ELs is 35%, SWD is 34%, Foster is 38% and homeless is 80%. The Graduation rate for "All Students" is 90.6%, in comparison to SED at 90.5%, and ELs at 83.6%. There is no information on foster or homeless due to the small subgroup. **Scope:** LEA-wide		
3.2	**Action:** Positive and Engaging School Environment **Need:** Educational partners all emphasized the need for a positive and safe school environment that helped shape Goal 3A. A positive and engaging learning environment is crucial for socioeconomically disadvantaged students, English language learners, and foster/homeless youth because it fosters a sense of belonging, safety, and motivation. These students often face additional stressors outside of school, such as financial instability or language barriers, which can impact their ability to focus and learn. A supportive and engaging environment helps mitigate these challenges by providing encouragement, personalized attention, and opportunities for	A positive school environment is crucial for students and staff as it fosters a sense of belonging, safety, and well-being. It enhances students' motivation to learn, leading to improved academic performance and higher levels of engagement. A positive and engaging learning environment is essential for all students as it cultivates a sense of belonging, encourages active participation, and fosters academic growth and personal development.	Suspension Rate (Metric 3.4) Expulsion Rate (Metric 3.5) Student Connectedness Survey (Metric 3.6)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	meaningful participation, ultimately enhancing their academic achievement and overall well-being. Data shows there is a discrepancy in the attendance rate between the "All Student" group and unduplicated student groups. Attendance rates for "All students" is 94%, while EL and SWD students rates are 91%, foster youth are 90%, and homeless are 78%. The Chronic Absenteeism rate for "All Students" is at 23%. The same measure for ELs is 35%, SWD is 34%, Foster is 38% and homeless is 80%. Additionally, based on the School Connectedness survey, 38% of students disagree or strongly disagree that they feel like they belong when they are at school. **Scope:** LEA-wide		
3.3	**Action:** Parent & Educational Partner Engagement **Need:** The research underscores the critical role of parent and educational partner engagement for socioeconomically disadvantaged students, English language learners, and foster/homeless youth. Studies indicate that the active involvement of parents and educational partners positively impacts academic achievement, school attendance,	Engaged parents and educational partners can provide crucial support systems, advocate for resources, and bridge communication gaps between home and school environments, thereby promoting a more holistic approach to education that considers the diverse needs and backgrounds of these students. Moreover, collaborative efforts between families, schools, and community organizations have been shown to mitigate the effects of socioeconomic disparities and improve educational outcomes for these students. This same parent and educational partner engagement	Percentage of parents who feel the WUHSD seeks to gain parent input for decision-making (Metric 3.1) Annual Title 1 Parent Meeting Attendance (Metric 3.2) Number of ELAC/DELAC Meetings (Metric 3.2)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and overall well-being of these vulnerable student populations. Parents noted in educational partner feedback that they desired more communication around the topics of early college, CTE pathways, tutoring, credit deficiency make-up opportunities, and ways to support their students with mental health and stressors.

Data shows there is a discrepancy between unduplicated student groups and all groups in various areas. The more informed parents and guardians are, the more effectively students will be supported.
Based on the California School Dashboard for English Language Arts the all student group scored at 6.3 points above standard while ELs were - 93.4 points below standard, SED were - 0.3 below standard, and SWDs scored -110.8 below standard.

In Math the all student group scored -111.7 below standard, ELs scored -182.2 below standard, SED students scored -117.6 below standard, and SWDs measured -183.4 below standard.

Based on the CAST Science test, 15.4% of students in the all-student category met or exceeded standard.
0.97% of EL students met or exceeded standard, 13.83% of SED students met or exceeded standard, and
5.88% of SWDs met or exceeded standard. | is crucial for all students as it fosters a supportive learning environment. | Participation Rates for Post-IEP Surveys (Metric 3.3) |

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	For the College and Career Indicator (CCI), the all student group scored in the low category with only 34.6% of students meeting prepared. The unduplicated subgroups measured as follows: ELs: (8.1% - very low), SED: (5.4% - very low), and SWD: (31.9% - low). Graduation Rates for the "all student" group is 90.6% with SED closely behind at 89.73%. In comparison, graduation rates were 81.44% for ELs, 60 % for homeless youth, and 73.33% for SWD. Finally, a minimal group of 32.5% ELs were measured as making progress in acquiring the English Language based on the English Language Progress Indicator (ELPI): **Scope:** LEA-wide		
4.1	**Action:** Additional Instructional Support **Need:** Based on the 2023 California School Dashboard, students at Wasco Independence High School fell into the lowest category (red) for the College and Career Indicator with only 2.1% of students being prepared. Students also landed in the red category for the English Language Proficiency Indicator with 26.8% of students considered making progress.	Instructional aides will provide targeted intervention and support to students who are struggling, offering additional instruction, practice, and reinforcement of key concepts. Instructional aides will also assist teachers in implementing differentiated instructional strategies to meet the diverse learning needs of students and improve overall comprehension and mastery of content. Additionally, they will work closely with English language learners to enhance language acquisition and proficiency, providing tailored	Graduation Rate (Metric 4.3)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Students also are performing below standard in ELA and Math at 69.1 points below and 189.2 points below respectively. Additionally, only 9.86% of all students met or exceeded standard in Science. These are "All Student" scores due to the small population with no subgroup scores. WIHS students, staff, and administration reiterated the need for more academic instructional support to assist students in attaining needed credits to return to WHS, the comprehensive high school to graduate. Students emphasized that Instructional aides were a huge help when trying to understand concepts and curriculum and helped give them extra support and motivation. **Scope:**	support to help them progress in their language skills. instructional aides can collaborate with teachers to monitor student progress, provide feedback, and adjust instructional approaches as needed, ultimately contributing to improved student outcomes across these proficiency indicators. The Academic Coach will help provide individualized support to teachers through multi-pronged approaches that address classroom management, strategies, planning, resources, and collaboration to strengthen teaching pedagogy and impact student achievement.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	**Action:** Increase English Learner Supports and Services **Need:** English Language Learners in the Wasco Union High School District have struggled to	To better serve the English Language Learner (ELL) population at Wasco Union High School District, a focused approach to implementing research-based strategies, scaffolding, ongoing monitoring, and assessment will be adopted. Professional development will be provided for staff	Percentage of students making progress as measured by the English Language Progress Indicator (ELPI) Results and reported by the CA

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	progress in their language acquisition as noted by several measures. The EL subgroup scored in the orange category for the ELA CAASPP assessment at - 93.4 points below the distance from standard. For Math, they also scored in the orange band at -182.2 points below the distance from standard. According to the English Learner Progress Indicator (ELPI), only 32.5% of EL learners made progress toward English language proficiency. Additionally, the reclassification rate for the 22-23 school year was 6.27%. Another data point shows that the EL subgroup also struggled to make adequate progress toward other performance indicators. In the area of the College and Career Indicator (CCI), the EL subgroup scored in the very low (red) band with only 8.1% being deemed prepared. **Scope:** Limited to Unduplicated Student Group(s)	directly serving this population to enhance their instructional practices and support. The WUHSD will directly support students through certificated and classified staff members who will monitor ELL progress, collect and prepare data, oversee Individual Learning Plans, and manage the reclassification process. Instructional aides in core content classrooms will assist with instruction, and lesson delivery, and provide integrated and designated supports to scaffold learning effectively. Overall, these actions will support ELLs in achieving a higher level of progress in meeting the ELPI indicator.	School Dashboard (Metric 1.10) Percentage of students that are being Reclassified as Fluent English Proficient as reported by Kern Integrated Data System (Metric 1.11)

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

Additional Concentration Grant Funding

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

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

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

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

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

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

Custodian/Bus Driver (1 FTE) - (Goal/Action 3.1) - The WUHSD utilizes an additional custodian/bus driver to provide adequate time for student transportation needs, including regular education and athletic events, as well as facility cleaning. With the added staff, the District has

gained flexibility in adjusting routing plans to comply with pandemic guidelines, ensuring a safe and welcoming environment for students. Transportation services are particularly vital for our low-income students in rural areas, guaranteeing equitable access to events.

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

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

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

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:18
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:19

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	21,901,690	8,593,566	39.237%	23.089%	62.326%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$13,653,648.00	$757,950.00		$256,509.00	$14,668,107.00	$10,281,508.00	$4,386,599.00

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	Supplemental Resources and Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024 - 2027	$466,461.00	$873,805.00	$1,149,170.00	$191,096.00			$1,340,266.00	
1	1.2	Academic and Social Emotional (SEL) Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$1,242,967.00	$8,000.00	$1,250,967.00				$1,250,967.00	
1	1.3	Staff and Curriculum Development and Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$1,353,163.00	$429,815.00	$1,513,967.00	$269,011.00			$1,782,978.00	
1	1.4	Intervention Supports and Extended Learning Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$1,193,378.00	$110,000.00	$1,303,378.00				$1,303,378.00	
1	1.5	Increase English Learner Supports and Services	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	2024-2027	$541,577.00	$5,000.00	$390,057.00			$156,520.00	$546,577.00	
2	2.1	College and Career Services	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Wasco High School 9-12	2024-2027	$82,297.00	$7,450.00	$89,747.00				$89,747.00	
2	2.2	Broad Course of Study, Appropriate Class Sizes, and Additional Course Offerings	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$2,178,951.00	$540,236.00	$2,715,912.00	$3,275.00			$2,719,187.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Ag Career Academy	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Wasco High School 9-12	2024-2027	$513,110.00	$165,320.00	$678,430.00				$678,430.00	
2	2.4	CTE Pathways	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2027	$678,630.00	$250,550.00	$929,180.00				$929,180.00	
2	2.5	Technology Devices, Resources, Connectivity, Infastructure and Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2027	$649,389.00	$1,661,688.00	$2,122,794.00	$104,046.00	$84,237.00		$2,311,077.00	
3	3.1	Campus Safety, Security, Attendance Supports and Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$907,138.00	$160,352.00	$1,067,490.00				$1,067,490.00	
3	3.2	Positive and Engaging School Environment		Yes	LEA-wide		All Schools	2024-2027	$175,096.00	$124,941.00	$300,037.00				$300,037.00	
3	3.3	Parent & Educational Partner Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$108,829.00	$49,442.00	$142,519.00			$15,752.00	$158,271.00	
4	4.1	Additional Instructional Support	English Learners Foster Youth Low Income				English Learners Foster Youth Low Income	Specific Schools: Wasco Independence High School 11th - 12th	2024-2027	$190,522.00	$0.00		$190,522.00			$190,522.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
21,901,690	8,593,566	39.237%	23.089%	62.326%	$13,653,648.00	0.000%	62.341 %	Total:	$13,653,648.00
								LEA-wide Total:	$12,495,414.00
								Limited Total:	$390,057.00
								Schoolwide Total:	$768,177.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Supplemental Resources and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,149,170.00	
1	1.2	Academic and Social Emotional (SEL) Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,250,967.00	
1	1.3	Staff and Curriculum Development and Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,513,967.00	
1	1.4	Intervention Supports and Extended Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,303,378.00	
1	1.5	Increase English Learner Supports and Services	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	$390,057.00	
2	2.1	College and Career Services	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Wasco High School 9-12	$89,747.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Broad Course of Study, Appropriate Class Sizes, and Additional Course Offerings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,715,912.00	
2	2.3	Ag Career Academy	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Wasco High School 9-12	$678,430.00	
2	2.4	CTE Pathways	Yes	LEA-wide	English Learners Foster Youth Low Income		$929,180.00	
2	2.5	Technology Devices, Resources, Connectivity, Infastructure and Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income		$2,122,794.00	
3	3.1	Campus Safety, Security, Attendance Supports and Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,067,490.00	
3	3.2	Positive and Engaging School Environment	Yes	LEA-wide		All Schools	$300,037.00	
3	3.3	Parent & Educational Partner Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$142,519.00	
4	4.1	Additional Instructional Support			English Learners Foster Youth Low Income	Specific Schools: Wasco Independence High School 11th - 12th		

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$12,455,221.00	$7,392,455.00

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	Student Monitoring Supports	Yes	$377,461	$474,346
1	1.2	Athletic, Transportation and Supervision Supports	Yes	$533,655.00	$583,216
1	1.3	Athletic Resources for Students	Yes	$28,000.00	$143,481
1	1.4	Supplemental Instructional Supports	Yes	$589,292	$94,382
2	2.1	Digital Supplemental Instructional Resources	Yes	$400,000.00	$213,253
2	2.2	Academic and SEL Support Services	Yes	$814,301.00	$121,190
2	2.3	Staff and Curriculum Development	Yes	$711,256	$288,861
2	2.4	Intervention Supports and Extended Learning Opportunities	Yes	$1,059,555.00	$112,325
2	2.5	English Learner Support Services	Yes	$876,428.00	$135,700
3	3.1	College and Career Services	Yes	$88,681.00	$85,950
3	3.2	Class Size Reduction and Additional Course Offerings	Yes	$2,383,827.00	$1,912,185

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	Ag Career Academy	Yes	$601,577.00	$671,512
3	3.4	CTE Pathways	Yes	$721,212.00	$559,961
3	3.5	Technology Devices and Connectivity	Yes	$1,481,131	$345,495
3	3.6	Technology Infrastructure and Resources	Yes	$565,740.00	$578,131
3	3.7	Technology Support Services	Yes	$403,749.00	$330,073
4	4.1	Campus Safety, Security, and Attendance Supports	Yes	$561,622.00	$366,116
4	4.2	Campus Safety and Monitoring Services	Yes	$13,600.00	$168,022
4	4.3	Student Activities and Recognition	Yes	$128,748.00	$60,596
4	4.4	Parent Engagement	Yes	$97,960.00	$135,472
4	4.5	Increasing Engagement with Educational Partners	Yes	$17,426.00	$12,188

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
8,328,087	$12,455,221.28	$7,392,455.00	$5,062,766.28	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	Student Monitoring Supports	Yes	$377,461.00	$474,346		
1	1.2	Athletic, Transportation and Supervision Supports	Yes	$533,655.00	$583,216		
1	1.3	Athletic Resources for Students	Yes	$28,000.00	$143,481		
1	1.4	Supplemental Instructional Supports	Yes	$589,292.00	$94,382		
2	2.1	Digital Supplemental Instructional Resources	Yes	$400,000.00	$213,253		
2	2.2	Academic and SEL Support Services	Yes	$814,301.00	$121,190		
2	2.3	Staff and Curriculum Development	Yes	$711,256.00	$288,861		
2	2.4	Intervention Supports and Extended Learning Opportunities	Yes	$1,059,555.00	$112,325		
2	2.5	English Learner Support Services	Yes	$876,428.00	$135,700		
3	3.1	College and Career Services	Yes	$88,681.00	$85,950		
3	3.2	Class Size Reduction and Additional Course Offerings	Yes	$2,383,827.00	$1,912,185		
3	3.3	Ag Career Academy	Yes	$601,577.00	$671,512		
3	3.4	CTE Pathways	Yes	$721,212.00	$559,961		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.5	Technology Devices and Connectivity	Yes	$1,481,131.28	$345,495		
3	3.6	Technology Infrastructure and Resources	Yes	$565,740.00	$578,131		
3	3.7	Technology Support Services	Yes	$403,749.00	$330,073		
4	4.1	Campus Safety, Security, and Attendance Supports	Yes	$561,622.00	$366,116		
4	4.2	Campus Safety and Monitoring Services	Yes	$13,600.00	$168,022		
4	4.3	Student Activities and Recognition	Yes	$128,748.00	$60,596		
4	4.4	Parent Engagement	Yes	$97,960.00	$135,472		
4	4.5	Increasing Engagement with Educational Partners	Yes	$17,426.00	$12,188		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
21,864,523	8,328,087	18.81%	56.899%	$7,392,455.00	0.000%	33.810%	$5,048,348.78	23.089%

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.

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners
Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o 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,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  - The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal
Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal
Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

  o 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:

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  o 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).

  o 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.

  o Indicate the school year to which the baseline data applies.

  o 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.

- o 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.

  - o 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.

  - o 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.

  - o 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.

  - o 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.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o 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.

    o   In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o   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.

    o   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.

    o   As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

        ▪   The reasons for the ineffectiveness, and

        ▪   How changes to the action will result in a new or strengthened approach.

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

Action

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - Professional development for teachers.

  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

o 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.

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

  o 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.

- o **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.

- o **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).

  - o **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.

  - o **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.

- o 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%).

  o 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)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o 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)**

o 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**

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

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

  o 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**

  o 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)**

  o 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 (%)**

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

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

  o 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)**

  o 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 %)**

- o 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)**

  - o 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)**

  - o 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)**

  - o 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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