

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Woodward Leadership Academy

CDS Code: 36678760126714

School Year: 2026-27

LEA contact information:

Jacqueline Johnson

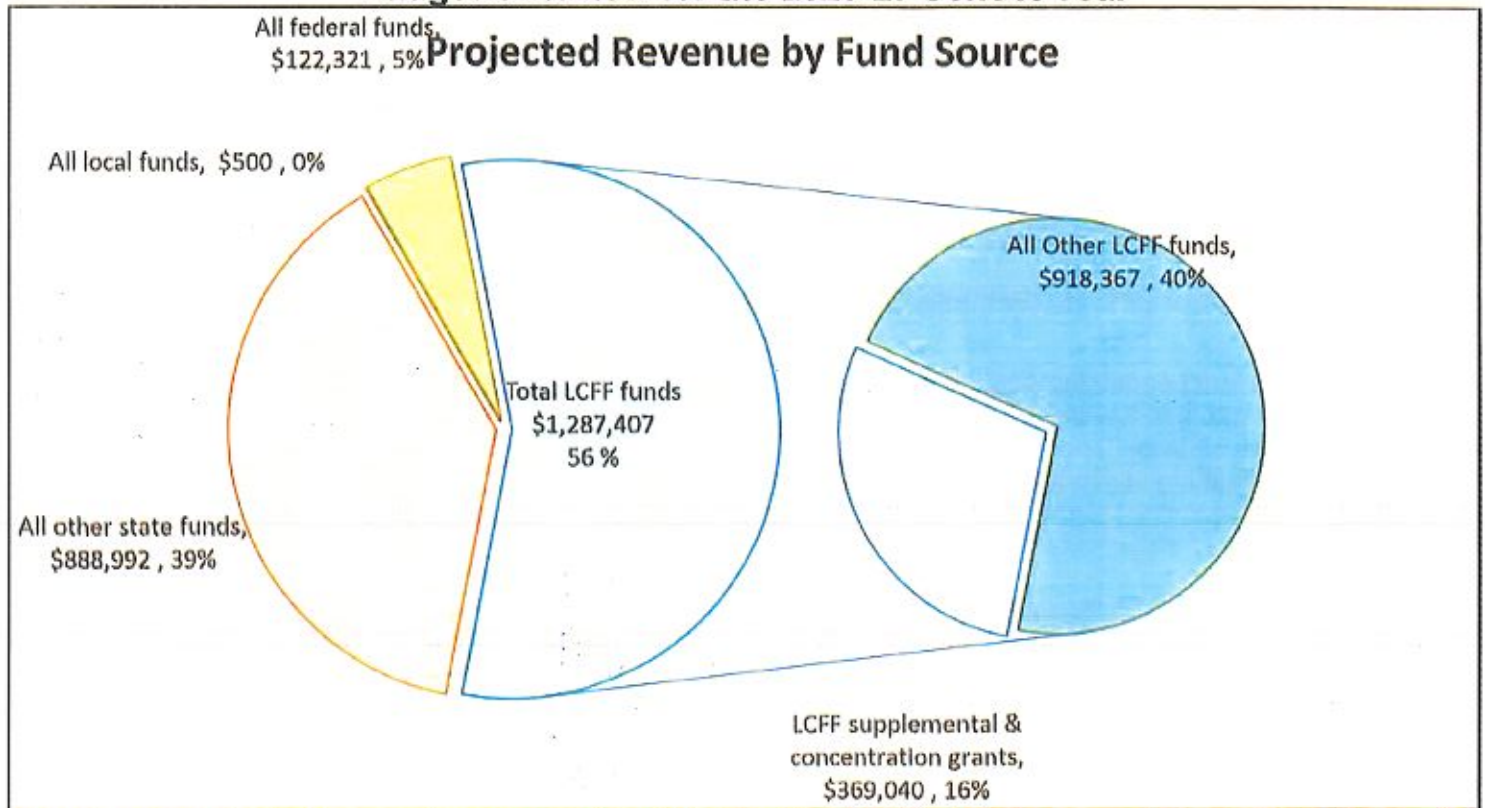
Executive Director

jjohnson@woodwardleadershipacademy.com

909-284-5535

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

Budget Overview for the 2026-27 School Year

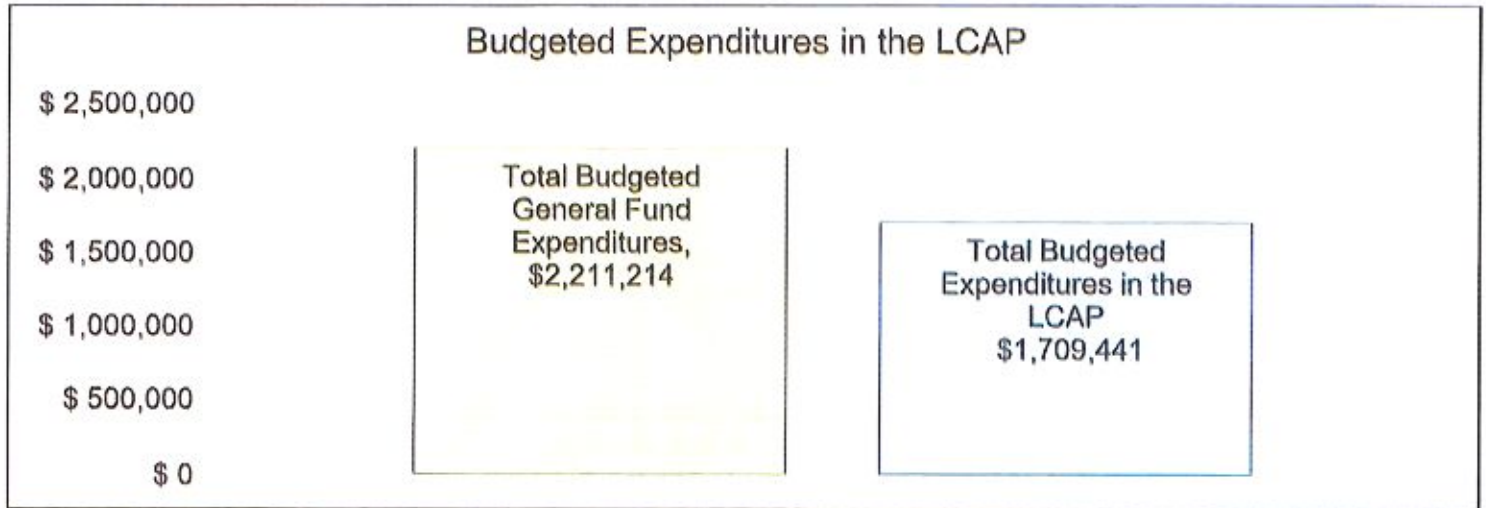


This chart shows the total general purpose revenue Woodward Leadership Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Woodward Leadership Academy is \$2,299,220, of which \$1,287,407 is Local Control Funding Formula (LCFF), \$888,992 is other state funds, \$500 is local funds, and \$122,321 is federal funds. Of the \$1,287,407 in LCFF Funds, \$369,040 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Woodward Leadership Academy plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Woodward Leadership Academy plans to spend \$2,211,214 for the 2026-27 school year. Of that amount, \$1,709,441 is tied to actions/services in the LCAP and \$501,773 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenditures not included in the 2026-27 LCAP are business services, audit services, facility costs (utilities, rent), banking and payroll fees, and legal fees.

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

In 2026-27, Woodward Leadership Academy is projecting it will receive \$369,040 based on the enrollment of foster youth, English learner, and low-income students. Woodward Leadership Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Woodward Leadership Academy plans to spend \$399,506 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP

\$414,076

☐ Actual Expenditures for High Needs Students in LCAP

\$346,700

\$ 0 \$ 50,000 \$ 100,000 \$ 150,000 \$ 200,000 \$ 250,000 \$ 300,000 \$ 350,000 \$ 400,000 \$ 450,000

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

The text description of the above chart is as follows: In 2025-26, Woodward Leadership Academy's LCAP budgeted \$414,076 for planned actions to increase or improve services for high needs students. Woodward Leadership Academy actually spent \$346,700 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$67,376 had the following impact on Woodward Leadership Academy's ability to increase or improve services for high needs students:

Due to slightly lower enrollment and ADA in 2025-26 vs Adopted Budget projections, WLA scaled back a few costs and shifted some staffing roles around. Overall, service levels for students with high needs were not impacted and additional services through supplemental LCFF dollars or from additional grants were used to increase servicing offerings for students. One key service rolled out during 2025-26 was recess and lunch support to aide in behavioral management and more tailored physical education options.

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
Woodward Leadership Academy	Jacqueline Johnson Executive Director	jjohnson@woodwardleadershipacademy.com 909-284-5535

Plan Summary [2026-27]

General Information

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

Woodward Leadership Academy (WLA) is a public charter school that serves Transitional Kindergarten through Sixth Grade students in the City of San Bernardino and the surrounding area.

The goals and actions contained in the 2024 LCAP focus on our vision and mission which are:

Vision: The vision of WLA is to reinvigorate our community by building healthy scholars and leaders who contribute to building a healthy community. Individual achievements will positively impact families, neighbors, and the global society in which we live. Woodward Leadership Academy seeks to create a school with a positive reputation for academic achievement along with socioemotional development that will draw students from San Bernardino and surrounding areas.

Mission: The mission of Woodward Leadership Academy (WLA) is to provide an excellent education through a rigorous curriculum taught by knowledgeable teachers. The knowledge and information received by students at WLA equip them to have strong morals and be responsible community members. Students at WLA will also be taught leadership skills along with being taught to have a healthy sense of self-efficacy. This elementary school foundation will prepare WLA promotees for middle and high school. Additionally, WLA will work to create a foundation for life-long learning and develop the capacity of its students in order to assist them in reaching their highest potential in every area of life.

6- Board of Directors

As of Census Day
19-employees: 6- certificated (teachers and counselor); 13 - classified (Operations administrator, campus safety officer, instructional assistants, custodians, receptionist and paraprofessionals)

Enrollment:
Grade Level Enrollment # of students

TK-9

K-6

1-10

2-20

3-15

4-15

5-13

6-10

Demographics

2023-2024

2022-2023

93.75% socioeconomically disadvantaged

7.2% English Learners

2.1% with identified special needs

2.2% Foster

7.2% Homeless

Reflections: Annual Performance

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

WLA's overall performance results for all students and for specific groups show that improvement is needed in the areas of ELA, Math and Reading. Despite reported growth strides, data continues to demonstrate that more concentrated efforts need to be made in these areas. The teaching staff remained committed to providing a quality education for our students. WLA continued providing effective support to all students. The staff continued to meet the needs of students together with their parents/guardians, working to remove barriers to learning, physical, emotional, and mental well being. In addition students participated in benchmark testing at the beginning of the school year, during

mid year, and again at the end of the year, with significant overall growth being shown. We are most proud of the family like culture that resonates within the WLA community.

Reflections: Technical Assistance

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

Technology continues to be upgraded for all staff as well as students as needed. Headphones are purchased for each student. Chromebooks, Ipads, laptops and desktops are afforded to each staff member and student. Walkie talkies were implemented as a way to communicate faster and more effectively.

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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
A description of how the adopted LCAP was influenced by the feedback provided by educational partners. WLA is an active member with CCSA. One of most beneficial advantages is attending the yearly CCSA meetings. These meetings give all in attendance a chance to attend sessions of their choice that cover a variety of topics. WLA also attends the monthly charter school meetings where charter school leaders from the area come together to discuss matters that affect our individual sites as well as charter schools as a whole. Coffee with the counselor is held monthly stakeholders actively attend and participate. Deloitte - Courageous Principals Conference. Feedback received from Parent surveys and monthly board meetings collected and reviewed.	

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase academic achievement in the areas of ELA, Math, Science, & Literacy.	Focus Goal
State Priorities addressed by this goal.		
Priority 1: Basic (Conditions of Learning)		

An explanation of why the LEA has developed this goal.

CA Dashboard Data (2023) and feedback from stakeholders via in person meetings and surveys indicates the need to increase the academic performance of all students in Meeting or Exceeding grade level standards. Core subject matter instruction will also include interventions, enrichment activities, differentiated instruction, and project-based and blended learning. WLA Stakeholders recognize the extent to which barriers prevent students from setting and achieving goals and that barrier removal is essential to increase ADA. Lastly, WLA realizes the importance of staying current with instructional technology as a means of increasing student achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	WLA teacher credentials and assignments	90% of WLA teachers are properly credentialed and appropriately assigned.	90% of WLA teachers are properly credentialed and assigned		100% of all teachers will be properly credentialed and assigned.	None
1.2	Student access to standards-aligned instructional materials	100 % of WLA students have access to standards-aligned instructional materials	100 % of WLA students have access to standards-aligned instructional materials		100 % of WLA students have access to standards-aligned instructional materials	None
1.3	College and Career Readiness: Participation in activities.	100% of students will participate in college and career readiness and career readiness preparedness activities.	100% of students will participate in college and career readiness		100% of students will participate in college and career readiness	None

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Technology	100% of students have access to a chromebook and internet.	preparedness activities, Career Day was held. 100% of students have access to a chromebook and internet.		preparedness activities. 100% of students have access to a chromebook and internet.	None
1.5	Skills acceleration: Academic Enrichment Support	100% of WLA students will have access to Academic Enrichment Support.	100% of WLA students have access to Academic Enrichment Support.		100% of WLA students will have access to Academic Enrichment Support.	None
1.6	Increase the percentage of students who are performing at grade level or above in ELA and Math (Grades K-2)	36% meet or exceed- ELA 20% meet or exceed- math.			ELA increased by 67.7 points 10% met or exceeded in Math	
1.7	Increase the percentage of students who are meeting or exceeding standards as measured by the CAASPP in ELA and Math (Grades 3-6)	15% meet or exceed- ELA 10% meet or exceed- math			40% meet or exceed- ELA 40% meet or exceed- math	

Goal Analysis [2025-26]

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

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

Woodward was able to achieve the actions listed in Goal 1. 90% of all teachers were properly credentialed and assigned. The partnership continues through SBCUSD for SELPA services for our students. All teachers and students had access to technology which enhanced the learning experience throughout the 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.

Budgeted costs stayed more or less in line with a few differences noted: SPED encroachment costs were reduced due to a large adjustment in the per ADA encroachment amount from the 24-25 school year that affected this years financials; only a few science and social studies textbooks were needed which reduced costs, a few books were donated as well; NWEA came in lower than anticipated and WLA decided not to pursue a Spanish course.

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

The overall analysis of Goal #1 is that we continue to make progress towards increasing academic achievement in the core subjects. Our performance rate increased from low performing to middle performing on the CDE dashboard. We realized that qualified teachers are essential to ensuring the success of our students.

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.

The implementation of a literacy specialist has helped close the learning gaps this provided more concentrated intervention opportunities for students. The groupings were created based on the students academic data and was monitored for changes. Out of the 31 students receiving interventions in ELA/Reading, 29 have shown a consistent improvement of 14.75% based on fluency reading assessments.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Student Academic Success	Hire and retain general education teachers Contract with SBCUSD for SELPA services to support students who receive SPED support.	\$897,111.00	Yes
1.2	Intervention	Provide in class resources to support students learning.	\$262,480.00	Yes
1.3	Providing in-class resources	Replace technology as needed Purchase necessary classroom materials for learning enrichment	\$58,802.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase the occurrences of positive social interactions (i.e. kindness, empathy, etc) as well as provide support for positive mental health	Focus Goal

State Priorities addressed by this goal.

- Priority 2: State Standards (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Although students were happy to return to the traditional learning environment after the Covid-19 pandemic and 1 1/2 years of distance learning, WLA found that were moments of difficulty in the area of interpersonal communication. WLA continues to add Goal #2 to the LCAP for the 2024/2025 school year in order to place an intentional focus on understanding social-emotional learning/wellness and how it can positively impact a student's academic achievement and help build capacity in students in and outside of the classroom.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Staff will receive training in Social Emotional Learning	100% of WLA staff will receive training in a data-driven Social Emotional Learning curriculum.	100% of WLA staff have received training in a data-driven Social Emotional Learning Curriculum		100% of WLA staff will receive training in a data-driven Social Emotional Learning curriculum.	None
2.2	Students will receive instruction in the area of SEL using data-driven curriculum.	SEL instruction will be a Tier 1 intervention.	SEL instruction at Tier 1 intervention was received by all students		SEL instruction will be a Tier 1 intervention.	None
2.3	Decrease the amount of referrals due to negative social interactions.	Negative social interactions will account for less than 15% of all office referrals	Amount of referrals have decreased, there were less than 10		Negative social interactions will account for less	None

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			suspensions this year.		than 5% of all office referrals	

Goal Analysis [2025-26]

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

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

All actions in Goal 2 were met. The presence of a full time counselor on campus has been beneficial to students.

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

There were no material differences. Budgeted actions stayed in line with estimated actuals and planned services.

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

With the implementation of a discipline coordinator and Director of Student Success the relationships built have led to the referrals decreasing. Parents/students and stakeholders are all pleased with the new policies and practices that are in place.

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.

Continued insistence of adherence to the policies and procedures by students will lead to the continued overall success.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Social Emotional Support	1. Purchase licenses for a research based, data-driven SEL Curriculum 2. Provide professional development for adult stakeholders	\$3,199.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Mental Health Support	1. Contract with outside counseling service provider (Clay Counseling)	\$500.00	Yes
2.3	Positive Behavior Incentives	1. Facilitate an incentive store (Aviator Store) to promote positive behaviors	\$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Engage parents and families to support student success in school	Maintenance of Progress Goal
State Priorities addressed by this goal.		
Priority 3: Parental Involvement (Engagement)		

An explanation of why the LEA has developed this goal.

Self-study data outlines that parent and family engagement needs to improve to better support the overall learning for our students. When parents and families are engaged in a student's academic program, the student has an increased chance of excelling academically. As such, WLA will develop and implement opportunities where parents and families can participate and communicate effectively in order for students to reach their academic and social-emotional goals. Parents also need to be supported in their efforts to become informed and educated so that they can actively participate in the WLA community and promote educational success for their children.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Maintain strong parent communication. Communication will be demonstrated by Aeries Communication/Parent Square and Procure.	Maintain 100% of WLA Parents will be contactable through Aeries Communication/Parent Square and Procure.	100% of all WLA parents are contactable through Aeries Communication/Parent Square and Procure		100% of WLA Parents will be contactable through Aeries Communication/Parent Square and Procure.	
3.2	Maintain an updated website.	WLA is in the process of re-vamping the entire website, it will be maintained regularly, the goal is to have the 100% of WLA Parents will be contactable through Aeries	WLA's website has been re-vamped and is continually monitored and updated as needed		100% of WLA Parents will be contactable through Aeries Communication/Parent Square and Procure.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	All staff will have a direct classroom phone line and a walkie-talkie.	Communication/Parent Square and Procure. 100% of all staff will have a personal phone number assigned to them in their classroom/office, and a walkie talkie.	100% of all staff have a personal phone number assigned to them in their classroom/office, and a walkie talkie.		100% of all staff will have a personal phone number assigned to them in their classroom/office, and a walkie talkie.	

Goal Analysis [2025-26]

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

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

All planned actions presented were implemented. Parent communication was increased which led to parental involvement that increased throughout the year. The school-wide website was revamped. Social media outlets were monitored and updated regularly.

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.

Budgeted expenditures stayed in line with some slight differences noted: Receptionist time was slightly reduced due to shifting duties earlier in the school year; Ring Central costs came down and were cut in about half.

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

The overall actions were effective in the specific actions that were taken which made progress toward the goals during the LCAP cycle. Use of the online parent communication allowed for timely and effective communication with our parents/guardians. The Wednesday folder process that was implemented with information for the upcoming days continued to be sent home on Wednesdays. This process helped ensure that families were made aware of events and therefore increased the overall participation in school-wide events.

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

For the 25-26 year WLA plans to contract with a vendor to attend all events and either photograph/video them and upload to our social media outlets.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Effective communication	1. Communication through Aeries Parent Portal/Procare 2. School-wide Website revamp 3. Travel costs for home visits 4. Recruit Classroom Parent-Partners 5. Provide Walkie talkies for all staff 6. Personal phone number through ring central for all staff in their classroom and or office.	\$222,670.00	Yes
3.2	Maintain an updated website.	WLA is in the process of re-vamping the entire website, it will be maintained regularly, the goal is to have the 100% of WLA Parents will be contactable through Series Communication/Parent Square and Procare.	\$0.00	Yes
3.3	All staff will have a direct classroom phone line and a walkie-talkie.	100% of all staff will have a personal phone number assigned to them in their classroom/office, and a walkie talkie.	\$0.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Foster a safe welcoming learning environment where students learn and feel connected to school	Maintenance of Progress Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

WLA has not had 100% of students attend school daily. Students need to be actively engaged in school daily in order to build lifelong habits for success in secondary school and into their college and career experiences.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	The plan is to increase student attendance rates by reducing the number of students who are chronically absent.	Improve student attendance rates over 2022-2023 of 81.11%	Student attendance rate improved over 2022-2023 to		Improve the student attendance rate by 80%	
4.2	Campus Security Officer (CSO)	Full-time and Part-time CSO	WLA started the year with both a Full-time and Part time CSO. Unfortunately, both resigned and based on no incidents this year, there is no plan to re-hire.		There will no incidents occurring on campus	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Universal Assessment Screening	Informal Universal Screening 1 assessment will be used during the year.	Informal Universal Screening 1 assessment was used during the year.		overall increase in assessments to 3 during the year.	
4.4	SOAR Afterschool Program (ASES) to increase the participation and engagement of students	Increase the overall student participation in the SOAR Afterschool Program to 95% or higher.	Overall student participation in the SOAR Afterschool Program is 86.11%		100% participation in the SOAR Club	

Goal Analysis [2025-26]

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

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

During the 2024–2025 school year, there were no substantive differences between the planned actions and their actual implementation. The school successfully maintained a full-time counselor, a full-time school–family liaison, both a full-time and part-time security officer, and a full-time discipline coordinator. Collectively, these team members played a vital role in fostering a welcoming and supportive school environment.

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 budgeted costs were reduced after the departure of the school's security staff member. Internal positions were realigned to support the safety and security of school. All other costs aligned closely to the budgeted amounts.

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

Progress toward this goal was facilitated by the positive rapport developed between staff and families. Throughout the school year, there was a notable increase in parental involvement, which contributed significantly to our success.

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.

We plan to build on the efforts made during the 2024–2025 school year to further enhance the overall school climate and boost staff morale.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Increase Attendance Rates Schoolwide	Attendance Incentives	\$6,000.00	Yes
4.2	Campus Safety Officer	Campus Security Officer fulltime and part time	\$6,179.00	Yes
4.3	Universal Assessment Screening	To evaluate student voice in school climate, teaching and learning, relationships and belonging	\$0.00	No
4.4	After School Program	Soar Club Ases	\$316,588.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Provide regular and ongoing professional development opportunities that will address the following: academic instruction/strategies; social-emotional learning; mental health awareness; college/career development; safe school culture; positive behavior interventions & supports; restorative justice	Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

WLA believes that the staff members who serve our scholars are a key factor in student success. Providing training and support to staff is an essential component of ensuring student achievement. The core support for all teachers includes opportunities for professional development that will ensure that all students can be successful in a rigorous common core curriculum. Our student achievement data demonstrates a need to increase the academic performance of ALL students in meeting or exceeding grade level standards in English language arts (ELA) and mathematics

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Weekly PD Meetings	All staff will meet weekly to engage in focused PD topics.	All staff will meet weekly to engage in focused PD topics.		WLA will provide focused professional development to all staff on a regular and on going basis weekly. These topics will range in content and have various topics throughout the year. These topics will include academic instruction	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					strategies; mental health awareness; safe school culture; restorative justice as well as positive behavior intervention and supports.	

Goal Analysis [2025-26]

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

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

During the 2024–2025 school year, a stronger understanding of the organizational structure—developed through professional development sessions and weekly training—contributed to a more positive and effective school environment

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.

No significant variances were noted in relation to this goal.

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

Professional development sessions and workshops were tailored to support the needs of staff, students, and the broader community.

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.

Contingent upon budget availability, the 2025–2026 school year will include continued efforts to provide meaningful professional development, especially in areas that support SEL practices and reinforce PBIS systems.

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

Actions

Action # Title	Description	Total Funds	Contributing
5.1 Professional Development	PBIS and SEL Professional Development, CCSA Conference for Administration. The idea here is to increase certificated and classified staff's breadth of knowledge to adequately support student learning at any level.	\$13,975.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	1 Within one year we will reduce suspensions of African American, English Learner and Long-Term English Learner students as measured by suspension rates.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The 2024 Dashboard identified that African American, English Learner and Long-Term English Learner as performing in the red for the Suspension indicator. This is corroborated by feedback provided by educational partners indicating a need for positive behavioral intervention. As such, we are discontinuing improvement efforts for Low-income, English Learner, and African American students in English Language Arts (ELA) and will instead focus on reducing suspensions for African American, English Learner and Long-Term English Learner students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Percentage of students at Woodward Leadership Academy meeting or exceeding standards in ELA and math on the CAASPP	All students: 65% African American: 35% English Learner: 33% Low-income: 45%				
6.2	Percentage of students at Woodward Leadership Academy reading at or above grade-level on	All students: 70% African American: 40% English Learner: 36% Low-income: 52%				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	local reading and math level assessment					
6.3	Percentage of students at Woodward Leadership Academy meeting or exceeding standards on the District's ELA and math benchmark assessment	All students: 75% African American: 45% English Learner: 42% Low-income: 47%				
6.4	Suspension rate at Woodward Leadership Academy	All students: 6.2% African American: 16% English Learners: 10% Long-Term English Learners: 15%				

Goal Analysis [2025-26]

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

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

Actions 6.1 (Ongoing Support for ELA), 6.2 (After-school Tutoring Program) and 6.3 (Supplemental Reading Materials) were implemented with fidelity and as planned. 6.4 Incentives to reduce suspension rates. These actions saw success in improving outcomes across all metrics and no challenges were identified.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures identified. Services were rolled out effectively.

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

Actions 6.1 (Ongoing Support for ELA), 6.2 (After-school Tutoring Program, implementation of I-Ready Math curriculum), 6.3 (Supplemental Reading Materials) and 6.4 incentives which helped reduce the suspension rates were all shown to be effective over the past year, as evidenced by Year 1 Outcomes for the four metrics being used to track progress.

- WLA saw an improvement of 2% for All students, 4% for African American students, 5% for English Learners and 2% for Low-income students on the CAASSP ELA exam.
- WLA also saw an improvement of 2% for All students, 3% for African American students, 3% for English Learners and 3% for Low-income students on the districts local reading assessment.
- Lastly, WLA saw an improvement of 3% for All students, 3% for African American students, 3% for English Learners and 4% for Low-income students on the districts local reading assessment.
- In addition, input from students, parents and teachers and the literacy specialist indicated that students experienced more confidence in their reading and reading comprehension. Anecdotal evidence from these educational partners suggests that the increased confidence led to increased participation and decreased behavioral outbursts, though this cannot be corroborated with data at this time.

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.

While the 2024 Dashboard data showed growth in ELA for low-income, EL, African American and All student groups, the Dashboard identified that African American, English learner and long-term English learner were performing in the red in the Suspension indicator. As such, the goal and why statement have been revised to reflect the revised goal. Actions 6.1, 6.2, and 6.3 have been revised to support behavioral intervention strategies. Metric 6.4 has been added to address the goal of reducing suspension rates. Planned expenditures for all actions have been revised based on the 2024-25 Equity Multiplier apportionment.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Support for Behavior	The counselor at Woodward Leadership Academy will focus support for all students, but especially African American, English learner and long-term English learner students, in the areas of improving behavioral outcomes and working with teachers to reduce suspensions. Includes developing individualized behavior intervention plans for students with frequent behavioral incidents.	\$103,772.00	Yes

Action # Title	Description	Total Funds	Contributing
6.2 Focused Positive Behavioral Interventions and Support (PBIS)	African American, English learner and long-term English learner students will be provided with focused Social Emotional Learning (SEL) curriculum and push-in support that incorporates social stories and other developmentally and culturally appropriate content along with classroom level and individualized positive behavior supports.	\$18,165.00	Yes
6.3 Schoolwide Behavioral Incentives	Utilize a behavior application schoolwide that allows teachers to track and award students with points for positive behaviors and provide schoolwide reinforcement events. Students use the points at school events while teachers and administrators can see behavioral trends and track progress using real-time data.		No
6.4 Professional Development	Provide ongoing professional development opportunities for staff on restorative justice practices, trauma-informed care, and culturally responsive behavioral interventions.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	State Priorities addressed by this goal.	
	An explanation of why the LEA has developed this goal.	

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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Goal Analysis [2025-26]

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

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

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.

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

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.

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

Actions

Action #	Title	Description	Total Funds	Contributing
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Goals and Actions

Goal

Goal #	Description	Type of Goal
8		
State Priorities addressed by this goal.		
An explanation of why the LEA has developed this goal.		

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year. A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.						
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.						
A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.						

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.

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

Actions

Action #	Title	Description	Total Funds	Contributing
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Goals and Actions

Goal

Goal #	Description	Type of Goal
9	State Priorities addressed by this goal.	
	An explanation of why the LEA has developed this goal.	

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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.

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

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.

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

Actions

Action #	Title	Description	Total Funds	Contributing
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Goals and Actions

Goal

Goal #	Description	Type of Goal
10	State Priorities addressed by this goal.	
	An explanation of why the LEA has developed this goal.	

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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Goal Analysis [2025-26]

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

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

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.

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

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.

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

Actions

Action #	Title	Description	Total Funds	Contributing
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$369040	\$44864

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
40.184%	0.000%	\$0.00	40.184%

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: Student Academic Success Need: Hire and retain general education teachers Contract with SBCUSD for SELPA services to support students who receive SPED support.	There is a need to increase the academic performance of all students in Meeting or Exceeding grade level standards.	Core subject matter instruction will include interventions, enrichment activities, differentiated instruction project based and blending learning.
Scope:			

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.2	Action: Intervention Need: Enrichment support - Literacy Specialist Classroom Aide Focused Learning Center	Student access to standards-aligned instructional materials. Provide in class resources to support students learning.	Intervention support is provided by the literacy specialist. This support is provided daily using both push-in and pull-out.
1.3	Action: Providing in-class resources Need: Replace technology as needed Purchase necessary classroom materials for learning enrichment	All teachers and students will have access to operational up to date technology which is used to enhance the learning experience throughout the year.	WLA realizes the importance of staying current with instructional technology as a means of increasing technology.
2.1	Action: Social Emotional Support Need: 1. Purchase licenses for a research based, data-driven SEL Curriculum 2. Provide professional development for adult stakeholders	Staff received training in SEL. Students received Tier 1 and 2 support	There will be a decrease in the amount of referrals due to negative social interactions.
	Scope:		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.2	LEA-wide		
	Action: Mental Health Support	Counseling services continue to be offered at no cost to the family for support for student or family members.	The number of students being referred to Clay Counseling for the outside support has been reduced significantly.
	Need: 1. Purchase licenses for a research based, data-driven SEL Curriculum 2. Provide professional development for adult stakeholders		
2.3	Scope: LEA-wide		
	Action: Positive Behavior Incentives	Through the continued use of aviator bucks students are excited to go to the aviator spend and spend the bucks that they earn in a variety of ways.	There continues to be an increase in the occurrences of positive social interaction as well as provide support for positive mental health.
	Need: Facilitate an incentive store (Aviator Store) to promote positive behaviors		
3.1	Scope:		
	Action: Effective communication	The use of parent online communication with parents/guardians provided timely and effective outcomes.	WLA plans to enhance the communication efforts by recruiting parents/guardians to serve as classroom parent partners, and a PTA. These individuals will help increase the overall sense of a positive school community as well as parent engagement.
	Need: 1. Communication through Aeries ParentPortal/procare 2. School-wide Website revamp 3. Travel costs for home visits 4. Recruit Classroom Parent-Partners 5. Provide Walkie talkies for all staff		

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
6.	Personal phone number through ring central for all staff in their classroom and or office.		
	Scope: LEA-wide		
3.2	Action: Maintain an updated website. Need: WLA is in the process of having a visible "friendly" website that future and current parents can visit and gain information regarding Woodward Leadership Academy.	A current up to date website is necessary. Social media and the use of the internet has been proven to be used worldwide. Therefore it is important to have the information readily available and accurate.	Through surveys and word of mouth we will gain feedback regarding the effectiveness of the website. An website analyst has been hired to track productivity of the website.
3.3	Scope: LEA-wide Action: All staff will have a direct classroom phone line and a walkie-talkie. Need: 100% of all staff will have a personal phone number assigned to them in their classroom/office, and a walkie talkie.	Parents need a way to communicate with teachers/staff. Staff needs to communicate quickly with each other as needed.	Through surveys and parent meetings information will be discussed as to the effectiveness of the use of phones and walkie talkies.
4.1	Scope: LEA-wide Action: Increase Attendance Rates Schoolwide	The plan is to increase student attendance rates by reducing the number of students who are chronically absent.	Provide monthly award incentives, as well as end

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Attendance Incentives Scope: LEA-wide		of the year incentives for attendance
4.2	Action: Campus Safety Officer Need: Campus Security Officer fulltime and part time Scope: LEA-wide	By having both a Fulltime and Partime CSO they were able to provide support and ensure a safe and welcoming school environment.	Have 0 incidents occur on campus.
5.1	Action: Professional Development Need: PBIS and SEL Professional Development, CCSA Conference for Administration. The idea here is to increase certificated and classified staff's breadth of knowledge to adequately support student learning at any level. Scope: Schoolwide	Staff members that serve our scholars are a key factor in student success. We will continue to foster quality professional development opportunities, especially those that will enhance the understanding and implementation of social-emotional learning practices and those that will solidify a foundation in PBIS.	

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
6.1	Action: Support for Behavior Need:	There will be a decrease in the amount of referrals due to negative social interactions.	
	Scope: Limited to Unduplicated Student Group(s)		
6.2	Action: Focused Positive Behavioral Interventions and Support (PBIS) Need: Reduce the number of suspensions by decreasing the number of referrals Scope: Limited to Unduplicated Student Group(s)	The plan is to decrease student referrals by enforcing positive behaviors	Positive behavior incentive. Enforcing PBIS schoolwide not just in the classroom.

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 school will use the additional \$44,864 in concentration grant funds to increase staffing. WLA will add instructional aides for additional support inside the classroom. This will allow for better classroom management and provide 1:1 support for students needing targeted assistance.

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		1:6
Staff-to-student ratio of certificated staff providing direct services to students		1:16

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	918367	369040	40.184%	0.000%	40.184%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Totals	\$399,506.00	\$776,330.00	\$418,624.00	\$114,981.00	\$1,709,441.00

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
1	1.1	Student Academic Success	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Woodward Leadership Academy TK-6	Ongoing	\$396,124.00	\$300,987.00
1	1.2	Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$262,480.00	\$0.00
1	1.3	Providing in-class resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$28,552.00	\$30,250.00
2	2.1	Social Emotional Support	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	\$0.00	\$3,199.00
2	2.2	Mental Health Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$500.00

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	L
3	3.2	Maintain an updated website.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	\$0.00	\$0.00	
3	3.3	All staff will have a direct classroom phone line and a walkie-talkie.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	\$0.00	\$0.00	
4	4.1	Increase Attendance Rates Schoolwide	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$6,000.00	
4	4.2	Campus Safety Officer	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$6,179.00	
4	4.3	Universal Assessment Screening	All	No			All Schools	Ongoing	\$0.00	\$0.00	
4	4.4	After School Program	All Limited to unduplicated students first.	No			All Schools		\$172,386.00	\$144,202.00	
5	5.1	Professional Development	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$13,975.00	
6	6.1	Support for Behavior	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	\$103,772.00	\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	Location
6	6.4	Professional Development	All	No			All Schools	Ongoing			

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
918367	369040	40.184%	0.000%	40.184%	\$399,506.00	43.480%	86.982 %	Total: LEA-wide Total: Limited Total: Schoolwide Total:	\$399,506.00 \$392,126.00 \$0.00 \$7,380.00

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	Student Academic Success	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Woodward Leadership Academy TK-6	\$146,515.00	15.95
1	1.2	Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$103,274.00	11.25
1	1.3	Providing in-class resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$24,880.00	2.71
2	2.1	Social Emotional Support	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$0.00	0
2	2.2	Mental Health Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	0
2	2.3	Positive Behavior Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	0
3	3.1	Effective communication	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$110,878.00	12.07

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.2	Maintain an updated website.	Yes	LEA-wide	Low Income		\$0.00	0
3	3.3	All staff will have a direct classroom phone line and a walkie-talkie.	Yes	LEA-wide	English Learners Foster Youth Low Income		\$0.00	0
4	4.1	Increase Attendance Rates Schoolwide	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	.2
4	4.2	Campus Safety Officer	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,579.00	.5
4	4.3	Universal Assessment Screening				All Schools	\$0.00	0
4	4.4	After School Program				All Schools		0
5	5.1	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$7,380.00	.8
6	6.1	Support for Behavior	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		0
6	6.2	Focused Positive Behavioral Interventions and Support (PBIS)	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		0

2025-26 Annual Update Table

Totals		Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)		
Totals		\$1,634,303.00	\$1,490,054.00		
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 Academic Success	Yes	\$699,525.00	624125
1	1.2	Intervention	Yes	\$210,710.00	177495
1	1.3	Providing in-class resources	Yes	\$75,124.00	78797
2	2.1	Social Emotional Support	Yes	\$0.00	0
2	2.2	Mental Health Support	No	\$500.00	52
2	2.3	Positive Behavior Incentives	No	\$0.00	0
3	3.1	Effective communication	Yes	\$137,965.00	126989
3	3.2	Maintain an updated website.	Yes	\$0.00	0
3	3.3	All staff will have a direct classroom phone line and a walkie-talkie.	Yes	\$0.00	0
4	4.1	Increase Attendance Rates Schoolwide	Yes	\$6,000.00	0
4	4.2	Campus Safety Officer	Yes	\$57,889.00	21250

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)
4	4.3	Universal Assessment Screening	No	\$0.00	0
4	4.4	After School Program	No	\$313,110.00	338121
5	5.1	Professional Development	Yes	\$17,595.00	13229
6	6.1	Support for Behavior	Yes	\$91,638.00	91829
6	6.2	Focused Positive Behavioral Interventions and Support (PBIS)	Yes	\$24,247.00	18167
6	6.3	Schoolwide Behavioral Incentives	No	\$0.00	0
6	6.4	Professional Development	No	\$0.00	0

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)	
309624	\$414,076.00	\$346,700.00	\$67,376.00	48.312%	46.050%	-2.262%	
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 Academic Success	Yes	\$134,365.00	87979	15.75	11.69
1	1.2	Intervention	Yes	\$84,254.00	79429	9.88	10.55
1	1.3	Providing in-class resources	Yes	\$32,121.00	48185	3.76	6.4
2	2.1	Social Emotional Support	Yes	\$0.00	0	0	0
3	3.1	Effective communication	Yes	\$93,123.00	96628	10.92	12.83
3	3.2	Maintain an updated website.	Yes	\$0.00	0	0	0
3	3.3	All staff will have a direct classroom phone line and a walkie-talkie.	Yes	\$0.00	0	0	0
4	4.1	Increase Attendance Rates Schoolwide	Yes	\$2,000.00	0	.002	0
4	4.2	Campus Safety Officer	Yes	\$57,889.00	21250	6.79	2.82
5	5.1	Professional Development	Yes	\$10,324.00	13229	1.21	1.76
6	6.1	Support for Behavior	Yes			0	0
6	6.2	Focused Positive Behavioral Interventions and Support (PBIS)	Yes			0	0

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
752755	309624	0	41.132%	\$346,700.00	46.050%	92.107%	\$0.00	0.000%