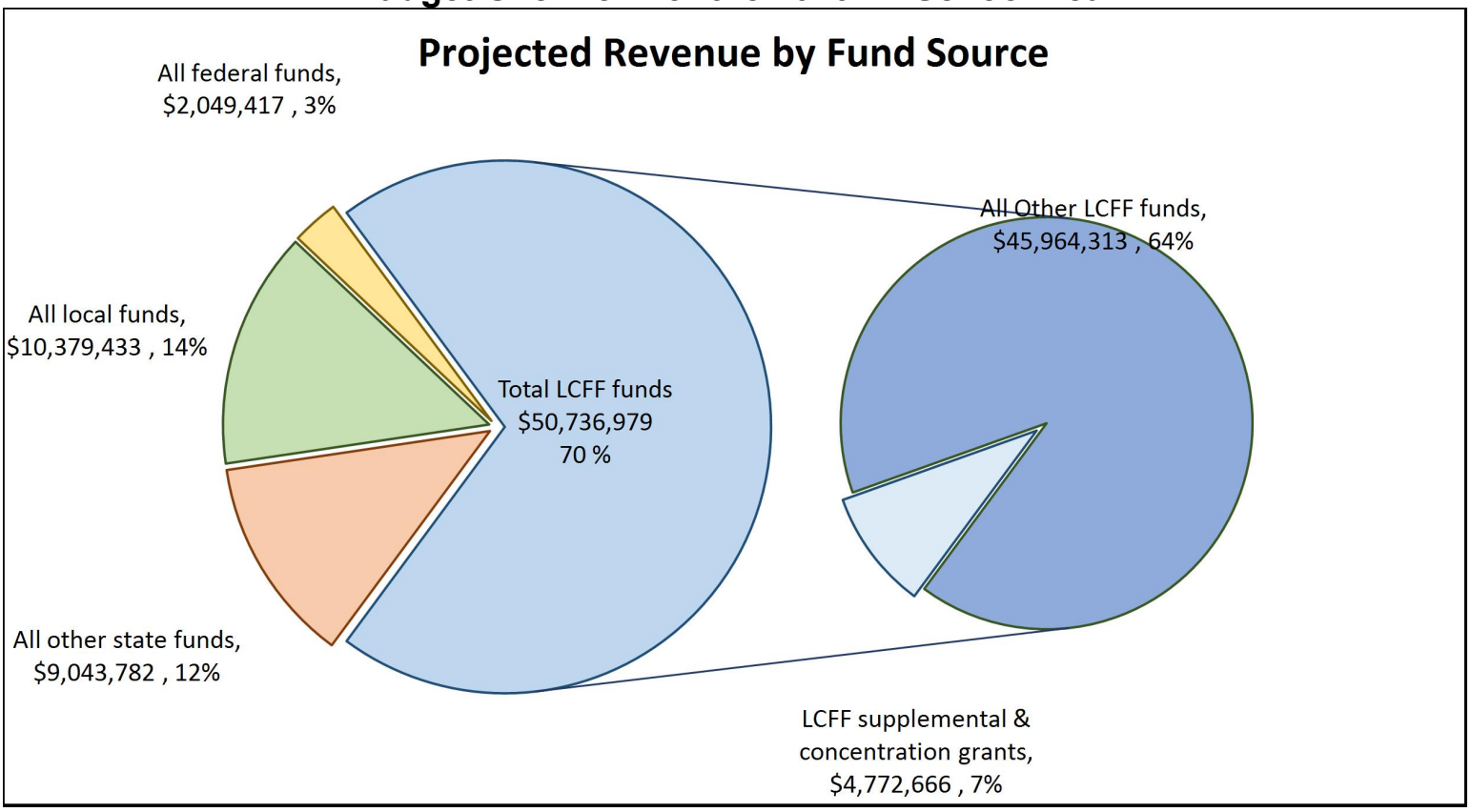
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Windsor Unified School District
CDS Code: 49-75358-0000000
School Year: 2026-27
LEA contact information:
Jeremy Decker
Superintendent
jdecker@wusd.org
707-837-7700

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

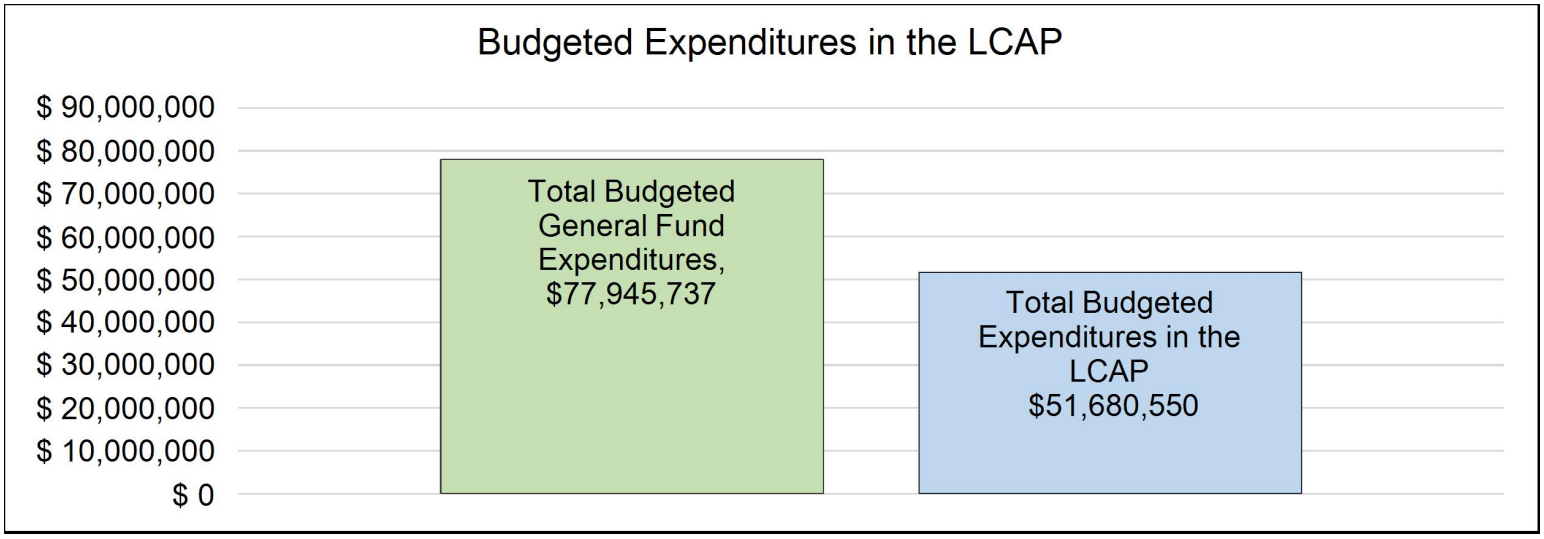


This chart shows the total general purpose revenue Windsor Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Windsor Unified School District is $72,209,611, of which $50,736,979 is Local Control Funding Formula (LCFF), $9,043,782 is other state funds, $10,379,433 is local funds, and $2,049,417 is federal funds. Of the $50,736,979 in LCFF Funds, $4,772,666 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 Windsor Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Windsor Unified School District plans to spend $77,945,737 for the 2026-27 school year. Of that amount, $51,680,550 is tied to actions/services in the LCAP and $26,265,187 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

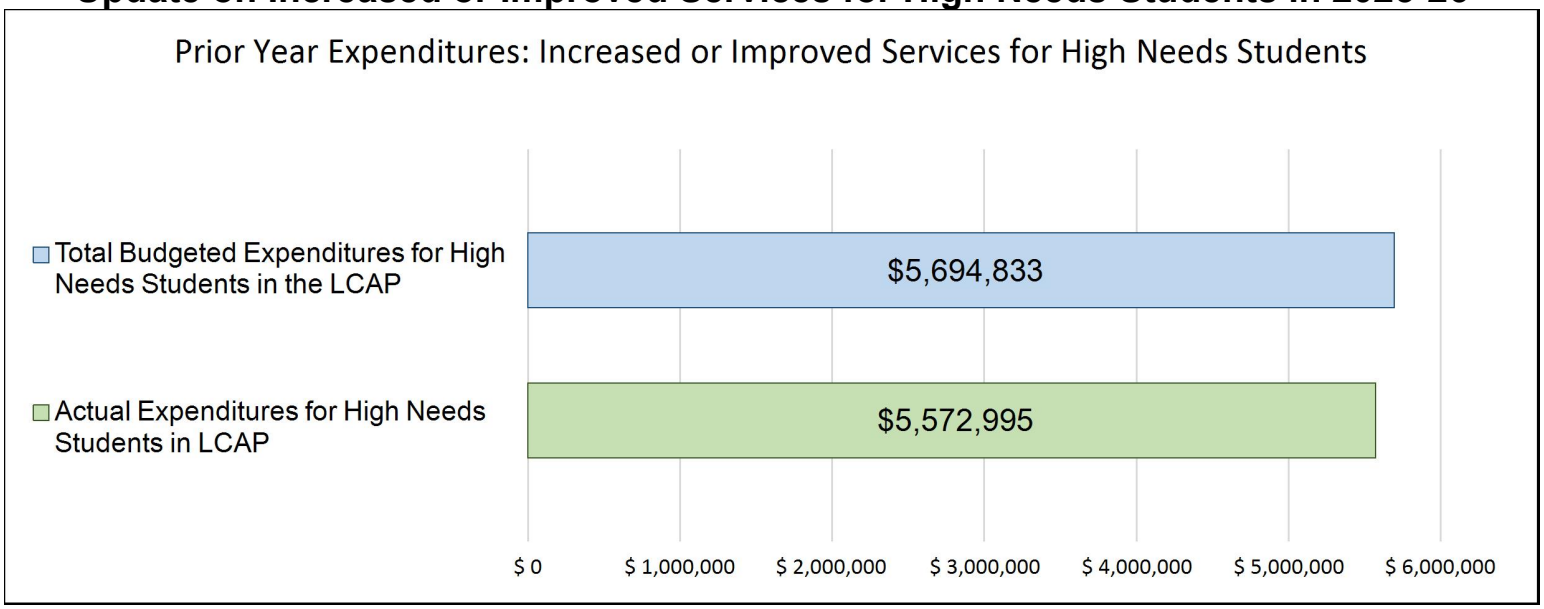
Windsor Unified School District's LCAP includes many of the district's core general fund expenditures. Custodial, grounds, and maintenance staff are funded through Action 1.6, Learning Environments, which supports clean, safe, and well maintained campuses for all students. Special education staffing and services are funded through Action 1.9, Special Education Support, which provides individualized instruction and support for students with exceptional needs. The approximately $26,265,187 in general fund expenditures not included in the LCAP consists primarily of the operating and support costs that keep those programs and campuses running. These include district and school office administration, including business and fiscal services, human resources, and payroll; technology infrastructure, licensing, and support; property and liability insurance; legal services; and retiree benefit costs. Also not included are non-personnel special education costs such as nonpublic school placements and contracted related services, and programs funded by restricted state and federal revenues that must be spent for a specific purpose defined by the funding source, such as lottery or medical. Although these expenditures are not listed as individual LCAP actions, they are necessary to operate safe, clean, and well supported schools, and they directly enable the actions and services described in this plan.

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

In 2026-27, Windsor Unified School District is projecting it will receive $4,772,666 based on the enrollment of Foster Youth, English learner, and low-income students. Windsor Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Windsor Unified School District plans to spend $5,661,327 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



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

The text description of the above chart is as follows: In 2025-26, Windsor Unified School District's LCAP budgeted $5,694,833 for planned actions to increase or improve services for high needs students. Windsor Unified School District actually spent $5,572,995 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $121,838 had the following impact on Windsor Unified School District’s ability to increase or improve services for high needs students:

The difference between budgeted and actual expenditures did not reduce the actions and services provided to high needs students in 2025-26, and the District's overall increased or improved services were delivered as planned. In several cases the variance reflects how services were funded rather than whether they were provided. Additional academic supports under Action 1.3 continued without interruption, with a portion of those costs supported through the Learning Recovery Block Grant in place of LCFF. Under Action 1.8, position reclassifications and staff placement at the upper range of the teaching salary schedule resulted in English Learner support costs that came in above the budgeted amount, with services delivered as intended. Under Action 3.3, position vacancies during the year accounted for the lower transportation costs, with no reduction to the services offered. Taken together, these differences are attributable to funding source adjustments and normal staffing variation and did not diminish the increased or improved services provided to high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Windsor Unified School District	Jeremy Decker Superintendent	jdecker@wusd.org 707-837-7700

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.

Windsor Unified School District's 2026–2027 LCAP serves as the district's strategic plan — a comprehensive, multi-year vision that aligns goals, initiatives, and resources to support improved student outcomes and close persistent performance gaps. Guided by a commitment to equity, access, and excellence, the plan outlines the systems, actions, and metrics used to measure progress across academic achievement, engagement, school climate, and the conditions of learning. The LCAP ensures coherence between site-level implementation and district-wide priorities, and it is shaped annually through meaningful engagement with educational partners, rigorous data analysis, and broad community input. As a living document, it reflects our ongoing commitment to continuous improvement, equity-driven practice, and transparent resource alignment for every student at Windsor Unified.

Windsor Unified School District is located in Windsor, Sonoma County, California, and serves approximately 3,760 students from preschool through 12th grade. Our student body is diverse: 52.4% of students identify as Hispanic/Latino and 38% as white. English Learners make up 11.3% of enrollment, with Spanish as the primary home language. Students with disabilities represent 17.3% of the district, and 50.5% of students come from low socioeconomic backgrounds.

Looking ahead, the district anticipates a significant enrollment increase as several large-scale housing and apartment developments in the Windsor area — currently behind schedule — move toward completion. These projects are expected to bring hundreds of new families and students to the community over the next three to five years. District leadership is actively monitoring construction timelines and collaborating closely with the Town of Windsor to ensure facilities, staffing, and program capacity are aligned with projected growth. This forward-thinking approach ensures the LCAP reflects not only current needs but also the long-term demands of a growing community.

The district's schools are organized into clusters: Mattie Washburn Elementary serves Pre-K through 2nd grade, Brooks Elementary serves grades 3 through 5, Windsor Middle School serves grades 6 through 8, and Windsor High School serves grades 9 through 12. Additional program options include Big Picture Learning Windsor, a 9–12 school of choice; Windsor Oaks Academy, the district's continuation school; and the Sonoma County Virtual Academy (SoCoVA). Cali Calmecac Language Academy, a Pre-K through 8 dual-immersion dependent charter school, is part of the district but maintains its own LCAP.

Attendance and engagement remain priorities for Windsor Unified. District-wide attendance currently averages below historic pre-pandemic levels, and chronic absenteeism has increased among certain student subgroups. Returning to consistent attendance patterns is an active area of focus. For the 2026–27 school year, the district maintained a 94% attendance rate and a chronic absenteeism rate of 22.1%. The suspension rate held steady at 4.1%. Areas that will continue to require focused attention include the College and Career Indicator, which increased to 48.3%, and the English Learner Progress Indicator, which rebounded to 51.6%. Windsor Unified has also qualified for equity multiplier funding, which will be directed toward supporting Windsor Oaks Academy — the only school in the district to receive these funds for the 2026–27 school year.

Windsor Unified offers a curriculum that is engaging, Common Core-aligned, and enriched by a strong Visual and Performing Arts program and a meaningful emphasis on Career and Technical Education. Every student and teacher is equipped with a Chromebook or laptop to ensure continuity of learning in any environment. Secondary programs offer a wide range of academic and career pathways, including project-based learning, internships, and specialized academies designed to prepare students for both college and careers. The district's 2025 graduation rate of 93.8% exceeded both county and state averages, with notable improvements across all student subgroups — a reflection of the district's sustained commitment to ensuring every student reaches the finish line.

Reflections: Annual Performance

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

Celebrations and Areas of Progress

Windsor Unified School District continues to make strides in implementing system-wide improvements that support academic achievement, equity, and school climate. Highlights from the past year include:

Multi-Tiered Systems of Support (MTSS):
Windsor Unified School District continued developing districtwide MTSS systems during the 2025–26 school year, with a particular focus on strengthening intervention structures, collaborative problem-solving, and responsive instruction at the elementary level. Schools worked to refine intervention blocks, strengthen progress monitoring practices, and improve coordination of academic, behavioral, and attendance supports through site-based collaboration and instructional planning. Despite leadership transitions and implementation challenges at some sites, staff continued to make scheduling adjustments, plan collaboratively, and develop systems to ensure students receive timely, targeted support without losing access to core instruction. This work has laid an important foundation for continued MTSS development in 2025–26, including stronger Tier 1 instruction, more consistent intervention systems, flexible student-grouping practices, and improved collaboration among classroom teachers, intervention staff, specialists, and support personnel.

Universal Screening and Formative Assessments:
Windsor Unified School District continued to refine and strengthen its districtwide assessment systems during the 2025–26 school year, with a significant focus on developing a coherent, research-based early literacy screening and progress monitoring framework across elementary schools. District and site teams collaborated to evaluate and pilot multiple universal screening and diagnostic tools, including Renaissance STAR Early Literacy, STAR CBM, CORE Phonics, DIBELS/mCLASS, and other foundational literacy assessments. This work included curriculum mapping days, assessment alignment sessions, professional learning, and the development of vertically aligned K–2 assessment systems designed to improve consistency, instructional coherence, and data-informed intervention practices. The district expanded the use of STAR CBM and common formative assessments to strengthen progress monitoring of foundational literacy skills, while also refining systems for identifying students needing intervention, enrichment, or targeted support. These evolving assessment practices are helping staff establish clearer benchmarks, improve instructional decision-making, monitor student growth over time, and strengthen alignment to Common Core State Standards and Multi-Tiered Systems of Support (MTSS) implementation efforts.

English Learner Progress:
Windsor Unified School District continued to strengthen systems and instructional supports for Multilingual Learners during the 2025–26 school year, resulting in increased numbers of students meeting English language proficiency benchmarks across multiple school sites. The district expanded collaboration through its Multilingual Learner Collaborative, engaged ELD site coordinators, bilingual liaisons, teachers, and administrators in professional learning, and focused on strengthening Integrated and Designated ELD practices across classrooms. District teams worked to align intervention systems, assessment practices, and instructional strategies to better support language development and access to grade-level content. In addition, the district continued to refine reclassification processes, strengthen ELPAC administration supports, expand family engagement through ELAC and DELAC, and increase coordination among ELD, intervention, and core instructional programs. Preliminary 2025–26 ELPAC results show continued growth in the number of students meeting English proficiency criteria across WUSD schools, including increased proficiency rates at Brooks Elementary, Windsor Middle School, and Windsor High School. These results reflect the district’s ongoing commitment to aligned systems, data-informed instruction, culturally responsive practices, and equitable access for Multilingual Learners.

Professional Learning Communities (PLC):
Windsor Unified School District continued to deepen implementation of the Professional Learning Community (PLC) model during the 2025–26 school year through a districtwide focus on collaborative team structures, collective responsibility for student learning, and data-informed instructional practices. Schools strengthened the use of Guiding Coalitions, collaborative team protocols, common assessments, and the PLC “Four Questions” process to improve instructional coherence and responsiveness to student needs. Across sites, teacher teams engaged in structured collaboration focused on Tier 1 instruction, intervention systems, grading practices, behavior supports, multilingual learner achievement, and student engagement. District and site leadership teams participated in ongoing professional learning through partnerships with the California Principals Support Network and Solution Tree, which supported the development of collaborative leadership structures, reflective practices, and action-planning processes. Schools also expanded the use of release days, vertical articulation, student data analysis, self-assessment tools, and collaborative planning systems to strengthen both academic and behavioral supports for students. As PLC implementation matured across the district, schools increasingly integrated MTSS practices, progress monitoring, common formative assessments, culturally responsive instruction, and student-centered problem-solving into collaborative team processes. This work reflects Windsor USD’s ongoing commitment to building highly effective collaborative cultures that improve student outcomes through collective efficacy, continuous improvement, and shared accountability for learning.

2023 (2022-23 School Year) CA School Dashboard Red Data

The schools with the lowest performance level on one or more indicator are Mattie Washburn Elementary for Chronic Absenteeism.

The student groups with the lowest performance level on one or more indicators are ELs for ELA and Math, Foster Youth for Suspension, Hispanic for Math, Homeless for ELA, Math, and Suspension, Multi-race for Suspension, SED for Math, SWD for Math, CCI, and Suspension.

The student groups within a school with the lowest performance level on one or more indicators are:

Windsor High
ELs: ELA, Math, Suspension.
Hispanic: Math.
SED: Math.
SWD: ELA, Math, CCI, Suspension.

Windsor Middle
ELs: ELA, Math.
Hispanic: Math.
Multi-race: Suspension.
SED: Math.
SWD: ELA, Math, Suspension.

Brooks Elementary
ELs: ELA, Math.
Hispanic: ELA.

Mattie Washburn
ELs: Chronic Absenteeism.
Hispanic: Chronic Absenteeism.
SED: Chronic Absenteeism.
SWD: Chronic Absenteeism.
White: Chronic Absenteeism.

In recognition of the challenges our district is experiencing and in alignment with the 2023-2024 California School Dashboard and internal needs assessment, Windsor USD has identified priority schools and student groups for targeted support. The following areas reflect red or orange performance levels on one or more indicators:

School-Level Priorities

1. Mattie Washburn Elementary: Chronic Absenteeism (26.3%)
2. Brooks Elementary: ELA: English Learners and Hispanic/Latino students. Math: English Learners.
3. Windsor Middle School: ELA: English Learners and Students with Disabilities (SWD). Math: English Learners, Hispanic/Latino, Socioeconomically Disadvantaged, and SWD. Suspension Rate: Two or More Races, SWD.
4. Windsor High School: ELA: English Learners and SWD. Math: English Learners, Hispanic/Latino, Socioeconomically Disadvantaged, and SWD. College & Career Indicator: SWD. Suspension Rate: English Learners and SWD.

Focus Areas and Planned Interventions (2026-2027 and Beyond)

Based on identified areas of need, Windsor Unified School District will implement the following evidence-based strategies to improve outcomes for specific student groups:

1. Chronic Absenteeism

Personalized outreach and attendance mentoring.
Incentive programs and recognition.

Transportation assistance and wraparound supports (e.g., counseling).

2. ELA for English Learners, SWD, and Hispanic Students

Targeted literacy interventions and ELD enhancements.
Culturally responsive teaching and differentiation PD.
Increased collaboration between general education and special education teachers.

3. Math for Unduplicated Student Groups

Small group instruction and targeted intervention blocks.
After-school tutoring and summer math academies.
Professional development for teaching math to ELs and SWD.

4. Suspension Rate and School Climate

Expansion of restorative justice practices and PBIS frameworks.
Staff training in cultural competency and implicit bias.
Increased access to counseling and behavioral support teams.

5. College and Career Readiness for SWD

Individualized transition planning and case management.

Work-based learning, internships, and college dual enrollment.
Strategic use of career counselors and post-secondary planning supports.

Summary and Commitment

The above areas reflect the district's continued commitment to data-driven decision-making, inclusive practices, and strategic resource allocation. These targeted actions will be monitored annually and adjusted as needed based on disaggregated performance data and educational partner feedback.

Required Actions for 2026-2027

Differentiated Assistance: SWD for Pupil Achievement and CCI and Homeless for Pupil Achievement and Suspension Rate.

College and Career Readiness (Students with Disabilities)
To improve outcomes on the College and Career Indicator, the district has expanded access to individualized transition planning, increased participation in work-based learning opportunities, and strengthened partnerships with local colleges and employers. Academic counseling for students with disabilities has been enhanced to ensure access to a-g coursework and aligned career technical education (CTE) pathways. Across all areas, Windsor Unified is leveraging its Multi-Tiered System of Support (MTSS) framework, PLC implementation, and data-informed instructional planning to address disparities and increase equity of access. These efforts reflect the district's commitment to continuous improvement and its strategic use of technical assistance to improve student outcomes for the most historically underserved populations.

Suspension (Foster Youth, Homeless, Two or More Races, Students with Disabilities)
The district has expanded the implementation of restorative justice practices and positive behavior interventions to foster inclusive school environments. Site staff receive training in cultural competency, trauma-informed care, and implicit bias to ensure equitable discipline practices. Tailored supports, such as counseling and behavioral health services, are being prioritized to address the underlying causes of behavioral incidents for students in these groups.

Mathematics (Hispanic, Socioeconomically Disadvantaged, Homeless, Students with Disabilities)
To address performance in mathematics, Windsor Unified has implemented specialized math interventions that include small group instruction, after-school tutoring, and summer bridge programs. Bilingual instructional aides support students with language or access barriers. Math teachers receive ongoing professional development on data-driven instruction, culturally relevant pedagogy, and scaffolding strategies tailored to the needs of diverse learners.

English Language Arts (Homeless, Students with Disabilities)
Students identified as needing support in ELA receive targeted literacy interventions, supported by data from district-wide universal screeners. Instructional staff are provided with professional development focused on differentiated literacy instruction and Universal Design for Learning (UDL) strategies. Special education and general education teachers are provided collaborative planning time to align supports and ensure instructional coherence.

English Learner Actions
Designated English Language Development (ELD) instruction.
Integrated ELD across content areas.
Bilingual instructional aides.
Professional development for teachers on ELD strategies.
Use of Renaissance Universal Screener for progress monitoring.
Collaboration time between ELD and content teachers.
Targeted literacy interventions.
Use of common assessments in ELA and math.
Parent engagement through ELAC and DELAC.
Access to core content through scaffolded instruction.
Training on culturally responsive pedagogy.
AVID strategies supporting EL student engagement.
Monitoring and support to reduce LTEL rates.
Progress tracking using ELPAC and ELPI data.
Outreach and communication in primary languages.
Support for Long-Term English Learners (LTELs)

Windsor Unified School District has identified Long-Term English Learners (LTELs) as a priority group requiring targeted intervention. Based on internal data, 38% of English Learners are currently classified as LTELs. To address this, the district is implementing the following actions:
Monitor LTEL status through centralized tracking and data review.
Provide designated ELD instruction with an emphasis on academic language development.
Implement targeted reading and writing interventions aligned to ELPAC proficiency levels.
Deliver professional development focused on reclassification strategies and LTEL-specific needs.
Create individualized learning plans that include academic goals and progress monitoring.
Increase collaboration between ELD teachers and core content teachers.
Utilize formative assessments and Renaissance Screener data to guide instruction.
Engage families of LTELs through parent meetings, translated communications, and progress updates.
Prioritize LTEL needs in site-level planning and schoolwide data discussions.
These actions are designed to reduce the percentage of LTELs and increase reclassification rates by providing intentional, data-informed supports to accelerate English proficiency and access to academic content.

Equity Multiplier School: Windsor Oaks Academy
Windsor Oaks Academy, the district’s continuation high school, has been identified as eligible for Equity Multiplier funding. In alignment with state requirements and district priorities, Windsor Unified School District has allocated these funds to expand student support services that directly address the needs of historically underserved students.
Specifically, Equity Multiplier funding is used to expand counseling services at Windsor Oaks Academy. A 20% counselor position has been designated to provide targeted support in the areas of social-emotional wellness and academic guidance. This counselor works directly with students to monitor graduation progress, develop individualized academic and transition plans, and deliver social-emotional interventions tailored to the needs of a continuation school population.

By dedicating resources in this manner, the district ensures that Windsor Oaks Academy students, many of whom face significant barriers to graduation, receive the personalized, high-impact support necessary to succeed academically and thrive socially.

Learning Recovery Emergency Block Grant (LREBG)
Windsor Unified School District has aligned the use of Learning Recovery Emergency Block Grant (LREBG) funds with its efforts to accelerate learning recovery and address academic gaps exacerbated by the COVID-19 pandemic. For the 2026–27 LCAP, and based on the NEEDS ASSESSMENT the LREBG funds are supporting the following actions:
Action 1.3 – Support Struggling Students
LREBG funds are used to implement targeted supports for students who are not meeting grade-level standards. These supports include academic interventions in ELA and math, social-emotional counseling services, truancy reduction strategies, and behavior support systems. The funding also allows for expanded progress monitoring and case management for students who require intensive academic or behavioral interventions.
Action 1.10 - Classroom Aides
LREBG funds are used to provide additional supports in K-3 classrooms.
Each year, the Windsor Unified School District evaluates the needs of the district and whether the actions selected for funding by LREBG are meeting the needs of our students. Through feedback collection such as the LCAP Core Committee and the YouthTruth Survey as well as other methods for engaging educational partners, WUSD determined that continuing to support students through intervention programs (Action 1.3) and provide additional personnel in classrooms (Action 1.10) use the funds to directly serve the needs of the students.

Dashboard Analysis: Challenges and Prioritized Areas
In recognition of the challenges our district is experiencing and in alignment with the 2024 California School Dashboard and internal needs assessment, Windsor USD has identified priority schools and student groups for targeted support. The following areas reflect red or orange performance levels on one or more indicators:

School-Level Priorities:
1. Mattie Washburn Elementary – Chronic Absenteeism (26.3%)
- 2. Brooks Elementary – ELA: English Learners and Hispanic/Latino students Math: English Learners
- 3. Windsor Middle School – ELA: English Learners and Students with Disabilities (SWD) Math: English Learners, Hispanic/Latino, Socioeconomically Disadvantaged, and SWD Suspension Rate: Two or More Races, SWD
- 4. Windsor High School – ELA: English Learners and SWD Math: English Learners, Hispanic/Latino, Socioeconomically Disadvantaged, and SWD College & Career Indicator: SWD Suspension Rate: English Learners and SWD

Site-Specific Dashboard Response Plans

Windsor USD has identified priority schools and student groups for targeted support. The following areas reflect red or orange performance levels on one or more indicators. Windsor Unified School District will implement a coordinated system of academic, behavioral, attendance, and multilingual learner supports during the 2026–27 school year. The district's plan is intentionally aligned to the identified Red and Orange Dashboard indicators and focuses on improving outcomes for all identified student groups through Multi-Tiered Systems of Support (MTSS), Professional Learning Communities (PLCs), targeted intervention systems, culturally responsive instructional practices, and expanded family engagement.

The following areas will continue to be targeted from the 2024-2025 Dashboard:

Mattie Washburn Elementary

Red Indicators

Chronic Absenteeism
English Learners
Chronic Absenteeism overall

Orange Indicators
ELPI
English Learners
Chronic Absenteeism
Hispanic
Students with Disabilities
Suspension
Students with Disabilities
White

2026–27 Actions

Mattie Washburn will prioritize developing strong Tier 1 instructional systems and attendance intervention structures through MTSS implementation. The site will implement structured intervention blocks, attendance review teams, and expanded family outreach to reduce chronic absenteeism among English Learners, Hispanic students, Students with Disabilities, and White students. Staff will strengthen Designated and Integrated ELD practices, utilize ELPAC and literacy screener data to monitor English Learner progress, and increase targeted supports for Long-Term English Learners transitioning into upper grades. Restorative practices, counseling supports, and behavior intervention systems will be expanded to reduce suspension rates for Students with Disabilities and White students.

Brooks Elementary

Red Indicators

Chronic Absenteeism
English Learners
Hispanic
Socioeconomically Disadvantaged
Students with Disabilities

Math

English Learners
Hispanic
Suspension
Students with Disabilities
White
Orange Indicators

ELA
White
Math
Socioeconomically Disadvantaged
Students with Disabilities
White

Suspension
English Learners
Hispanic
Two or More Races
Socioeconomically Disadvantaged

2026–27 Actions
Brooks Elementary will implement targeted attendance interventions and family outreach systems to address chronic absenteeism among English Learners, Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities. The school will expand math intervention supports through small-group instruction, intervention blocks, and data-driven PLC cycles focused on foundational mathematics skills. Staff will engage in professional learning focused on culturally responsive math instruction, language scaffolds for multilingual learners, and inclusive practices for Students with Disabilities. To address suspension disparities, Brooks will strengthen PBIS implementation, restorative practices, and proactive behavioral supports, and increase counseling and social-emotional learning opportunities for identified student groups.

Windsor Middle School

Red Indicators

Chronic Absenteeism
English Learners
Hispanic
Long-Term English Learners
Socioeconomically Disadvantaged
Students with Disabilities
White

Orange Indicators

Chronic Absenteeism
Two or More Races
ELA
English Learners
Hispanic
Socioeconomically Disadvantaged
Students with Disabilities

Math
English Learners
Students with Disabilities

Suspension
English Learners
Hispanic
Long-Term English Learners
Students with Disabilities

2026–27 Actions
Windsor Middle School will focus on strengthening academic intervention systems and increasing student connectedness by implementing MTSS and PLCs. Attendance intervention teams will monitor students identified as chronically absent and provide mentoring, counseling, and family outreach supports. The site will expand targeted literacy and math interventions for English Learners, Long-Term English Learners, Hispanic students, Students with Disabilities, and Socioeconomically Disadvantaged students. Teachers will participate in collaborative PLC cycles focused on common formative assessments, scaffolding strategies, and culturally responsive instruction. Windsor Middle School will also expand restorative practices and behavioral intervention supports to reduce suspension rates among English Learners, LTELs, Hispanic students, and Students with Disabilities.

Windsor High School

Orange Indicators

ELA
English Learners
Hispanic
Socioeconomically Disadvantaged
Students with Disabilities

Math
English Learners
Hispanic
Socioeconomically Disadvantaged
Students with Disabilities

ELPI
English Learners
Long-Term English Learners

College/Career
Students with Disabilities
Graduation Rate
Students with Disabilities

Suspension
English Learners
Long-Term English Learners

2026–27 Actions

Windsor High School will focus on improving academic achievement, English Learner outcomes, graduation readiness, and postsecondary preparation through expanded intervention systems and collaborative instructional planning. The school will strengthen literacy and mathematics intervention supports for English Learners, Hispanic students, Students with Disabilities, and Socioeconomically Disadvantaged students through PLC-driven data analysis, tutoring opportunities, and targeted intervention classes. The site will implement additional supports for Long-Term English Learners focused on language development, reclassification, and academic engagement. To improve College/Career and Graduation indicators for Students with Disabilities, Windsor High School will expand transition planning, counseling support, work-based learning opportunities, and progress monitoring toward graduation requirements. Restorative practices and relationship-centered discipline systems will continue to be strengthened to reduce suspension rates among English Learners and Long-Term English Learners.
Ongoing Monitoring and Accountability

District-wide Actions

Windsor Unified School District will continue to develop and strengthen site-based Multi-Tiered Systems of Support (MTSS) during the 2026–27 school year to ensure students receive timely academic, behavioral, and social-emotional interventions aligned with their individual needs. Schools will continue refining designated intervention and enrichment blocks within the master schedule to provide targeted support and acceleration opportunities without limiting access to core instruction. Districtwide universal screening and progress-monitoring systems will be used to identify students who need additional support and to monitor growth over time. Sites will strengthen Tier 2 and Tier 3 intervention structures through collaborative problem-solving processes, expanded intervention services, and consistent use of student data to guide

instructional decision-making. Attendance and behavioral intervention teams will continue supporting students experiencing chronic absenteeism, behavioral challenges, or barriers to engagement through coordinated interventions and family outreach. Professional Learning Communities (PLCs) will utilize ongoing data review cycles to analyze student progress, evaluate instructional effectiveness, and plan responsive supports. In addition, the district will continue expanding coordination and collaboration among general education, special education, English Learner Development (ELD), counseling, and intervention staff to ensure integrated systems of support that improve outcomes for all student groups.

To address Chronic Absenteeism indicators across multiple schools and student groups, Windsor Unified School District will strengthen districtwide attendance systems through a coordinated, multi-tiered approach focused on early identification, family engagement, and targeted student supports. Schools will implement site-based attendance review teams that regularly monitor attendance data, identify patterns of absenteeism, and coordinate interventions for students experiencing attendance challenges. The district will increase proactive communication and outreach to families through phone calls, meetings, home visits, and multilingual communication systems designed to strengthen family-school partnerships and improve student engagement. Attendance mentoring and case management systems will be expanded to provide individualized support for students with persistent attendance concerns, while bilingual family liaisons will continue supporting outreach and relationship-building with multilingual families. Attendance data will be monitored regularly through MTSS processes to ensure timely intervention and coordinated support across school teams. In addition, schools will increase access to counseling services, transportation assistance, behavioral supports, and community-based wraparound services to address barriers impacting school attendance. Positive attendance campaigns, student recognition programs, and schoolwide incentives will also be implemented to promote consistent attendance, strengthen school connectedness, and reinforce the importance of daily engagement in learning.

To address California Dashboard indicators related to English Learner Progress (ELPI), English Language Arts, Mathematics, and Suspension rates for English Learners and Long-Term English Learners (LTELs), Windsor Unified School District will continue strengthening instructional systems and targeted supports for multilingual learners across all schools. The district will deepen implementation of both Designated and Integrated English Language Development (ELD) instruction to ensure English Learners receive consistent language support throughout the instructional day and across all content areas. Schools will expand targeted literacy, language development, and academic intervention supports designed to accelerate English proficiency and improve access to grade-level standards in ELA and mathematics. ELPAC results, formative assessment data, universal screening tools, and classroom performance measures will be used to guide instructional planning, monitor student progress, and identify students requiring additional intervention or enrichment. Collaboration between ELD teachers, classroom teachers, intervention staff, and special education teams will continue to be strengthened through Professional Learning Communities (PLCs), collaborative planning structures, and instructional coaching. The district will also implement individualized monitoring and support plans for Long-Term English Learners to improve reclassification outcomes, increase academic engagement, and address barriers to language acquisition. In partnership with families, schools will expand bilingual communication, translation services, parent engagement opportunities, and outreach efforts to strengthen relationships with multilingual communities and ensure families are informed partners in student learning. Additionally, Windsor Unified will continue supporting multilingual learner collaboratives and PLC inquiry cycles focused on analyzing student data, refining instructional practices, and improving outcomes for English Learners and LTELs across the district.

To address the Red and Orange California Dashboard indicators in English Language Arts and Mathematics, Windsor Unified School District schools will continue to strengthen academic intervention systems and instructional practices designed to accelerate learning for identified student groups. Schools will expand designated intervention blocks and targeted small-group instruction within the school day to provide

timely, data-informed support for students performing below grade level while also providing enrichment opportunities for students requiring acceleration. Districtwide common assessments, universal screening tools, and progress monitoring systems will be used consistently across schools to identify student needs, monitor growth, and guide instructional decision-making. Teachers will continue implementing culturally responsive, standards-aligned instructional practices designed to increase engagement, access, and academic success for diverse learners. Collaboration between general education and special education staff will be strengthened through co-teaching models, shared planning time, and integrated intervention supports to ensure Students with Disabilities receive equitable access to grade-level instruction and targeted interventions. Schools will also expand access to after-school tutoring, intervention programs, and summer learning opportunities to provide additional academic support outside the regular instructional day. Professional Learning Communities (PLCs) will continue utilizing collaborative inquiry cycles to analyze student data, evaluate instructional effectiveness, identify learning gaps, and adjust instruction in response to student performance trends across ELA and mathematics.

To reduce suspension rates among identified student groups, Windsor Unified School District will continue strengthening proactive, relationship-centered behavioral support systems across all schools. The district will expand the implementation of restorative practices and Positive Behavioral Interventions and Supports (PBIS) to create more inclusive, supportive, and student-centered school environments that emphasize accountability, relationship repair, and skill development rather than exclusionary discipline practices. Schools will increase the use of trauma-informed and culturally responsive practices to better understand and respond to the social-emotional, behavioral, and cultural needs of students, particularly those from historically underserved student groups. Within the district's Multi-Tiered Systems of Support (MTSS) framework, schools will strengthen behavior intervention systems through consistent progress monitoring, collaborative problem-solving teams, and targeted behavioral supports for students requiring additional intervention. Counseling services, behavioral health supports, and social-emotional learning opportunities will continue to be expanded to provide students with strategies for self-regulation, conflict resolution, and positive peer interactions. Schools and Professional Learning Communities (PLCs) will regularly review discipline and suspension data by student subgroup to identify patterns, monitor equity, and adjust supports and interventions accordingly. In addition, schools will increase opportunities for student voice, relationship-building activities, mentoring, and school connectedness initiatives designed to strengthen student engagement, improve school climate, and reduce behaviors that lead to suspension.

To address the California Dashboard College/Career and Graduation indicators for Students with Disabilities, Windsor Unified School District will continue to strengthen transition planning, academic monitoring, and postsecondary readiness supports to ensure students are prepared for success beyond high school. The district will expand individualized transition planning and case management processes to better align student goals, services, coursework, and postsecondary pathways with each student's strengths, interests, and needs. Schools will increase access to Career Technical Education (CTE) pathways, dual enrollment opportunities, internships, and work-based learning experiences to provide Students with Disabilities with meaningful opportunities for career exploration, skill development, and college readiness. Counseling teams, special education staff, and site administrators will strengthen progress monitoring systems to ensure students remain on track for graduation and receive timely academic and intervention supports when concerns arise. Expanded counseling services and academic advising will support students and families in understanding graduation requirements, college and career options, financial aid opportunities, and transition planning processes. In addition, the district will continue to strengthen collaboration among special education departments, counselors, teachers, and transition specialists to ensure coordinated systems of support that improve graduation outcomes, increase college and career readiness, and promote successful postsecondary transitions for Students with Disabilities.

Windsor Unified School District will monitor the implementation and effectiveness of these actions through ongoing cycles of data review, collaborative planning, and continuous improvement processes throughout the 2026–27 school year. Professional Learning Communities

(PLCs) will regularly analyze student performance data, common assessments, and intervention outcomes to evaluate instructional effectiveness and make adjustments based on student needs. Site-based MTSS teams will meet consistently to review academic, behavioral, and attendance data, coordinate interventions, and monitor the progress of students receiving targeted supports. Attendance review meetings will be used to identify trends in chronic absenteeism, evaluate the effectiveness of interventions, and strengthen family outreach efforts. Schools and district teams will also utilize ELPAC results, formative assessments, universal screening tools, and academic progress monitoring systems to track the growth and achievement of English Learners, Long-Term English Learners, Students with Disabilities, and other identified student groups. Suspension and behavioral data will be reviewed regularly by the subgroup to identify disparities, monitor school climate, and refine behavioral supports and restorative practices. In addition, the district will continue gathering student, family, and educational partner feedback through surveys, meetings, committees, and engagement opportunities to inform decision-making and strengthen district systems. Annual reviews of subgroup performance trends across Dashboard indicators will guide ongoing adjustments to district priorities, resource allocation, and improvement efforts. This work reflects Windsor Unified School District's continued commitment to equity, continuous improvement, and ensuring all students receive the academic, behavioral, and social-emotional supports necessary to succeed.

Focus Areas and Planned Interventions (2026 and Beyond)

Based on identified areas of need, Windsor Unified School District will implement the following evidence-based strategies to improve outcomes for specific student groups:

Chronic Absenteeism
Personalized outreach and attendance mentoring
Incentive programs and recognition
Transportation assistance and wraparound supports (e.g., counseling)

ELA for English Learners, SWD, and Hispanic Students
Targeted literacy interventions and ELD enhancements
Culturally responsive teaching and differentiation PD
Increased collaboration between general education and special education teachers

Math for Unduplicated Student Groups
Small group instruction and targeted intervention blocks
After-school tutoring and summer math academies
Professional development for teaching math to ELs and SWD

Suspension Rate and School Climate
Expansion of restorative justice practices and PBIS frameworks
Staff training in cultural competency and implicit bias
Increased access to counseling and behavioral support teams

College and Career Readiness for SWD

Individualized transition planning and case management
Work-based learning, internships, and college dual enrollment
Strategic use of career counselors and post-secondary planning supports

Reflections: Technical Assistance

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

Windsor Unified School District (WUSD) is eligible for Differentiated Assistance based on the 2025 California School Dashboard due to performance concerns for Long-Term English Learners (LTELs) and Students with Disabilities (SWD) in state priority areas related to student engagement and postsecondary readiness, including Chronic Absenteeism, Suspension, and the College and Career Indicator.

To address this eligibility, WUSD is participating in a year-long Continuous Improvement Collaborative (CIC) with the Sonoma County Office of Education (SCOE) and other local educational agencies. Through this process, the district is engaging in data analysis, root-cause identification, and improvement planning to increase attendance, strengthen student engagement, and improve college and career readiness outcomes for identified student groups.

Through the CIC process, WUSD identified its Urgent Articulated Problem (UAP), which highlights persistent and widening outcome gaps for LTELs and SWD. Data from 2023–24 to 2024–25 show that LTEL suspension rates increased to 9.1%, more than double the 4.1% rate for all students, while chronic absenteeism rose to 28.1%, exceeding the district average of 22.1%. Similarly, 28.9% of students with disabilities were chronically absent, compared to 22.1% of all students; only 7.6% of SWD met College and Career Indicator preparedness standards, compared to 48.3% of all students.

Root cause analysis conducted through the collaborative process identified several contributing factors, including inconsistent implementation of attendance and engagement strategies, variability in site-level supports, and limited alignment between academic, behavioral, and social-emotional interventions. While multiple systems of support are in place, the analysis indicates a need for greater coherence, consistency, and integration across sites and grade levels to effectively address the needs of LTELs and SWD.

As part of differentiated assistance, SCOE is providing targeted support through leadership development and coaching, including participation in the California Principals Support Network (CAPS). This work focuses on strengthening site-level leadership capacity to use data effectively, lead continuous improvement cycles, and implement consistent, evidence-based practices aligned with district priorities.

In addition, WUSD continues to build system coherence through the implementation of districtwide Professional Learning Community (PLC). Now in its third year, PLC work focuses on collaborative inquiry, shared accountability for student outcomes, and consistent use of data to inform instruction and intervention. We use PLC structures to monitor attendance, engagement, and readiness data for LTELs and SWD and to guide targeted supports.

The district has also entered into a Memorandum of Understanding with SCOE to support student engagement efforts, including training in Brief Intervention strategies designed to address barriers to attendance and behavior. These efforts are aligned to strengthening Tier 1 and Tier 2 supports within the district’s Multi-Tiered System of Support (MTSS) framework.

As WUSD plans for the 2026–27 school year, the district will continue to implement and refine LCAP actions aligned to differentiated assistance eligibility. The district will monitor both local and state data to assess the effectiveness of these efforts and will make adjustments as needed to improve outcomes in attendance, engagement, and college and career readiness for Long-Term English Learners and Students with Disabilities.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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
Principals and Administrators	Input from Principals and Administrators Principals and administrators played a pivotal role in the development of the 2026–2027 LCAP by leading a site-based, inclusive engagement process that built on prior years' practices and reflected continuous improvement in both design and implementation. Collaborative Site Leadership Structures During the 2025–26 school year, principals utilized peer-nomination processes to form Site-Based Leadership Teams, fostering distributed leadership by elevating educators viewed as instructional leaders by their peers. This structure has helped sustain a professional culture centered on collaborative inquiry and teacher-driven improvement, consistent with the district's equity and instructional priorities. School Site Councils and Educational Partners Governance All school sites maintained active School Site Councils (SSCs) composed of administrators, certificated and classified staff, family members, and students at the secondary level. Principals facilitated meetings that adhered to updated protocols designed to enhance participation, transparency, and documentation. These SSCs served as key forums for analyzing data, aligning site plans with LCAP goals, and sharing feedback across Educational Partners groups throughout the 2025–26 school year. Continuous School Plan Development and Monitoring

Educational Partner(s)	Process for Engagement
	Each principal partnered with their school's SSC and leadership team to develop and monitor the School Plan for Student Achievement (SPSA) during the 2025–26 school year. These plans were informed by data from tools such as RenStar, YouthTruth, and attendance dashboards, and were updated through implementation review cycles and mid-year reflection. Feedback from these processes helped inform district-wide decisions on resource allocation and strategy refinement. Principal Representation on LCAP Core Committee Principals, or their designees, served as active members of the LCAP Core Committee, which met on October 2, 2025, and March 5, 2026. These sessions emphasized site-based reflection, including the use of a "Keep, Change, Stop" protocol to surface actionable implementation insights. This input directly shaped 2025–26 LCAP priorities and informed refinements to metrics, actions, and supports. Site-Based Budget Oversight and Alignment Within the Professional Learning Community (PLC) framework, principals oversaw site-level budgeting during 2025–26 with a stronger emphasis on explicitly linking funding decisions to LCAP metrics and school plan goals. Several principals piloted collaborative budgeting models that invited teacher teams into resource allocation conversations, reinforcing transparency and alignment between planning and funding. Consultation from the Equity Multiplier School As part of Windsor Unified School District's Equity Multiplier funding designation, targeted engagement efforts were conducted with leadership at Windsor Oaks Academy, the district's continuation school, during the 2026–27 school year. The principal and leadership team at Windsor Oaks collaborated with district staff to identify barriers to student success and co-designed the Equity Multiplier Focus Goal, which includes the hiring of a dedicated school counselor to provide targeted socio-emotional and academic support. This engagement was guided by local data, feedback from Windsor Oaks staff and students, and progress monitoring aligned to state priority metrics.

Educational Partner(s)	Process for Engagement
Teachers	Input from Teachers Teachers across Windsor Unified School District served as critical partners in shaping the 2026–2027 LCAP through direct involvement in school-level leadership, data-informed planning, budget conversations, and district-wide committees. Consistent with the district's bottom-up, site-driven approach, teacher voice remained central to identifying priorities, co-developing strategies, and aligning resources to instructional needs. Leadership Team Selection through Peer Nomination During the 2025–26 school year, teachers participated in peer-nomination processes to form site-based leadership teams, identifying colleagues they trust for instructional expertise and leadership. This approach has sustained a culture of collaborative professionalism and ensured that those leading improvement efforts were recognized by their peers as credible, equity-focused leaders. Collaborative Planning of School Plans Following the formation of leadership teams, teachers partnered with site administrators to develop and revise the School Plan for Student Achievement (SPSA) during the 2025–26 school year. Drawing on classroom-level data and lived instructional experience, teachers contributed practical insights that ensured school plans addressed real-time challenges, strengthened Tier 1 supports, and aligned with both site and district goals. Active Participation on School Site Councils Throughout 2025–26, teachers continued to serve on School Site Councils (SSCs), contributing their voices to conversations on strategy, funding, and progress monitoring. Their input was instrumental in identifying locally meaningful indicators of student progress and school effectiveness, and in refining actions based on implementation feedback. Voice through YouthTruth Staff Survey In January and February 2026, teachers shared feedback through the YouthTruth Staff Survey, which collected anonymous input on school climate, leadership, support systems, and areas for improvement.

Educational Partner(s)	Process for Engagement
	Survey findings were reviewed by both site and district teams and helped inform strategy development and professional learning priorities for the 2025–26 school year. Representation on the LCAP Core Committee Each school selected a teacher representative to serve on the district's LCAP Core Committee, which met on October 2, 2025, and March 5, 2026. Teachers contributed updates on site plan implementation and participated in a "Keep, Change, Stop" reflection process that guided revisions to goals and actions. Their input proved especially valuable in shaping initiatives such as expanded early literacy supports, site-based MTSS structures, and the planned expansion of Instructional Aides in TK–2. Collaborative Involvement in Site-Based Budgeting In alignment with the district's Professional Learning Community (PLC) model, teachers participated in site-based budgeting discussions during 2025–26 to identify how funding could best support instructional goals. These structured conversations helped ensure that resource allocation was aligned with real classroom needs, increasing transparency and fostering teacher investment in school-wide outcomes. Through these engagement structures, teachers played a vital role in informing both site and district-level planning during the 2025–26 school year. Their feedback directly influenced the development of strategies reflected in the 2025–2026 LCAP, ensuring that the plan remains grounded in instructional reality, responsive to student needs, and guided by a shared commitment to equity and continuous improvement.
Parents/Parent Advisory Committee (LCAP Core Committee)	Input from Parents and Families Parents and families across Windsor Unified School District continued to play a foundational role in shaping the 2026–2027 LCAP. Their perspectives — shared through multiple formal and informal channels throughout the 2025–26 school year — helped ensure that district and school-level planning remained student-centered, culturally responsive, and grounded in the lived experiences of our community.

Educational Partner(s)	Process for Engagement
	School Site Council Participation Parents served as active members of School Site Councils (SSCs) at every campus during 2025–26, participating alongside administrators, teachers, classified staff, and students at secondary sites. These councils served as key platforms for reviewing performance data, identifying needs, and monitoring progress toward School Plan for Student Achievement (SPSA) goals. Parent contributions ensured that site-level decisions reflected family values, community context, and shared aspirations for student success. Multiple Channels for Gathering Family Input Throughout the 2025–26 school year, the district gathered parent and guardian input through various channels. ELAC and DELAC meetings provided targeted feedback on language support services, family-school communication, and program access for English Learners. The YouthTruth Family Survey, conducted in January and February 2026, offered district-wide insights into family perceptions of school climate, safety, and trust. Site-based forums, coffee-with-the-principal sessions, and targeted needs assessments at specific schools further broadened channels for family voice. Notably, targeted outreach to Spanish-speaking families this year resulted in significantly increased participation across surveys and engagement events, contributing to improved engagement and satisfaction metrics. Parent Representation on the LCAP Core Committee Parent representatives participated in LCAP Core Committee meetings on October 2, 2025, and March 5, 2026. Their involvement included reviewing district-wide progress data, engaging in the "Keep, Change, Stop" reflection protocol, providing feedback on proposed strategies for early literacy, safety, and academic interventions, and shaping recommendations on resource allocation and staffing priorities. Communication and Transparency Schools and the district used multiple platforms — including newsletters, ParentSquare, and community meetings — to ensure that families were regularly informed about programs, services, and

Educational Partner(s)	Process for Engagement
	student progress throughout 2025–26. Increased coordination through the District Communications Coordinator ensured timely, multilingual messaging that strengthened family trust and access to critical information. Family Volunteerism and Participation Families were invited to engage with schools through volunteer opportunities, classroom activities, family events, and school-wide celebrations during the 2025–26 school year. This continued investment in welcoming and inclusive environments helped foster a climate of partnership and connection between families and schools. Parent Education and Leadership Development Sites offered parent education workshops throughout 2025–26 to support learning at home, understand site and district goals, and access academic and socio-emotional supports. Many schools integrated these sessions into ELAC meetings or paired them with family events, increasing accessibility and attendance. These efforts helped build family capacity to support student learning and navigate key educational systems. Through these engagement efforts, Windsor Unified School District ensured that the parent and family voice was authentically reflected in the development of the 2026–2027 LCAP. These partnerships remain essential to the district's vision for equity, trust, and collaborative student success.
Students	Input from Students Windsor Unified School District continues to prioritize student voice as a central component of its inclusive, bottom-up approach to planning and decision-making. As primary educational partners in their own education, students were engaged across multiple levels throughout the 2025–26 school year to ensure their perspectives directly informed the development of the 2026–2027 LCAP. Representation on School Site Councils At the secondary level, students served as active members of School Site Councils (SSCs) during 2025–26, contributing to the review and

Educational Partner(s)	Process for Engagement
	development of School Plans for Student Achievement (SPSAs). Their insights added critical context to conversations about academic goals, school climate, and student engagement. Principals consistently reported that student input shaped site priorities related to wellness, belonging, and engagement — particularly in addressing ongoing post-pandemic recovery needs. Student Surveys and Feedback Mechanisms Student perspectives were collected throughout the 2025–26 school year through a variety of tools, including the YouthTruth Student Survey administered in January and February 2026, site-specific climate and wellness surveys, and student focus groups and listening forums. This year, many schools embedded survey activities into advisory periods or classroom-based reflection sessions, helping students understand how their feedback would influence decisions. This approach improved participation and helped build genuine student ownership of school culture. Student Leadership and Advisory Roles Students participated in leadership roles across a range of structured settings during 2025–26, including Student Board Member representation, student government and leadership classes, peer mentorship programs, and wellness and equity committees. In these forums, students collaborated with staff on campus improvement projects and advocated for strategies addressing mental health, cultural inclusion, and school-wide engagement. At multiple sites, student leaders were involved in planning mental health awareness events and cultural celebrations, reinforcing their role as genuine partners in shaping inclusive school environments. Collaborative School-Wide Initiatives Students played a meaningful role in co-leading projects aligned with key LCAP priorities throughout the 2025–26 school year, including promoting restorative practices and positive behavior supports, launching awareness campaigns on school safety and belonging, and expanding inclusive extracurricular activities and clubs. These initiatives empowered students to apply leadership skills in real-world settings while contributing directly to school improvement efforts.

Educational Partner(s)	Process for Engagement
	Representation on the LCAP Core Committee Student representatives participated in LCAP Core Committee meetings on October 2, 2025, and March 5, 2026. Their feedback, gathered through the "Keep, Change, Stop" reflection protocol, influenced key district decisions around academic flexibility and instructional pacing, expanded socio-emotional supports, and efforts to improve post-secondary readiness and access to career pathways. Student voices brought urgency and authenticity to conversations about learning recovery, engagement strategies, and mental health priorities. Participation in Educational Planning Sessions In addition to formal surveys and leadership roles, students at several sites participated in planning workshops and data review sessions during 2025–26, where they analyzed trends in RenStar data, discussed attendance patterns, and provided feedback on school-wide strategies. These sessions intentionally linked student feedback to LCAP goal development, particularly around early literacy, school safety, and College and Career Indicator readiness. Empowerment through Civic Learning To support sustained engagement, schools used advisory periods, leadership classes, and student forums throughout 2025–26 to educate students about the LCAP process and the impact of their voices in district decision-making. This focus on civic learning helped foster a deeper understanding of school governance and encouraged active student participation in shaping a more inclusive and responsive educational system. Windsor Unified School District's ongoing commitment to student engagement ensures that the 2026–2027 LCAP reflects the authentic experiences, concerns, and hopes of its students. By investing in multiple, meaningful avenues for input, the district continues to empower students as true partners in creating safe, inclusive, and high-performing schools.
Community Members	Input from Community Members and Partners

Educational Partner(s)	Process for Engagement
	Community members and organizational partners remained vital contributors to Windsor Unified School District's planning and improvement efforts throughout the 2025–26 school year. Their participation supported the development of high-quality academic and enrichment opportunities aligned with local workforce needs, cultural assets, and community expectations. Two key areas of engagement included the California Partnership Academies (CPA) and the Visual and Performing Arts (VAPA) Strategic Planning Committee. California Partnership Academies (CPA) Engagement Advisory Board Collaboration Local business leaders, industry experts, and representatives from higher education institutions continued to serve on CPA advisory boards during 2025–26, ensuring academy pathways were aligned with current industry standards and future workforce demands. These partnerships reinforced the district's commitment to preparing students for meaningful post-secondary opportunities. Mentorship and Work-Based Learning Community professionals supported mentorship, internships, job shadowing, and guest speaker sessions across multiple academies throughout the 2025–26 school year. Several partners expanded access by offering virtual mentorship options and on-campus career panels to better accommodate student schedules and transportation barriers. These opportunities deepened students' career readiness and exposure to diverse professions. Resource and Material Support Community organizations provided financial contributions, industry-specific software, and equipment that enhanced student access to hands-on, real-world learning tools during 2025–26. These investments supported both core instructional delivery and enrichment experiences for CPA students. Capstone Evaluation and Feedback Partners remained actively involved in evaluating student work throughout 2025–26, particularly through capstone projects and exhibitions. Their feedback offered valuable guidance on content

Educational Partner(s)	Process for Engagement
	quality, professional presentation, and college and career readiness, while reinforcing industry expectations and post-secondary skill development. Visual and Performing Arts (VAPA) Community Engagement Strategic Planning Partnership Artists, nonprofit leaders, and cultural organizations partnered with the VAPA Strategic Planning Committee during 2025–26 to shape the long-term vision for arts education in Windsor Unified. The planning process emphasized equity of access, identifying site-specific disparities in VAPA course offerings and student participation and working collaboratively toward solutions. Curriculum Co-Development Community artists and arts professionals collaborated with teachers and district staff during 2025–26 to develop and refine curriculum across visual arts, music, theater, and digital media. They also facilitated the integration of local arts opportunities — such as gallery visits and artist residencies — to enrich classroom learning and connect students with community-based creative experiences. Advocacy, Fundraising, and Sustainability Community educational partners continued to advocate for strong arts programming throughout 2025–26 by writing and supporting grant applications, organizing community-based fundraisers, and establishing new partnerships with cultural institutions to increase the visibility and long-term sustainability of school arts programs. Professional Development for Educators Windsor Unified partnered with local artists and educators during 2025–26 to offer professional learning workshops for teachers covering arts integration, culturally relevant pedagogy, and emerging media applications. These trainings enhanced teacher capacity and strengthened the district's commitment to vibrant and inclusive arts education. Exhibitions and Performances in Community Spaces

Educational Partner(s)	Process for Engagement
	Community venues opened their doors throughout 2025–26 to showcase student talent through exhibitions and performances. These events expanded student audience reach, celebrated creativity, and deepened the connection between Windsor schools and the broader community. Through sustained collaboration with local industry, arts, and nonprofit partners, Windsor Unified School District continued to benefit from shared expertise, authentic feedback, and community-based resources during the 2025–26 school year. These partnerships not only enrich student experiences — they ensure that district goals and actions, particularly those related to career readiness, arts access, and civic engagement, are deeply informed by the values and needs of the Windsor community.
Local Bargaining Units	Input from Local Bargaining Units Windsor Unified School District continues to value the collaborative engagement of its local bargaining units as essential partners in district planning. Members of the Windsor District Educators Association (WDEA) and the California School Employees Association (CSEA) provided critical insights throughout the 2025–26 school year, ensuring that the lived experiences of teachers and classified staff informed key strategies and funding decisions in the 2026–2027 LCAP. Representation on the LCAP Core Committee Representatives from both WDEA and CSEA served as active participants in the LCAP Core Committee, which convened on October 2, 2025, and March 5, 2026. Through this forum, union leaders contributed to analysis and discussion of professional learning and collaboration needs, site-level planning coherence, school climate and student engagement priorities, chronic absenteeism trends and responses, and English Learner support strategies. Their voices helped ensure that LCAP goals and actions were realistic, aligned with collective agreements, and responsive to the working conditions and instructional responsibilities of district staff. Professional Learning Community (PLC) Collaboration Time

Educational Partner(s)	Process for Engagement
	A significant development during the 2025–26 school year was the negotiation and inclusion of dedicated PLC collaboration time within the teacher contract. This agreement — reached through structured labor-management dialogue — provides protected, contractually designated time for shared planning, data analysis, and instructional reflection. This policy shift directly supports district goals around early literacy instruction, academic equity, and Multi-Tiered Systems of Support (MTSS) implementation. It also reflects the district's commitment to aligning instructional improvement efforts with staff professional capacity and working conditions. Ongoing Labor-Management Collaboration Beyond formal LCAP processes, the district maintained regular engagement with both bargaining units throughout 2025–26 through standing leadership meetings, joint workshops, and collaborative problem-solving sessions. Key focus areas included staffing structures and supports for inclusive education, safety protocols and facility readiness, and retention strategies for high-quality personnel — particularly in classified roles critical to daily operations and student support. Advancing Mutual Priorities The ongoing partnership with WDEA and CSEA exemplifies a shared commitment to transparency, trust, and continuous improvement. Throughout 2025–26, labor representatives consistently advocated for strategies that elevate both student success and staff well-being, reinforcing the district's efforts to build an LCAP that is not only visionary but also implementable and sustainable. Through consistent collaboration and authentic representation, Windsor Unified's labor partners helped ensure that the 2026–2027 LCAP reflects the real-world context of classrooms and campuses. Their contributions strengthened district efforts to create coherent, equitable, and actionable strategies that honor the expertise and commitment of educators and support staff across the district.
Other School Personnel	Input from Other School Personnel

Educational Partner(s)	Process for Engagement
	Windsor Unified School District recognizes the essential contributions of a wide range of school personnel — including counselors, librarians, instructional aides, office staff, and classified and student services staff — in shaping the 2026–2027 LCAP. These team members provide critical perspectives on the daily operations, student supports, and systems that underpin academic and social-emotional success. Participation in the LCAP Core Committee Representatives from non-certificated and support roles actively participated in the LCAP Core Committee meetings on October 2, 2025, and March 5, 2026. Their input was integrated into discussions of RenStar and YouthTruth data analysis, program implementation reviews, and the "Keep, Change, Stop" reflection protocol. These staff members brought forward valuable insights related to school climate, instructional aide deployment, and inclusive classroom supports, helping ensure that district strategies were grounded in operational and student-facing realities. Role-Specific Insights that Informed District Planning Throughout the 2025–26 school year, other school personnel contributed to LCAP planning through a range of feedback channels. Counselors highlighted trends in student mental health, SEL implementation, and the need for greater integration of wellness supports into academic programs. Librarians advocated for equitable access to diverse, culturally relevant materials and emphasized the library's role in supporting literacy and inquiry-based learning. Office managers and registrars identified opportunities to streamline family engagement, enrollment, and communication processes — particularly for multilingual and newcomer families. Instructional aides voiced the need for role-specific training related to inclusion, behavior supports, and TK–2 literacy practices. Support staff offered feedback on implementation logistics, safety protocols, and campus-wide student supports. Together, these perspectives were critical to ensuring that operational and student services teams were directly connected to instructional planning and district improvement efforts. Expanded Feedback Opportunities

Educational Partner(s)	Process for Engagement
	During the 2025–26 school year, Windsor Unified made a concerted effort to solicit input from classified and student services staff beyond the Core Committee through targeted surveys, site-level town halls, and structured focus groups. These sessions elevated the voices of support personnel and surfaced implementation challenges and successes related to site-based budgeting, intervention systems, and student wellness supports. Response and Action: Professional Development In direct response to feedback gathered during 2025–26, the district prioritized professional learning opportunities tailored to support staff roles. These included training in trauma-informed practices, strategies for managing student behavior and SEL needs, technology integration into non-instructional services, and role-specific training for TK–2 instructional aides in alignment with the district's early literacy and MTSS goals. These professional development efforts reflect the district's investment in building the capacity of every staff member who contributes to student success. The involvement of other school personnel meaningfully enriched the development of the 2026–2027 LCAP. Their insights strengthened strategies that address the academic, socio-emotional, and logistical needs of students and supported the district's commitment to inclusive, site-based planning. By continuing to elevate the voices of counselors, aides, office staff, and classified personnel, Windsor Unified ensures that the LCAP reflects the collective expertise of its full educational team.
Special Education	Input from Special Education Educational Partners The voices of special education partners — students, families, teachers, and administrators — remained central to the development of the 2026–2027 LCAP. Windsor Unified School District ensured that the needs, strengths, and experiences of students with disabilities were meaningfully represented through inclusive planning structures, data-informed consultation, and strategic resource alignment. Core Committee Participation and Advocacy

Educational Partner(s)	Process for Engagement
	The Special Education Director continued to serve as an active member of the LCAP Core Committee throughout the 2025–26 school year, contributing expertise on Individualized Education Programs (IEPs), inclusive instruction, staffing, and specialized supports. The committee also welcomed a parent of a student with disabilities, adding powerful firsthand insight into the day-to-day experience of navigating services within Windsor Unified. Together, these two members participated in Core Committee meetings on October 2, 2025, and March 5, 2026, engaging in discussions on progress monitoring, staffing equity, and Tier 1 instructional access. Their feedback during the "Keep, Change, Stop" protocol at the March meeting was particularly influential in shaping strategies to strengthen inclusive instructional supports, expand access to trained instructional aides in TK–2, and improve communication systems to support family engagement in IEP processes. Year-Round Consultation and Data-Informed Planning Beyond committee meetings, the Special Education Director maintained ongoing consultation with district leadership throughout 2025–26 to monitor implementation and adjust strategies as needs emerged. A key focus this year was the use of local, disaggregated data — including YouthTruth survey results broken out by disability status and progress indicators for students with IEPs, such as reclassification rates, academic benchmarks, and chronic absenteeism. This data-informed approach enabled more responsive planning and mid-year course corrections, ensuring that strategies remained aligned with the evolving needs of students with disabilities. LCAP Actions and Resource Commitments Directly informed by educational partners' engagement during 2025–26, the LCAP continues to prioritize robust supports for students with disabilities. Targeted professional development for both general and special education teachers focused on inclusive instructional strategies, behavioral supports, and co-teaching models. Students with disabilities received increased access to assistive technology, enabling fuller participation in core instruction and intervention programs. Training for instructional aides was also expanded — particularly for those supporting early elementary classrooms — to

Educational Partner(s)	Process for Engagement
	strengthen Tier 1 and Tier 2 supports aligned with MTSS implementation. Community Engagement and Family Partnership The Special Education Director led community engagement efforts throughout 2025–26 to increase transparency and strengthen family-school collaboration. Key highlights included hosting a Special Board Meeting on Special Education Discipline Policies, which invited parent and staff input on updated practices, and supporting informational workshops and family support groups that built family understanding of district services and fostered strong home-school partnerships. Through structured consultation, expanded family representation, and sustained leadership, Windsor Unified ensured that the voices of special education partners were fully integrated into the development of the 2026–2027 LCAP. These efforts support the district's vision of inclusive excellence and reinforce its commitment to delivering equitable, high-quality education for every learner.
ELAC/DELAC	Input from DELAC and ELAC Representatives Windsor Unified School District continued to prioritize the voice and leadership of English Learner (EL) families through meaningful engagement with the District English Learner Advisory Committee (DELAC) and site-level ELACs throughout the 2025–26 school year. As in prior years, these partners played a critical role in shaping the 2026–2027 LCAP by contributing direct insights into the needs, challenges, and aspirations of multilingual learners and their families. Participation in the LCAP Core Committee ELAC and DELAC representatives served on the LCAP Core Committee, participating in meetings held on October 2, 2025, and March 5, 2026. Their contributions helped shape district-wide strategies and investments related to Designated and Integrated ELD implementation, academic supports for reclassification and long-term EL prevention, and multilingual family engagement strategies. Committee members provided culturally grounded feedback through the "Keep, Change, Stop" protocol, reinforcing the need for instructional equity and more personalized outreach to EL families.

Educational Partner(s)	Process for Engagement
	ELAC-Driven Input and Communication At the site level, ELAC groups continued to serve as vital venues for family consultation throughout 2025–26, providing regular feedback on the School Plan for Student Achievement (SPSA) development, site-based EL services, reclassification tracking, and ELPAC support. Several schools increased the frequency of ELAC meetings this year and embedded structured LCAP feedback activities into the agenda, deepening family engagement and ensuring timely insights were gathered from those most directly impacted by EL-related programs and services. Targeted family surveys and multilingual communication channels — including ParentSquare messages in home languages — further supported two-way communication between EL families and district leadership. Impact on 2025–26 LCAP Priorities As a direct result of ELAC and DELAC engagement during the 2025–26 school year, the LCAP includes focused actions to support EL students. These include strengthening Designated and Integrated ELD instruction aligned to the California ELD Standards, providing targeted academic interventions for students at risk of becoming long-term English Learners, and delivering professional development for general education teachers on language acquisition strategies, differentiated instruction, and culturally and linguistically responsive practices. These priorities reflect DELAC and ELAC input calling for improved inclusion of EL students in core academic and enrichment settings. Leadership in Family Engagement and Community Building ELAC and DELAC members also led initiatives throughout 2025–26 aimed at fostering strong home-school partnerships and celebrating cultural diversity. Sites organized workshops on ELPAC, reclassification criteria, and graduation pathways, as well as cultural events and family engagement nights that promoted a sense of belonging and honored students' home languages and cultural heritage. These efforts strengthened the district's connection with its multilingual communities and advanced the goal of equitable, inclusive education for all students.

Educational Partner(s)	Process for Engagement
	The ongoing involvement of DELAC and ELAC members has ensured that the 2026–2027 LCAP reflects a clear and actionable commitment to supporting English Learners. Their perspectives informed district-wide planning and elevated strategies that promote language development, academic equity, and authentic family engagement — core pillars of Windsor Unified's mission and values.
Equity Multiplier (Windsor Oaks Academy Continuation School)	Equity Multiplier Consultation To develop the Equity Multiplier Goal for Windsor Oaks Academy, Windsor Unified School District engaged in targeted outreach with educational partners directly connected to the continuation school community throughout the 2025–26 school year. Recognizing the unique needs of students at Windsor Oaks, the district drew on both ongoing engagement and structured input collected through the school's WASC (Western Association of Schools and Colleges) self-study process to inform the design and funding priorities of the goal. As part of the WASC process, site leadership facilitated staff reflection sessions that surfaced the urgency of mental health support, credit recovery pathways, and consistent adult mentorship for students navigating complex life circumstances. Student focus groups and surveys identified the need for access to a trusted counselor, improved academic advising, and stronger post-secondary planning. Family engagement opportunities — including site council and parent meetings — gave caregivers a direct voice, with many emphasizing the need for more personalized support as students work toward graduation. Administrative data reviews further aligned Equity Multiplier funding with real-time student data on attendance, engagement, and credit accrual. The WASC process provided a timely and authentic platform for gathering input from all educational partner groups, and the feedback directly informed district priorities for Windsor Oaks Academy. Across every group consulted, dedicated counseling services emerged as the highest priority. In response, the Equity Multiplier Goal for 2026–27 includes funding for a 0.2 FTE school counselor, with the aim of expanding to 0.5 FTE as additional funds become available.

Educational Partner(s)	Process for Engagement
	This targeted investment reflects the school community's call for relationship-based support systems that address both social-emotional needs and on-time graduation monitoring. The feedback gathered through the WASC process was also used to validate this action within the LCAP and ensure alignment with Windsor Oaks Academy's long-term improvement goals.
SELPA	Input from SELPA Windsor Unified School District maintains a collaborative relationship with the Sonoma County SELPA, and a SELPA representative participated directly in the district's LCAP development sessions during the 2025–26 school year. Through this engagement, the SELPA affirmed the district's ongoing investments in inclusive practices, Multi-Tiered Systems of Support (MTSS), and compliance-aligned services for students with disabilities. Their presence at development sessions allowed for real-time dialogue and consultation, ensuring that special education perspectives were woven into planning conversations from the outset rather than added after the fact. Through this direct participation, the SELPA confirmed the importance of preserving dedicated funding for specialized staff, prioritizing professional learning on differentiated instruction, and refining progress-monitoring systems for students with disabilities. This input reinforced the continuation of actions under Goals 1 and 2 aimed at expanding access and improving instructional quality for students with disabilities, and helped ensure that the 2026–2027 LCAP remains aligned with both local needs and state compliance expectations.

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

How Educational Partner Feedback Shaped the 2025–2026 LCAP

The development of the 2025–2026 LCAP was directly informed by extensive, structured feedback from a broad range of educational partners throughout the 2025–26 school year. Educational partner engagement included students, families, teachers, classified staff, administrators, bargaining unit representatives, and community members. Input was collected through LCAP Core Committee meetings, School Site Council sessions, ELAC and DELAC engagement, YouthTruth surveys, focus groups, and community forums. This process ensured that district decisions were rooted in the voices and priorities of those most closely connected to Windsor Unified's schools.

LCAP Core Committee Influence

The LCAP Core Committee met on October 2, 2025, and March 5, 2026. During these meetings, members reviewed baseline data from the RenStar assessment system and engaged in structured activities, including a "Keep, Change, Stop" reflection. Based on this input, the district maintained actions showing strong outcomes, including continued investment in Career and Technical Education pathways (Action 1.1) and AVID expansion (Action 1.2). The TK–2 Instructional Aide plan was strengthened to reflect widespread support from educators and families. Revisions were also made to Actions 1.3 and 2.2 to increase focus on improving Tier 1 instruction and Multi-Tiered Systems of Support (MTSS), and a new set of district-wide tools and training was introduced to support these improvements.

Teacher and Principal Input

Teachers and principals emphasized the importance of protected collaboration time and instructional coherence throughout the 2025–26 planning process. In response, negotiated Professional Learning Community (PLC) time was integrated into the plan, directly supporting Actions 1.4 and 2.2. Site leaders also advocated for increased site-level control of resources, reinforcing the district's commitment to site-based budgeting aligned with School Plans for Student Achievement.

Parent, ELAC, and DELAC Engagement

Family engagement — particularly from Spanish-speaking families and ELAC and DELAC representatives — led to expanded investments in bilingual communication, English Language Development (ELD) supports, and parent education during the 2025–26 school year. Feedback from the YouthTruth Family Survey and DELAC meetings reinforced the prioritization of Designated ELD, family outreach (Action 3.1), and inclusive instruction training for general education teachers (Action 1.8).

Student Input

Students offered feedback throughout 2025–26 through YouthTruth surveys, student advisory groups, and site councils. They identified school safety, mental health, and engagement as key areas of concern. This directly influenced Action 3.4, which maintains physical safety investments and strengthens social-emotional supports. Students also requested expanded access to Visual and Performing Arts (VAPA) and college and career readiness programming, reflected in Actions 1.1 and 1.5.

Classified Staff and Other Support Personnel

Classified staff, including members of CSEA, provided input through the Core Committee and site-based engagement during the 2025–26 school year. Their feedback emphasized the need for professional development tailored to support staff roles. As a result, targeted training for instructional aides and classified personnel was incorporated into Actions 1.3, 2.1, and 3.1.

Special Education Department and Parent Input

The Special Education Director and a parent representative of a student with disabilities participated actively in the Core Committee and ongoing planning meetings throughout 2025–26. Their feedback, along with input shared during a Special Board Meeting on Special Education Discipline Policies, reinforced the need for improved behavioral supports, inclusive instructional practices, and stronger communication around IEPs. Action 1.9 was developed to include expanded training for instructional aides on IEP implementation, investments in assistive technology, and professional development in behavioral support strategies. Input from special education partners also informed updates to 2.1 to ensure that training and student services reflect the needs of students with disabilities across both academic and social-emotional domains.

How Equity Multiplier Consultation Influenced the LCAP

In developing the Equity Multiplier Goal for Windsor Oaks Academy, Windsor Unified School District conducted targeted engagement with students, staff, and families directly connected to the continuation school community during the 2025–26 school year. This consultation, grounded in both ongoing outreach and the school's WASC self-study process, served as a critical input mechanism in shaping LCAP goals, actions, and expenditures.

Through staff reflection sessions, student focus groups and surveys, family meetings, and data reviews, the district identified mental health supports, credit recovery access, and personalized advising as urgent needs. Across every group consulted, consistent and relationship-based counseling support emerged as the highest priority. This feedback directly shaped the development of the Equity Multiplier Goal for 2025–26, resulting in a new action to fund a 0.2 FTE school counselor at Windsor Oaks Academy, with a plan to expand to 0.5 FTE as additional funds become available. This action was prioritized based on both educational partners input and real-time data on attendance, engagement, and graduation readiness, reflecting the district's commitment to ensuring improved services for its highest-need students. The input gathered through this structured consultation process also helped validate the goal's alignment with Windsor Oaks Academy's long-term improvement efforts and supported its inclusion in the adopted LCAP as a Focus Goal under Equity Multiplier requirements.

The 2025–2026 LCAP is a product of deep, collaborative engagement across the Windsor Unified School District community. Each educational partner group provided valuable insights that directly shaped goals, actions, and resource allocations. The final plan reflects a district-wide commitment to equity, instructional quality, wellness, and family engagement — grounded in the real-world experiences and priorities of students, staff, and families.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All Students are Connected and Thriving	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 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Windsor Unified Board created the goal to emphasize a holistic educational approach that prioritizes both academic success and students' emotional and social well-being. Recognizing the importance of a supportive and inclusive school environment, this goal aims to enhance student engagement, resilience, and a sense of belonging through targeted resources and strategies. These include mental health services, extracurricular activities, mentorship programs, and diversity and inclusion initiatives. The goal reflects the district's commitment to a comprehensive educational strategy that integrates academic achievement with critical emotional and social support, ensuring that all students succeed academically and thrive within the school community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	A-G Completion Rates	32.2% of students complete A-G requirements- (2023)	34.7% of students completed A-G requirements (2024)	37.6% of students completed A-G requirements (2025)	49% of students complete A-G requirements- (2026)	The percent of students completing A-G requirements increased by 5.4% from baseline.
1.2	Career and Technical Education (CTE) Completion Rates	CTE pathway completion rate= 22.7% (2023)	34.5% of students completed CTE Pathway (2024)	28% of students completed CTE pathway (2025)	CTE pathway completion rate= 35% (2026)	The percent of students completing a CTE

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Pathway increased by 5.3% above baseline.
1.3	Both A-G and CTE Completion Rates	4% of the 2023 cohort completed a-g and CTE pathway requirements	16.2% of the 2024 cohort completed A-G and CTE pathway requirements	14.8% of the 2025 cohort completed A-G and CTE pathway requirements	8% of the 2026 cohort completed a-g and CTE pathway requirements	The percent of students completing the both an A-G and the CTE Pathway requirements increased by 10.8% over baseline.
1.4	Advanced Placement (AP) Exam Pass Rates	In 2023, 16.5% of students earned a 3 or higher on at least 2 AP exams. * *Correction to prior data displayed	In 2024, 13% earned a 3 or higher on at least 2 AP exams. *DataQuest: College/Career Levels & Measures Report	In 2025, 28.7% earned a 3 or higher on at least 2 AP exams. *DataQuest: College/Career Levels & Measures Report	10% of students earned a 3 or higher on at least 2 AP exams	The percent of students earning a 3 or higher on at least 2 AP exams increased by 12.2% over baseline.
1.5	Early Assessment Program (EAP) Participation Rate	93% of 11th graders participated in ELA and Math Early Assessment Program (2022/23 EAP)	97% of 11th graders participated in ELA and Math Early Assessment Program (2024/25 EAP)	97% of 11th graders participated in ELA and Math Early Assessment Program (2025/26 EAP)	95% of 11th graders participated in ELA and Math Early Assessment Program (EAP)	The percent of 11th graders who participated in the EAP increased by 4% over baseline.
1.6	WHS Academic Counseling ratio: Information Day enrollment at WHS divided by Counseling Full Time Equivalent (FTE).	The ratio of academic counselors at the high school level is 1/401. (2022/23)	The ratio of academic counselors at the high school level is 1/331. (2024/25)	The ratio of academic counselors at the high school level is 1/345. (2025/26)	1/400 ratio of academic counselors to students at the high school	The ratio from baseline improved from 1/401 to 1/345.
1.7	WUSD Social/Emotional Learning (SEL)	The ratio of social-emotional counselors at	The ratio of social-emotional	The ratio of social-emotional	The ratio of social-emotional	The difference in ratio of social-

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	counseling ratio: information day enrollment by site divided by counseling FTE.	district schools is: MWE= 1/ 514 BES= 1/ 453 WMS= 1/ 725 WHS/NBMA/WOA= 1/854 (2022/23)	counselors at district schools is: MWE= 1/643 BES= 1/ 498 WMS= 1/ 754 WHS/NBMA/WOA = 1/870 (2024/25)	counselors at district schools is: MWE= 1/604 BES= 0/ 495 WMS= 1/ 783WHS/NBMA/WOA= 1/896 (2025/26)	counselors at district schools: MWE= 1/ 500 BES= 1/ 450 WMS= 2/ 725 WHS/NBMA/WOA =2/854	emotional counselors at district schools is: MWE 1/514 - 1/604 BES 1/453 - 0/495 WMS 1/725 - 1/783 WHS/WOA - 1/854 - 1/896
1.8	Percent of secondary schools' students enrolled in Advancement Via Individual Determination (AVID) Elective	4% of WMS students in AVID 7% of WHS students in AVID (2022/2023)	9% of WMS students in AVID 11% of WHS students in AVID (2024/2025)	10% of WMS students in AVID 13% of WHS students in AVID (2025/2026)	10% of WMS students in AVID 10% of WHS students in AVID (2026)	The difference in AVID enrollment +6% of WMS students in AVID +6% of WHS students in AVID
1.9	Percent of teachers AVID trained	AVID trained 47% of 36 WMS teachers trained 18% of 80 WHS teachers AVID trained (2022/2023)	AVID trained 42% of 38 WMS teachers trained 15% of 83 WHS teachers AVID trained (2024/2025)	AVID trained 42% of 38 WMS teachers trained 25% of 83 WHS teachers AVID trained (2025/2026)	AVID trained 47% of 36 WMS teachers trained 18% of 80 WHS teachers AVID trained (2026)	The difference in AVID trained teachers -5% WMS +7% WHS
1.10	9th grade cohort average percent of actual attendance, RenStar Reading & Math At or Above 55 Percentile Ranking, and average Grade Point Average (GPA)	9th grade data Attendance Rate: 95.38 RenStar W4 Math: 39% RenStar W4 Reading: 26% Average 1st semester GPA: 2.735 (2022/2023)	9th grade data Attendance Rate: 94.04% RenStar W4 Math: 24% RenStar W4 Reading: 59% Average 1st semester GPA: 2.85 (2024/2025)	9th grade data Attendance Rate: 94.66% RenStar W4 Math: 29% RenStar W4 Reading: 63% Average 1st semester GPA: 3.15	9th grade data Attendance Rate: 97 RenStar W4 Math: 42% RenStar W4 Reading: 30% Average 1st semester GPA: 2.9 (2026)	The difference in 9th grade data Attendance Rate: -.72% RenStar W4 Math: +3% RenStar W4 Reading: +37% Average 1st semester GPA: +0.415

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	Attendance Rate	The school attendance rate (ADA) for 2023/24 is 94.5%	The school attendance rate (ADA) for 2024/25 is 94.4%	The school attendance rate (ADA) for 2025/26 is 94%	The school attendance rate will increase to 96%	The difference in school attendance rate decreased by .5%
1.12	Dropout Rates	Dropout Rates for 2022/23 • High School: 4.2%. • Middle School: 0%	Dropout Rates for 2023/24 • High School: 5.4%. • Middle School: 0%	Dropout Rates for 2024/25 • High School: 4.5% • Middle School: 0%	The high school dropout rate will decrease to 2%. The middle school dropout rate will remain 0%	The difference in Dropout Rates • High School: +.3%. • Middle School: Maintained
1.13	High school graduation rates	2023 High school graduation rates: • All students 95%. • Hispanic/Latino: 95.5%. • English Learner: 88.5%. • Students with Disabilities: 84.2% -Homeless: 94.1%	2024 High school graduation rates: • All students 94.6%. • Hispanic/Latino: 94.9%. • English Learner: 86.7 • Students with Disabilities: 86.4% -Homeless: 73.3%	2025 High school graduation rates: • All students: 93.8% • Hispanic/Latino: 92.1% • English Learner: 88% • Students with Disabilities: 82.5% -Homeless: NA	High school graduation rates will increase to: • All students 97%. • Hispanic/Latino: 97%. • English Learner: 91%. • Students with Disabilities: 86% -Homeless: 97%	The distance from baseline in High school graduation rates: • All students -1.2%. • Hispanic/Latino: -3.4%. • English Learner -.5% • Students with Disabilities: +1.7% -Homeless: NA
1.14	District-wide Smarter Balanced Assessment Consortium (SBAC) English Language Arts (ELA)	42.18% of students in grades 3-8 and 11 MET or EXCEEDED standards on the ELA portion of the SBAC	44.90% of students in grades 3-8 and 11 MET or EXCEEDED standards on the ELA portion of the	40.72 % of students in grades 3-8 and 11 MET or EXCEEDED standards on the ELA portion of the	70% of students in grades 3-8 and 11 MET or EXCEEDED standards on the ELA portion of the	The difference is -1.46%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		summative assessment (2022/23) * *Correction to prior data displayed	SBAC summative assessment (2023/24) *Dataquest	SBAC summative assessment (2024/25)	SBAC summative assessment (2025/26)	
1.15	District-wide Special Education (SPED) SBAC ELA	6.41% of students with disabilities MET OR EXCEEDED standards on the ELA portion of the SBAC summative assessment. (2022/23) * *Correction to prior data displayed	10.86% of students with disabilities MET OR EXCEEDED standards on the ELA portion of the SBAC summative assessment. (2023/24) *Dataquest	11.11% of students with disabilities MET OR EXCEEDED standards on the ELA portion of the SBAC summative assessment. (2024/25)	7% of students with disabilities MET OR EXCEEDED standards on the ELA portion of the SBAC summative assessment. (2025/26)	The difference is +4.7%
1.16	District-wide SBAC Math	25.48% of students in grades 3-8 and 11 MET or EXCEEDED standards on the mathematics portion of the SBAC summative assessment (2022/23) * *Correction to prior data displayed	26.59% of students in grades 3-8 and 11 MET or EXCEEDED standards on the mathematics portion of the SBAC summative assessment (2023/24) *Dataquest	27.69% of students in grades 3-8 and 11 MET or EXCEEDED standards on the mathematics portion of the SBAC summative assessment. (2024/25	50% of students in grades 3-8 and 11 MET or EXCEEDED standards on the mathematics portion of the SBAC summative assessment (2025/26)	The difference is +2.21%
1.17	8th grade Math	27.54% of students in 8th grade Met or EXCEEDED standards on the mathematics portion of the SBAC summative assessment (2022/23) * *Correction to prior data displayed	30.35% of students in 8th grade Met or EXCEEDED standards on the mathematics portion of the SBAC summative assessment (2023/24) *Dataquest	32.42% of students in 8th grade Met or EXCEEDED standards on the mathematics portion of the SBAC summative assessment.n (2024/25)	50% of students in 8th grade Met or EXCEEDED standards on the mathematics portion of the SBAC summative assessment (2025/26)	The difference is +4.88

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.18	District-wide SPED Math	4.14% of students with disabilities MET or EXCEEDED standards on the mathematics portion of the SBAC summative assessment (2022/23) * *Correction to prior data displayed	7.90% of students with disabilities MET or EXCEEDED standards on the mathematics portion of the SBAC summative assessment (2023/24) *Dataquest	7.95% f students with disabilities MET or EXCEEDED standards on the mathematics portion of the SBAC summative assessment (2024/25)	7% or students with disabilities MET or EXCEEDED standards on the mathematics portion of the SBAC summative assessment (2025/26)	The difference is +3.81%
1.19	District-wide ELD ELA	6.35% of ELs enrolled > 12 mo. MET or EXCEEDED (2022/23) * *Correction to prior data displayed	5.34% of ELs enrolled > 12 mo. MET or EXCEEDED (23/24)	5.09% of ELs enrolled > 12 mo. MET or EXCEEDED (24/25)	11% of ELD students in grades 3-8 and 11 MET or EXCEEDED standards on the ELA portion of the SBAC summative assessment (2025/26)	The difference is -1.26%
1.20	District-wide ELD Math	3.70% of ELD students in 8th grade Met or EXCEEDED standards on the mathematics portion of the SBAC (2022/23) * *Correction to prior data displayed	0% of ELD students in 8th grade Met or EXCEEDED standards on the mathematics portion of the SBAC summative assessment (2023/24)	13.34% of ELD students in 8th grade Met or EXCEEDED standards on the mathematics portion of the SBAC summative assessment (2024/25)	11% of ELD students in 8th grade Met or EXCEEDED standards on the mathematics portion of the SBAC summative assessment (2025/26)	The difference is 9.64% start here
1.21	Sufficiency of instructional materials and Broad Course of Study	All students (100%) had access to a broad course of study and curriculum-aligned instructional materials in 2023-24.	All students (100%) had access to a broad course of study and curriculum-aligned instructional	All students (100%) had access to a broad course of study and curriculum-aligned instructional	All students (100%) will continue to have access to a broad course of study and curriculum aligned	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			materials in 2024-25	materials in 2025-26	instructional materials.	
1.22	Implementation of state standards for all students, INCLUDING how English Learners ELs) have access to English Language Development (ELD) and core instruction (CORE)	All students, including students with exceptional needs and English Learners maintained access to the full course of study described in Education Code (2022/23)	All students, including students with exceptional needs and English Learners maintained access to the full course of study described in Education Code (2023/24)	All students, including students with exceptional needs and English Learners maintained access to the full course of study described in Education Code (2024/25)	All students, including students with exceptional needs and English Learners will continue to have access to the full course of study described in Education Code	Maintained
1.23	EL Reclassification Rate	57.3% of English Learners reclassified to FEP for 2022/23 * *Correction to prior data displayed	58.1% of English Learners reclassified to FEP for 2023/24	58.0% of English Learners reclassified to FEP for 2024/25	45% of English Learners will be reclassified to FEP	Increase from baseline of 0.7%
1.24	Percent of district EL students who are Long Term English Learners (LTELs)	15.8% English Learners are LTELs in 2022-2023 * *Correction to prior data displayed	16.3% English Learners are LTELs in 2023-2024	15.6% of English Learners are LTELs for 2024/25	< 30% of English Learners will be LTELs	Decrease from baseline of 0.2%
1.25	English Learner Progress Indicator (ELPI): (ELs Making Progress or maintaining 4 on ELPAC)	47.7% of ELs making progress towards English language proficiency 2022-2023 * *Correction to prior data displayed	41.5% ELs making progress towards English language proficiency 2023-2024	51.6% ELs making progress towards English language proficiency 2023-2024	At least 50% of English Learners will make progress towards English proficiency.	Increase from baseline of 3.9%
1.26	Chronic Absenteeism Rate	The chronic absenteeism rate for 2022/23 is 24.2%	The chronic absenteeism rate for 2023/24 is 18.4%	The chronic absenteeism rate for 2024/25 is 22.1%	The chronic absenteeism rate will decrease to 15%	The difference is -2.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.27	Percent of 3rd graders who MET OR EXCEEDED standards on the ELA portion of the SBAC summative assessment	30.77% of 3rd graders MET OR EXCEEDED standards on the ELA portion of the SBAC summative assessment (2022/23)	23.34% of 3rd graders MET OR EXCEEDED standards on the ELA portion of the SBAC summative assessment (2023/24)	27.66% of 3rd graders MET OR EXCEEDED standards on the ELA portion of the SBAC summative assessment (2024/25)	34% of 3rd graders will MEET OR EXCEED standards on the ELA portion of the SBAC summative assessment	The difference is -3.11%
1.28	Percent of 3rd graders who MET or EXCEEDED standards on the mathematics portion of the SBAC summative assessment.	20.98% of 3rd graders MET OR EXCEEDED standards on the mathematics portion of the SBAC summative assessment (2022/23)	25.49% of 3rd graders MET OR EXCEEDED standards on the mathematics portion of the SBAC summative assessment (2023/24)	26.58% of 3rd graders MET OR EXCEEDED standards on the mathematics portion of the SBAC summative assessment (2024/25)	25% of 3rd graders will MEET OR EXCEED standards on the mathematics portion of the SBAC summative assessment	The difference is +5.6%
1.29	RenStar Window 4 Math Assessment percent At/Above Benchmark	RenStar Window 4 Math Assessment percent At/Above Benchmark (2024): 1st Grade: 30% 2nd Grade: 32% 3rd Grade: 34%	RenStar Window 4 Math Assessment percent At/Above Benchmark (2025): 1st Grade: 32% 2nd Grade: 24% 3rd Grade: 34%	RenStar Window 4 Math Assessment percent At/Above Benchmark (2026): 1st: 47% 2nd: 44% 3rd: 48%	RenStar Window 4 Math Assessment percent At/Above Benchmark 1st Grade: 33% 2nd Grade: 35% 3rd Grade: 37%	The difference in RenStar Window 4 Math Assessment percent At/Above Benchmark: 1st Grade: +17% 2nd Grade: -+12% 3rd Grade:+14%
1.30	RenStar Window 4 Reading Assessment percent At/Above Benchmark	RenStar Window 4 Reading Assessment percent At/Above Benchmark (2024): 1st Grade: 61% 2nd Grade: 34% 3rd Grade: 36%	RenStar Window 4 Reading Assessment percent At/Above Benchmark (2025): 1st Grade: 50% 2nd Grade: 24% 3rd Grade: 35%	STAR 1st: 30% (44 students tested) 2nd: 24% 3rd: 29%	RenStar Window 4 Reading Assessment percent At/Above Benchmark 1st Grade: 62% 2nd Grade: 36% 3rd Grade: 39%	The difference in RenStar Window 4 Reading Assessment percent At/Above Benchmark: 1st Grade: -31% 2nd Grade: -10% 3rd Grade: -7%
1.31	Percentage of secondary students enrolled in at	In 2023/24 the total percent of WHS	In 2024/25 the total percent of	In 2025/26 the total percent of	The total percentage of	The difference in the total percent of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	least one Visual and Performing Arts (VAPA) course.	students enrolled in at least one art class is 42% In 2023/24 the total percent of WMS students enrolled in at least one art class is 68%	WHS students enrolled in at least one art class is 43.24% In 2024/25 the total percent of WMS students enrolled in at least one art class is 36.54%	WHS students enrolled in at least one art class is 44.84% In 2025/26 the total percent of WMS students enrolled in at least one art class is 38.25%	WHS students enrolled in at least one art class will increase to 45% The total percent of WMS students enrolled in at least one art class will increase to 70%"	WHS students enrolled in at least one art class is+2.84% The difference in the total percent of WMS students enrolled in at least one art class is -.29.75%
1.32	School facilities in good repair	Facility Inspection Tool (FIT) Report is 99% "EXEMPLARY" in 2024	Facility Inspection Tool (FIT) Report is 99% "EXEMPLARY" in 2025	Facility Inspection Tool (FIT) Report is 99% "EXEMPLARY" in 2026	Facility Inspection Tool (FIT) Report will continue to earn a rating of "EXEMPLARY"	Maintained
1.33	Pupil suspension rates (% students with at least 1 suspension)	The student suspension rate is 4.8% in 2022/23	The student suspension rate is 4.6% in 2023/24	The student suspension rate is 4.1% 2024/25	The student suspension rate will decrease to 2.5%	Distance from baseline is -0.7
1.34	Pupil expulsion rates	The student expulsion rate is <1% in 2022/23, (0.2%)	The student expulsion rate is <1% in 2023/24	The student expulsion rate is <1% in 2024/25	The student expulsion rate will remain less than 1%	Maintained
1.35	Student Connectedness	Secondary YouthTruth Question: I really feel like part of my school community. High Schools 35% Middle School 35% Elementary YouthTruth Question: Do you feel like an important part of your school? Elementary 33%	Secondary YouthTruth Question: I really feel like part of my school community. High Schools 36% Middle School 35% Elementary YouthTruth Question: Do you	Secondary YouthTruth question: I really feel like part of my school community. High Schools: 38% Middle School: 42%	Secondary YouthTruth Question: I really feel like part of my school community. High Schools 45% Middle School 45% Elementary YouthTruth Question: Do you	The high schools increased by 3% while the Middle School increased by 7% The elementary schools by +1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		February 2024	feel like an important part of your school? Elementary 32% February 2025	Elementary YouthTruth question: Do you feel like an important part of your school? Elementary: 34% Jan. 2026	feel like an important part of your school? Elementary 45%	
1.36	Programs and Services for Unduplicated Students	New Metric ELOP Survey No Baseline Data 23-24	New Metric ELOP Survey 0% Responded to the Survey 24-25	ELOP Survey 0% Responded to the Survey 25-26	85% of families participating in the Extended Learning Opportunities Program will respond to the survey.	This survey was not administered in the 25-26 school year.
1.37	Parent input for Students with Exceptional Needs	100% of parents indicated that they felt included in developing the IEP. 23-24	100% of parents indicated that they felt included in developing the IEP. 24-25	100% of parents indicated that they felt included in developing the IEP. 25-26	100% of parents will indicate that they felt included in developing the IEP.	Maintained

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.

Successful Implementation
1.1 - Fully Implemented
1.2 - Fully Implemented
1.3 - Fully Implemented
1.4 - Fully Implemented
1.5 - Fully Implemented
1.6 - Fully Implemented

1.7 - Fully Implemented
1.8 - Fully Implemented
1.9 - Fully Implemented
1.10 - Fully Implemented

The LEA successfully implemented several key actions aligned to improving student outcomes in college and career readiness (Action 1.1), academic achievement, and student engagement as measured by metrics such as A-G completion (Metric 1.1), CTE completion (Metric 1.2), SBAC performance (Metrics 1.14–1.20), English Learner progress (Metrics 1.23–1.25), and attendance (Metric 1.11). Expanding Access to College (Action 1.2) was implemented across secondary sites through AVID, academic counseling, and 9th-grade seminar supports, contributing to improved college readiness indicators. Support Struggling Students (Action 1.3) was implemented through academic interventions, English Language Development services, behavior supports, and social-emotional services within an MTSS framework, supporting progress toward SBAC and local assessment metrics. Bridging the Digital Divide (Action 1.7) ensured students had access to Chromebooks, increasing access to instructional materials and supporting student engagement and assessment participation. English Learner Support (Action 1.8) was implemented districtwide, contributing to progress in English Learner reclassification rates and ELPAC outcomes. College and Career Focus (Action 1.1) maintained CTE pathways and work-based learning opportunities aligned to CTE completion metrics. PreK through 3rd Grade Literacy and Math (Action 1.4) supported early literacy and numeracy outcomes as measured by local benchmark assessments and SBAC grade-level performance. Visual and Performing Arts (Action 1.5) continues to be a focus, and the programs were fully implemented and continue to see active interest from the students and the community.

Challenges in Implementation

Several challenges impacted the consistency and effectiveness of implementation and progress toward metrics. Staffing shortages affected the ability to fully implement counseling, intervention, and English learner supports, limiting progress toward A-G completion, SBAC outcomes, and English Learner metrics. Variability in MTSS implementation across sites led to inconsistent support for students, thereby impacting progress toward academic achievement metrics. Chronic absenteeism (Metric 1.26) continued to limit the effectiveness of interventions and contributed to slower progress in student achievement outcomes. Limited time for collaboration reduced opportunities for data analysis and instructional planning, affecting the ability to respond to student needs. Additionally, persistent outcome gaps for English Learners, Students with Disabilities, and socioeconomically disadvantaged students remained evident in SBAC and local assessment data.

Differences in Implementation

There were some differences between planned actions and actual implementation that impacted progress toward metrics. Expanding Access to College (Action 1.2) was implemented with variation in the level of counseling services across sites due to staffing capacity, affecting consistency in college readiness supports. Support Struggling Students (Action 1.3) varied in the strength of intervention systems across schools, resulting in uneven progress toward SBAC and local assessment outcomes. PreK through 3rd Grade Literacy and Math (Action 1.4) collaboration meetings occurred less frequently than planned, limiting the impact on early literacy and math metrics. Bridging the Digital Divide (Action 1.7) was implemented as planned for device distribution, though classroom integration varied, affecting instructional effectiveness. English Learner Support (Action 1.8) was implemented districtwide; however, the level of instructional integration varied across classrooms, influencing progress toward ELPAC and reclassification metrics. Learning Environments (Action 1.6) was implemented broadly, though the impact on student engagement and climate metrics varied by site.

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 material differences between budgeted and estimated actual expenditures for Actions 1.1, 1.2,1.3, and 1.8.

The difference between the budgeted expenditures of $1,722,931 and the estimated actual expenditures of $1,542,040 for Action 1.1 is primarily due to the reallocation of $180,891 in certificated salary costs to Action 1.5 (Visual and Performing Arts). As a result, expenditures for Action 1.1 were lower than originally projected, while Action 1.5 expenditures increased from $960,830 to $1,349,628. The action was fully implemented, and the shift in expenditures reflects a budget adjustment rather than a change in the scope or delivery of services.

For Action 1.2 the material difference was due to salary increases.

The difference between the budgeted expenditures of $1,903,475 and the estimated actual expenditures of $1,704,081 for Action 1.3 is primarily due to the reallocation of $199,394 associated with a Learning Support Teacher position from supplemental funding to the general fund. This adjustment was made to align the funding source appropriately, as the position supported both general education and special education services. The action was fully implemented.

For Action 1.7 the material difference was due to the increased cost of Chromebooks.

For Action 1.8 the material difference was due to salary increases and adding additional support staff.

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

Actions 1.1–1.3 | College and Career Focus, Expanding Access to College, and Additional Supports for Students

Baseline Year 2 Outcomes:

- A-G Completion Rate: 32.2% to 37.6%
- CTE Completion Rate: 22.7% to 28%
- AP Exam Pass Rate: 16.5% to 28.7%

Conclusion: EFFECTIVE

All three metrics show growth from baseline, and two of the three — A-G completion and AP exam performance — show substantial gains. The A-G rate climbed from 32.2% to 37.6%, meaning significantly more students are graduating eligible for four-year university admission. The AP pass rate jumped from 16.5% to 28.7%, nearly doubling — a strong signal that expanded access to rigorous coursework is translating into real student success, not just enrollment.

CTE pathway completion also grew overall from 22.7% to 28%, though it dipped from the prior year. This suggests the district has built real momentum in career pathways but will need to monitor whether cohort completion is staying consistent as programs scale. The slight year-over-year decline does not undermine the baseline-to-Year-2 growth, but it is worth watching.

Taken together, these actions are working. Students are accessing more rigorous academic and career pathways, and the data shows they are succeeding in them.

Actions 1.3–1.4 | Additional Supports for Students and PreK–3 Literacy and Math Support

Baseline Year 2 Outcomes:
- SBAC ELA: 42.18% to 40.72%
- SBAC Math: 25.48% to 27.69%
- 3rd Grade ELA: 30.77% to 27.66%

Conclusion: PARTIALLY EFFECTIVE

The picture here is split. Math is moving in the right direction — SBAC Math improved from 25.48% to 27.69%, a modest but real gain that suggests intervention and instructional supports are gaining traction in that domain. ELA, however, tells a different story. Overall, SBAC ELA declined from 42.18% to 40.72%, and 3rd-grade ELA dropped more sharply, from 30.77% to 27.66%. That foundational decline is particularly concerning because early literacy outcomes tend to compound — students who fall behind in reading at the primary level face steeper challenges in every content area as they advance.

These actions are not without impact — the math gains are real, and the supports in place appear to be working for that domain. But ELA trends, especially at the 3rd-grade level, indicate that current literacy strategies are not yet producing the outcomes students need. Moving forward, the district will need to take a closer look at the alignment among literacy instruction, intervention design, and early-grade supports to reverse this trend.

Actions 1.5–1.7 | Visual and Performing Arts, Learning Environments, and Bridging the Digital Divide

Baseline Year 2 Outcomes:
- Attendance Rate: 94.5% to 94%
- Chronic Absenteeism: 24.2% to 22.1%
- Student Connectedness (High School): 35% to 38%
- Student Connectedness (Middle School): 35% to 42%

Conclusion: PARTIALLY EFFECTIVE

Student connectedness is the standout result here. Middle school connectedness grew from 35% to 42% — a 7-point gain — and high school followed with a 3-point increase to 38%. These are meaningful improvements that suggest enrichment programs, improved physical and digital learning environments, and stronger student supports are creating a greater sense of belonging and engagement, particularly at

the secondary level.

Chronic absenteeism also improved overall, dropping from 24.2% to 22.1%, reflecting real movement on a stubbornly difficult metric. That said, it ticked up from the prior year, indicating some instability in the trend that will require continued attention.

Overall attendance remained nearly flat, declining slightly from 94.5% to 94.3%. The contrast between improving connectedness and flat attendance suggests that students may feel more connected to school while still facing real barriers to consistent daily participation — transportation, health, family circumstances, or economic pressures that engagement-focused actions alone cannot fully address. The work being done under these actions is contributing positively, but attendance will require a more targeted, multi-pronged strategy to see meaningful movement.

Actions 1.8–1.10 | English Learner Support, Special Education Support, and K–2 Instructional Aide Support

Baseline Year 2 Outcomes:

- EL SBAC ELA: 6.35% to 5.09%
- English Learner Progress Indicator: 47.7% to 51.6%
- SPED SBAC ELA: 6.41% to 11.11%

Conclusion: PARTIALLY EFFECTIVE

This set of actions produced some of the most dramatic improvements in the entire goal — and also one of its clearest areas of concern. Special Education ELA performance nearly doubled, rising from 6.41% to 11.11%. That kind of growth in a historically underserved population reflects intentional, well-targeted support, and it deserves recognition as a genuine success. Similarly, the English Learner Progress Indicator improved from 47.7% to 51.6%, demonstrating that more English Learners are advancing along their language acquisition trajectory.

The concern lies in the EL SBAC ELA result. Despite progress on the language acquisition indicator, EL academic proficiency in ELA declined from 6.35% to 5.09%. This disconnect — students progressing toward English proficiency but not yet demonstrating grade-level academic achievement — is a meaningful distinction. It suggests that language development supports are working, but that the bridge between language acquisition and mastery of academic content has not yet been fully built. Students may be developing English skills without yet having sufficient access to the academic language, text complexity, and literacy instruction needed to meet grade-level standards.

These actions are clearly benefiting students with disabilities and supporting English Learners in their language development. To become fully effective, the district will need to strengthen the connection between EL language supports and rigorous, standards-aligned academic instruction in ELA.

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.

Based on the effectiveness analysis, the district reviewed all four required areas — goals, metrics, target outcomes, and actions — and determined that no changes were made to any of them.

The analysis in Box 3 showed that the majority of Goal 1 actions demonstrated clear growth or partial effectiveness across multiple metrics. College and career readiness indicators were particularly strong, with meaningful gains in A-G completion and AP performance. Outcomes for students with disabilities improved significantly, and English Learner progress toward proficiency moved in the right direction. Where results were mixed — particularly in English Language Arts and attendance — the data reflects the expected variability of a multi-year improvement cycle rather than a fundamental breakdown in strategy. The actions in place are starting to deliver positive results and will need continued, consistent implementation to fully realize their impact.

Because no action has proven consistently ineffective across multiple years, and because the overall trajectory supports continued progress, the district determined that stability in the current plan is the most appropriate course at this time. Areas of ongoing concern — including early literacy, English Learner academic performance, and attendance — will continue to be monitored closely, and future adjustments will be made if data warrants them.

There were no changes to the planned goals, metrics, target outcomes, or actions.

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	Create a College and Career Focus	• Provide Career and Technical Education (CTE) courses to equip students with practical skills and knowledge for various career pathways. • Facilitate work-based learning opportunities, such as internships and job shadowing, to provide students with real-world career experiences. • Support the Western Association of Schools and Colleges (WASC) accreditation process to ensure continuous school improvement and educational excellence.	$1,603,721.76	No

Action #	Title	Description	Total Funds	Contributing
1.2	Expanding Access to College	• Provide academic counseling services to support student academic planning, college readiness, and personal development. • Implement the AVID (Advancement Via Individual Determination) program to enhance underrepresented students' college readiness and academic skills. • Offer scholarships to cover the costs of Advanced Placement exams and college course units for eligible students. • Conduct 9th Grade Seminars to support students' transition to high school by focusing on academic skills, goal setting, and personal development.	$1,932,723.19	Yes
1.3	Additional Supports for Students	• Implement initiatives to improve student attendance and reduce truancy, ensuring that students remain engaged and successful in their education. • Utilize progress monitoring tools to regularly assess and track student academic performance and growth, informing instruction and interventions. • Provide targeted intervention programs to support students who are struggling academically, helping them achieve grade-level proficiency. his strategy is partially funded out of the Learning Recovery Emergency Block Grant. • Deliver English Language Development (ELD) support to help English learners acquire language proficiency and succeed academically. -Implement behavior support programs to promote positive behavior, address behavioral challenges, and create a conducive learning environment. This strategy is partially funded out of the Learning Recovery Emergency Block Grant. • Provide social-emotional support services to help students develop resilience, emotional regulation, and interpersonal skills for overall well-being. This strategy is partially funded out of the Learning Recovery Emergency Block Grant. • Offer tailored support services to meet the academic and personal needs of students in foster care, ensuring their stability and success in school.	$1,588,790.79	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Pre-K through 3rd Grade Literacy and Math Support	• Cover travel and lodging expenses for educators attending P3CC Math training and conferences to improve early childhood math instruction. • Facilitate monthly meetings between cross-grade level groups to discuss the implementation and effectiveness of literacy initiatives. • Facilitate monthly meetings between cross-grade level groups to work with P3CC Math.	$20,000.00	No
1.5	Visual and Performing Arts	- Enhance visual and performing arts programs to foster creativity and provide students with diverse artistic experiences and opportunities.	$1,403,613.89	No
1.6	Learning Environments	- Create and maintain a positive and stimulating learning environment that supports student engagement and academic achievement.	$4,653,815.07	No
1.7	Bridging the Digital Divide for Economically Disadvantaged Students	• Provide Chromebooks for any student who needs to access digital content. This strategy is partially funded out of the Learning Recovery Emergency Block Grant.	$500,000.00	No
1.8	English Learner Support	Provide Designated English Language Development (ELD) Windsor Unified School District provides daily, Designated English Language Development (ELD) instruction to all English learners as a protected part of the instructional day. Designated ELD is delivered in a focused, grade-level-appropriate setting that explicitly builds English language skills in listening, speaking, reading, and writing. Instruction is aligned to the California English Language Development Standards and supports students in developing both academic and social language proficiency.	$896,259.38	Yes

Action #	Title	Description	Total Funds	Contributing
		Instruction is provided by classroom teachers or designated ELD specialists and is differentiated by English proficiency level. Lessons emphasize language structures, vocabulary development, and comprehension strategies necessary for success in core academic subjects. Collaboration between general education and ELD teachers ensures that Designated ELD complements Integrated ELD practices throughout the school day. This action is aimed at accelerating English learners' progress toward reclassification, supporting their full access to the core curriculum, and improving outcomes across content areas.		
1.9	Special Education Support	Windsor Unified School District is committed to ensuring that Students with Exceptional Needs receive a high-quality, individualized education aligned with their unique learning profiles. These services are not supported with Local Control Funding Formula (LCFF) dollars. Instead, all supports and services for students with disabilities are funded through federal Individuals with Disabilities Education Act (IDEA) dollars and general fund allocations. Our continuum of supports is designed to provide inclusive and equitable access to the general education curriculum while meeting each student's individualized goals. At the elementary level, students are served by Learning Support Teachers who deliver specialized academic instruction and case management aligned with Individualized Education Programs (IEPs). These Learning Support Teachers collaborate closely with general education staff to support inclusive practices and provide targeted interventions. In our secondary settings, we implement a Learning Center model that provides flexible, targeted support within the least restrictive environment. The Learning Center structure allows students to receive academic support, progress monitoring, and IEP services in a centralized space while maintaining access to the general education classroom. Learning Center staff collaborate with content-area teachers and counselors to ensure students are supported across their instructional day.	$16,732,434.16	No

Action #	Title	Description	Total Funds	Contributing
		Additionally, the district provides a range of related services based on individual needs, which may include speech and language therapy, occupational therapy, adaptive physical education, counseling services, and behavioral support. All services are designed in compliance with federal and state mandates and delivered by appropriately credentialed and trained professionals.		
1.10	New Action: K-2nd Grade Instructional Aide Support	To support foundational learning and social-emotional development, WUSD will place 5.5-hour instructional aides in all Kindergarten through 2nd grade classrooms. These aides will provide direct support for Tier 1 academic instruction, assist in classroom management, and implement behavior support strategies. The aides will also facilitate small-group instruction and individualized interventions aligned with MTSS frameworks. This strategy is partially funded out of the Learning Recovery Emergency Block Grant.	$1,023,985.57	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All Staff are Connected and Thriving	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

We developed the goal “All Staff Connected and Thriving” to foster a supportive and cohesive work environment where every staff member feels valued, engaged, and empowered. Recognizing that the well-being and professional fulfillment of our educators and support staff are critical to the success of our students, this goal aims to enhance collaboration, provide meaningful professional development, and ensure access to resources that promote health and wellness. By prioritizing the connection and thriving of all staff, we seek to create a positive and productive atmosphere that not only improves staff retention and job satisfaction but also directly contributes to a high-quality educational experience for our students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Number of Professional Development (PD) days in school calendar	There are 5 PD days in the 2023-24 district calendar.	There are 4 PD days in the 2024-25 district calendar.	There are 4 PD days in the 2025-26 district calendar.	The number of PD days in the calendar will increase to 6.	Reduced by 1 day
2.2	Professional Development YouthTruth (YT) Staff Survey Results:	YT Staff Survey Percent Positives: (PD & Support): My professional development over the last year has provided me with teaching	YT Staff Survey Percent Positives: (PD & Support): My professional development over the last year has provided me with	YT Staff Survey Percent Positives: (PD & Support): My professional development over the last year has provided me with	YT Staff Survey Percent Positives: (PD & Support): My professional development over the last year has provided me with	The difference in YT Staff Survey Percent Positives: (PD & Support): My professional development over the last year has

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		strategies to better meet my students' needs. Elementary: MWE 20% BES 49% Middle: 33% High: 49%	teaching strategies to better meet my students' needs. Elementary: MWE 33% BES 53% Middle: 37% High: 54%	teaching strategies to better meet my students' needs. Elementary: MWE 57% BES 66% Middle: 53% High: 46%	teaching strategies to better meet my students' needs. Elementary: MWE 30% BES 54% Middle: 43% High: 53%	provided me with teaching strategies to better meet my students' needs. Elementary: MWE +37% BES +17% Middle: +20% High: +3%
2.3	Appropriately assigned and fully credentialed teachers	The rate of teacher misassignment is 25.6% in 2023	The rate of teacher misassignment is 14% in 2024	The rate of teacher misassignment is 6% in 2024	The rate of teacher misassignment will be <10%	The difference is -19.6%
2.4	Staff Connectedness YouthTruth Staff Survey Results	YouthTruth Question: My school creates a positive work environment. Highschools: 79% Middle School: 81% Elementary: 68% February 2024	YouthTruth Question: My school creates a positive work environment. Highschools: 80% Middle School: 85% Elementary: 71% February 2025	YouthTruth Question: My school creates a positive work environment. Highschools: 76% Middle School: 90% Elementary: 72% February 2026	YouthTruth Question: My school creates a positive work environment. Highschools: 85% Middle School: 85% Elementary: 85%	The high schools by -3%. The middle school increased by +9%. The elementary schools increased by +4%.

Goal Analysis [2025-26]

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

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

Implementation Status
Action 2.1 - Fully Implemented (The reduction of days was due to negotiations reducing the possible days. All scheduled days were implemented)
Action 2.2- Fully Implemented

Action 2.3- Fully Implemented
Overall, Goal 2 actions were implemented largely as planned, with a strong focus on professional development, collaboration structures, and maintaining a highly qualified teaching workforce. The district continued to prioritize Professional Learning Communities (PLCs), site-based collaboration, and staff support systems aligned to improving instructional practice and staff connectedness. Professional development days were maintained, and collaboration time was supported through leadership stipends and structured PLC implementation across sites.

A key success in implementation was the district's continued investment in staffing stability and credential alignment. The teacher misassignment rate decreased significantly from 25.6% at baseline to 6% in Year 2, reflecting effective hiring practices, improved credential monitoring, and stronger alignment between teacher assignments and qualifications. This contributed to greater instructional consistency across sites and supported the effectiveness of other district initiatives.

Additionally, the district strengthened collaboration systems through PLCs and guiding coalitions, which supported data-informed instruction and increased staff engagement. YouthTruth survey results indicate that staff perceptions of professional development improved across most sites, with notable gains at the elementary and middle school levels. Staff also reported improved perceptions of a positive work environment overall, particularly at the middle and elementary levels, reflecting progress toward building a more connected and supportive staff culture.

However, some implementation challenges were observed. While the quality and focus of professional development improved, the number of professional development days decreased from five to three, limiting opportunities for expanded training and systemwide alignment. Additionally, variability across sites in the consistency and depth of PLC implementation impacted the overall effectiveness of collaboration structures. At the high school level, some metrics showed slight declines in staff perception of professional development and connectedness, indicating uneven implementation and the need for more targeted support.

Despite these challenges, the district successfully implemented all major actions under Goal 2 and maintained a strong focus on staff support, collaboration, and instructional improvement. Continued attention to consistency in implementation, particularly at the secondary level, and alignment of professional development systems will be critical to sustaining and accelerating progress in the coming 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures

There were material differences between budgeted and estimated actual expenditures for Actions 2.1 and 2.3.

For Action 2.1 (Professional Development Days), the district budgeted difference is due to a renegotiation in the Collective Bargaining Agreement that reduced the total days by one day. The action was partially implemented. All negotiated professional development days occurred as intended; however, it is a reduction of days from the baseline.

For Action 2.3 (High Quality Teachers), planned expenditures decreased from $19,038,548 to $18,052,641. This reduction reflects a decrease in certificated full-time equivalent (FTE) positions. However, this adjustment aligned with a concurrent decline in student enrollment,

and no services were materially impacted. The district maintained appropriate staffing levels to meet student needs, and all aspects of the action were implemented as planned.

There were no material differences in the implementation of services associated with these actions, and all planned staff supports were provided.

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

Action(s): 2.1–2.3 – Professional Development Days, Grade Level/Department Collaboration Time, and High Quality Teachers

Metrics Used (2–3): Metric 2.2 (YouthTruth Staff Survey – PD Effectiveness), Metric 2.3 (Teacher Misassignment Rate), Metric 2.4 (Staff Connectedness – Work Environment)

Baseline Year 2 Outcomes:
Metric 2.2: MWE 20% 57%, BES 49% 66%, MS 33% to 53%, HS 49% to 46%
Metric 2.3: 25.6% to 6%
Metric 2.4: HS 79% to 76%, MS 81% 90%, Elementary 68% to 72%

Conclusion:
Actions 2.1–2.3 were evaluated using staff perceptions of professional development, teacher assignment rates, and staff connectedness. Staff survey data shows significant improvement in perceptions of professional development at the elementary and middle school levels, with increases from 20% to 57% at MWE, 49% to 66% at BES, and 33% to 53% at the middle school. High school responses declined slightly from 49% to 46%, indicating some inconsistency in implementation at the secondary level. The teacher misassignment rate improved significantly from 25.6% to 6%, demonstrating strong progress in ensuring students are taught by appropriately credentialed teachers. Staff connectedness also improved overall, particularly at the middle school (81% to 90%) and elementary level (68% to 72%), although high school results declined slightly from 79% to 76%.

Because the data shows strong growth in teacher credentialing and overall improvements in staff perceptions of professional development and connectedness, these actions were effective in making progress toward the goal. While some variability remains at the high school level, the overall upward trends across multiple measures indicate that investments in professional learning, collaboration structures, and staffing have positively impacted staff experience and instructional capacity.

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.

Changes to Goals, Metrics, Target Outcomes, and Actions:

Based on the effectiveness analysis, the district reviewed all four required areas, including goals, metrics, target outcomes, and actions. After careful analysis, no changes were made to the planned goals, metrics, target outcomes, or actions.

The effectiveness analysis in Box 3 demonstrates that the actions under Goal 2 were overall effective in making progress toward the goal. Significant improvement was observed in the teacher misassignment rate, which decreased from 25.6% to 6%, indicating strong progress in ensuring students are taught by appropriately credentialed teachers. Staff perceptions of professional development improved substantially at the elementary and middle school levels, and staff connectedness increased overall, particularly at those same levels. While some variability was observed at the high school level, including slight declines in staff perception metrics, these differences reflect implementation variability rather than a systemic issue with the actions themselves.

Additionally, although the number of professional development days did not increase as originally anticipated, the quality and impact of professional learning improved, as reflected in staff survey data. The combination of improved professional development effectiveness, stronger collaboration structures, and significant gains in staffing alignment indicates that the current actions are functioning as intended and contributing to improved staff outcomes.

Because the data shows consistent progress across multiple metrics and no action has been ineffective over time, the district determined that maintaining the current goal, metrics, target outcomes, and actions is appropriate. We will prioritize continued implementation with a focus on consistency across sites, particularly at the secondary level.

There were no changes to the planned goals, metrics, target outcomes, or actions.

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	Professional Development Days	Windsor Unified School District is adding three additional professional development days to the instructional calendar to support full implementation of the Professional Learning Community (PLC) model across all school sites. These added days are dedicated to deepening teacher collaboration around student learning, data-driven instruction, and targeted supports for unduplicated student groups—including English Learners, foster youth, and low-income students. The PLC framework allows educators to systematically identify students who need enrichment or intervention, examine outcomes by student group, and respond collaboratively. These structures are particularly critical to closing achievement gaps for unduplicated pupils, who benefit from improved access to targeted supports and responsive instruction as a result of high-functioning professional teams.	$566,770.21	No

Action #	Title	Description	Total Funds	Contributing
		Although Special Education teachers are funded through separate federal and general fund sources, they participate fully in the districtwide professional development. Their inclusion ensures that instructional practices are inclusive and aligned across general and special education, reinforcing a coordinated system of support for students with disabilities and those who are dually identified as English Learners or low-income.		
2.2	Grade Level/Department Collaboration Time	Leadership Stipends	$78,000.00	No
2.3	High Quality Teachers	General Fund Teacher Salaries	$18,774,746.64	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Strong Family, School, and Community Relationships	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

We developed the goal “Strong Family, School, and Community Relationships” to strengthen the partnerships between families, schools, and the broader community. Recognizing that collaboration and communication are essential to student success, this goal focuses on building trust, fostering engagement, and enhancing communication channels among all educational partners. By prioritizing these relationships, we aim to create a supportive network that empowers parents and guardians, involves community members, and ensures that students receive comprehensive support both inside and outside the classroom. This interconnected approach is designed to cultivate a thriving educational environment where students can excel academically, socially, and emotionally.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	The percent of families who respond positively to YouthTruth (YT) Family Survey Engagement Question: I feel engaged with my school:	The percent of families who respond positively to YouthTruth Family Survey Engagement Question: I feel engaged with my school: Elementary 53%, Middle School 52%, High School 49% Jan/Feb 2024 YouthTruth Survey	The percent of families who respond positively to YouthTruth Family Survey Engagement Question: I feel engaged with my school: Elementary 58%, Middle School 52%, High School 48%	The percent of families who respond positively to YouthTruth Family Survey engagement question "I feel engaged with my school": Elementary 68% Middle School 60% High School 52%	The percent of families who respond positively to YouthTruth Family Survey Engagement Question 'I feel engaged with my school' will increase to: Elementary 55%, Middle School 54%,	The difference in the percent of families who respond positively to YouthTruth Family Survey Engagement Question: I feel engaged with my school: Elementary +15%, Middle School +8% High School +3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Jan/Feb 2025 YouthTruth Survey	Jan. 2026 YouthTruth Survey	High School 52% "	
3.2	The percent of families who respond positively to YouthTruth Family Survey Engagement Question: I feel informed about important decisions regarding my school.	The percent of families who respond positively to YouthTruth Family Survey Engagement Question: I feel informed about important decisions regarding my school. Elementary: 47%, Middle School 58%, High School 48% Jan/Feb 2024 YouthTruth Survey	The percent of families who respond positively to YouthTruth Family Survey Engagement Question: I feel informed about important decisions regarding my school. Elementary: 52%, Middle School 62%, High School 46% Jan/Feb 2025 YouthTruth Survey	The percent of families who respond positively to YouthTruth Family Survey engagement question "I feel informed about important decisions regarding my school": Elementary 61% Middle School 66% High School 56% Jan. 2026 YouthTruth Survey	The percent of families who respond positively to YouthTruth Family Survey Engagement Question 'I feel informed about important decisions regarding my school.' will increase: Elementary: 50%, Middle School 60%, High School 52% "	The difference in the percent of families who respond positively to YouthTruth Family Survey Engagement Question: I feel informed about important decisions regarding my school. Elementary: +14%, Middle School +8%, High School +8%
3.3	Number of family members in attendance at English Learner Advisory (ELAC) & District ELAC Meetings	Total combined attendance for 22/23 at ELAC/DELAC Meetings: DELAC: 45 Elementary: 21 Middle: 173 High: 35	Total combined attendance for 23/24 at ELAC/DELAC Meetings: DELAC: 28 Elementary: 32 Middle: 146 High: 76	Total combined attendance for 24/25 at ELAC/DELAC Meetings : DELAC: 37 Elementary (MWE and BES): 32 Middle: 104 High: 52	Attendance at ELAC/DELAC Meetings will increase: DELAC: 55 Elementary: 35 Middle: 175 High: 40	Distance from Goal (How far we still are from meeting the 3-year target) DELAC: -8 Elementary: +11 Middle: -69 High: +17
3.4	The percent of Spanish speaking families who respond positively to	The percent of Spanish speaking families who respond positively to	The percent of Spanish speaking families who	The percent of Spanish speaking families who	The percent of Spanish speaking families who	The difference in the percent of Spanish speaking

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	YouthTruth Family Survey Engagement Question: I feel engaged with my school:	YouthTruth Family Survey Engagement Question: I feel engaged with my school: Elementary: 65%, Middle: 74%, High: 50% Jan/Feb 2024 YouthTruth Survey	respond positively to YouthTruth Family Survey Engagement Question: I feel engaged with my school: Elementary: 83%, Middle: 70%, High: 73% Jan/Feb 2025 YouthTruth Survey	respond positively to YouthTruth Family Survey Engagement Question: I feel engaged with my school: Elementary: 79%, Middle: 73%, High: 76% Jan/Feb 2026 YouthTruth Survey	respond positively to YouthTruth Family Survey Engagement Question 'I feel engaged with my school' will increase to: Elementary: 68%, Middle: 77%, High: 53% "	families who respond positively to YouthTruth Family Survey Engagement Question: I feel engaged with my school: Elementary: +14%, Middle: -1%, High: +26%
3.5	The percent of Spanish speaking families who respond positively to YouthTruth Family Survey Engagement Question: I feel informed about important decisions regarding my school.	The percent of Spanish speaking families who respond positively to YouthTruth Family Survey Engagement Question: I feel informed about important decisions regarding my school. Elementary: 48%, Middle: 75%, High: 68% Jan/Feb 2024 YouthTruth Survey	The percent of Spanish speaking families who respond positively to YouthTruth Family Survey Engagement Question: I feel informed about important decisions regarding my school. Elementary: 88%, Middle: 73%, High: 80% Jan/Feb 2025 YouthTruth Survey	The percent of Spanish speaking families who respond positively to YouthTruth Family Survey Engagement Question: I feel informed about important decisions regarding my school. Elementary: 83%, Middle: 76%, High: 76% Jan/Feb 2026 YouthTruth Survey	The percent of Spanish speaking families who respond positively to YouthTruth Family Survey Engagement Question 'I feel informed about important decisions regarding my school.' will increase: Elementary: 51%, Middle: 77%, High: 71%"	The difference in the percent of Spanish speaking families who respond positively to YouthTruth Family Survey Engagement Question: I feel informed about important decisions regarding my school. Elementary: +35%, Middle:+1%, High: +8%
3.6	The response rate for parents on the YT survey.	The response rate for parents on the YT survey:	The response rate for parents on the YT survey:	The response rate for parents on the YouthTruth survey:	The response rate for parents on the	The difference in the response rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Elementary: 44% Middle: 36% High: 18% Jan/Feb 2024 YouthTruth Survey	Elementary: 26% Middle: 34% High: 19% Jan/Feb 2025 YouthTruth Survey	Elementary: 31% Middle: 23% High: 15% Jan. 2026 YouthTruth Survey	YT survey will increase: Elementary: 48% Middle: 39% High: 23%"	for parents on the YT survey: Elementary: -13% Middle: -13% High: -3%
3.7	Parent input in making decisions and parental participation in programs for unduplicated pupils and students with disabilities	Overall, 52% or all district families who responded agree or strongly agreed that they are included in planning school activities. -Elementary: 53% of gen ed families, and 54% of school families with SpEd students -Middle School: 48% of gen ed families, and 62% of families with SpEd students -High School: 47% of gen ed families, and 60% of families with SpEd students agreed or strongly agreed that they are included in planning school activities. Jan/Feb 2024 YouthTruth Survey	Overall, 57% or all district families who responded agree or strongly agreed that they are included in planning school activities. -Elementary: 54% of gen ed families, and 57% of school families with SpEd students -Middle School: 47% of gen ed families, and 59% of families with SpEd students -High School: 49% of gen ed families, and 62% of families with SpEd students agreed or strongly agreed that they are included in	Overall, 54% of all district families who responded agree or strongly agreed that they are included in planning school activities. Elementary: 55% of general education families, and 48% of families with SpEd students Middle School: 50% of general education families, and 55% of families with SpEd students High School: 40% of general education families, and 67% of families with SpEd students agreed or strongly agreed	Overall, 55% or all district families who respond will agree or strongly agree that they are included in planning school activities. -Elementary: 55% of gen ed families, and 55% of school families with SpEd students -Middle School: 50% of gen ed families, and 65% of families with SpEd students -High School: 50% of gen ed families, and 65% of families with SpEd students will agree or strongly agree that they are included in planning school	The difference overall, +2% or all district families who responded agree or strongly agreed that they are included in planning school activities. -Elementary: +2% of gen ed families, and -1% of school families with SpEd students -Middle School: +2% of gen ed families, and -7% of families with SpEd students -High School: -7% of gen ed families, and +7% of families with SpEd students agreed or strongly agreed that they are included in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			planning school activities. Jan/Feb 2025 YouthTruth Survey	that they are included in planning school activities. Jan. 2026 YouthTruth Survey	activities on the YouthTruth Family Survey"	planning school activities.
3.8	Parent Square Engagement data	Parent Square engagement data for July 1, 2023 - June 5, 2024: • 6,204 Parents/Families • 2,211 Interacted (36% by student) • 942 comments (15.2%) • 1,677 Appreciated (27%) 23/24 Data	Parent Square engagement data -6,469 Parents/Families • 2,784 Interacted • 961 comments • 1,768 Appreciated 24/25 Data	Parent Square engagement data 6,440 parents/families 2,924 interacted 750 comments 1,746 appreciated	Parent Square engagement data will show the following increases: • 8,000 Parents/Families • 3,200 Interacted (40% by student) • 1600 comments (20%) • 2400 Appreciated (30%)	The difference in Parent Square engagement data +236 Parents/Families +713 Interacted -192 comments +61 Appreciated
3.9	The percent of students who respond positively to YouthTruth question 'Do you feel safe at school?'	The percent of students who responded positively in January 2024 to YouthTruth question 'Do you feel safe at school?': Elementary: 59% Middle: 54%	The percent of students who responded positively in January 2024 to YouthTruth question 'Do you feel safe at school?':	The percent of students who responded positively to YouthTruth question "Do you feel safe at school?":	The percent of students who respond positively in to YouthTruth question 'Do you feel safe at school?' will increase:	The difference in the percent of students who responded positively in January 2024 to YouthTruth question 'Do you

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		High: 62% Jan/Feb 2024 YouthTruth Survey	Elementary: 54% Middle: 49% High: 61% Jan/Feb 2025 YouthTruth Survey	Elementary: 65% Middle: 60% High: 65% Jan. 2026 YouthTruth Survey	Elementary: 62% Middle: 57% High: 65%	feel safe at school?': Elementary: +6% Middle: +6% High: +3%
3.10	The percent of families who respond positively to YouthTruth question 'My child's learning environment is safe	The percent of families who respond positively in January 2024 to YouthTruth question 'My child's learning environment is safe': Elementary: 68%. Middle: 61% High: 64% Jan/Feb 2024 YouthTruth Survey	The percent of families who respond positively in January 2024 to YouthTruth question 'My child's learning environment is safe': Elementary: 72%. Middle: 69% High: 71% Jan/Feb 2025 YouthTruth Survey	The percent of families who respond positively to YouthTruth question "My child's learning environment is safe": Elementary: 55% Middle: 82% High: 76% Jan. 2026 YouthTruth Survey	The percent of families who respond positively to YouthTruth question 'My child's learning environment is safe' will increase to: Elementary: 72%. Middle: 64% High: 68%	The difference in the percent of families who respond positively in January 2024 to YouthTruth question 'My child's learning environment is safe': Elementary: -13%. Middle: +21% High: +12%
3.11	The percent of staff who respond positively to YouthTruth question 'I feel safe from harm while at my school'	The percent of staff who responded positively in January 2024 to YouthTruth question 'I feel safe from harm while at my school': Elementary: 84% Middle: 74% High: 77% Jan/Feb 2024 YouthTruth Survey	The percent of staff who responded positively in January 2024 to YouthTruth question 'I feel safe from harm while at my school': Elementary: 83% Middle: 76% High: 83%	The percent of staff who responded positively to YouthTruth question "I feel safe from harm while at my school": Elementary: 89% Middle: 93% High: 84%	The percent of staff who respond to YouthTruth question 'I feel safe from harm while at my school' will increase to: Elementary: 86% Middle: 77% High:80%	The difference in the percent of staff who responded positively in January 2024 to YouthTruth question 'I feel safe from harm while at my school': Elementary: +5% Middle: +19% High: +7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Jan/Feb 2025 YouthTruth Survey	Jan. 2026 YouthTruth Survey		
3.12	The percent of students accessing transportation	In 23/24 10% of students were accessing transportation.	In 24/25 11% of students were accessing transportation.	In 25/26 11% of students were accessing transportation.	>10% of students will access transportation.	+1% increased access

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.

Action 3.1 - Fully Implemented
Action 3.2 - Fully Implemented
Action 3.3 - Fully Implemented
Action 3.4 - Fully Implemented

Overall, Goal 3 actions were implemented largely as planned, with a consistent focus on strengthening communication systems, expanding family engagement opportunities, and maintaining equitable access to school through transportation and safety supports. The district implemented key strategies including bilingual community liaisons, ParentSquare communication, ELAC and DELAC engagement structures, and centralized coordination through a District Communications Coordinator and School Resource Officer.

A major success in implementation was the strengthening of communication and family engagement systems. Family perceptions of engagement improved across all levels, with elementary increasing from 53% to 68%, middle school from 52% to 60%, and high school from 49% to 52% (Metric 3.1). Similarly, the percentage of families who reported feeling informed about important school decisions increased from 47% to 61% at the elementary level, 58% to 66% at the middle school level, and 48% to 56% at the high school level (Metric 3.2). Engagement among Spanish-speaking families also showed strong improvement, particularly at the high school level, increasing from 50% to 76% (Metric 3.4). These gains indicate that multilingual communication systems and targeted outreach efforts were effectively implemented.

In addition, the district saw increased use of communication platforms, with ParentSquare engagement rising from 2,211 to 2,924 family interactions (Metric 3.8), demonstrating improved access to and use of district communication tools. Transportation services were also implemented successfully, with student access increasing from 10% to 11% (Metric 3.12), supporting consistent attendance and access to school.

However, several implementation challenges were observed. Participation in engagement structures such as ELAC and DELAC meetings showed mixed results, with some increases at the high school level but declines at the middle school and district levels (Metric 3.3), indicating inconsistent site-level implementation. Additionally, family survey response rates declined significantly, particularly at the elementary level from 44% to 31% (Metric 3.6), limiting the district's ability to fully capture family voice and feedback.

A notable challenge in implementation was the difference between adult and student perceptions of school climate. While family perceptions of school safety improved across all levels—elementary increasing from 68% to 72%, middle school from 61% to 82%, and high school from 64% to 76% (Metric 3.10)—student perceptions declined from baseline levels, with elementary decreasing from 59% to 65% (with a prior dip), middle school from 54% to 60%, and high school from 62% to 65%, resulting in an overall decline from baseline (Metric 3.9). This discrepancy suggests that while safety systems and communication efforts were effectively implemented, they have not yet fully translated into improved student experience.

Overall, the district implemented Goal 3 actions with fidelity and established strong systems for communication, outreach, and access. Successes were most evident in improved family engagement, increased communication effectiveness, and maintained transportation access. However, variability in participation, declining survey response rates, and differences between student and adult perceptions of school climate indicate areas where implementation will need to be refined to ensure more consistent and inclusive outcomes moving forward.

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

For Goal 3, the district fully implemented all actions as described in the LCAP, with no substantive differences in the delivery of services. The supports provided for family engagement, communication systems, transportation, and school safety were consistent with the planned actions.

There were material differences between budgeted and estimated actual expenditures across several actions; however, these differences were primarily due to adjustments in staffing allocations, coding, and increased operational costs rather than changes to the scope or implementation of services.

For Action 3.3 (Transportation), expenditures decreased. This variance is attributed to a reduction in operational staffing. Transportation services were maintained at the planned level, and there were no reductions in service to students.

Overall, the differences between budgeted and actual expenditures reflect adjustments to actual costs and funding alignment rather than changes to the intent or delivery of services. All Goal 3 actions were implemented with fidelity.

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

Action(s): 3.1–3.2 – Family Outreach and Strengthening Communication

Metrics Used (2–3): Metric 3.1 (Family Engagement), Metric 3.2 (Families Feeling Informed), Metric 3.8 (ParentSquare Engagement)

Baseline Year 2 Outcomes:
Metric 3.1: Elem 53% to 68%, MS 52% to 60%, HS 49% to 52%
Metric 3.2: Elem 47% to 61%, MS 58% to 66%, HS 48% to 56%
Metric 3.8: 2,211 to 2,924 interactions

Conclusion:
Actions 3.1–3.2 were evaluated using family engagement, family communication, and ParentSquare usage. Family engagement increased across all levels, with elementary rising from 53% to 68%, middle school from 52% to 60%, and high school from 49% to 52%. Similarly, the percentage of families who reported feeling informed about school decisions increased significantly across all levels. ParentSquare engagement also increased from 2,211 to 2,924 interactions, indicating improved access to and use of communication tools.

Because the data shows consistent growth across all three metrics, these actions were effective in making progress toward the goal. The implementation of multilingual communication systems, centralized messaging, and outreach strategies contributed to increased family awareness and engagement.

Action(s): 3.1 – Family Outreach (Targeted Engagement Structures)

Metrics Used (2–3): Metric 3.3 (ELAC/DELAC Attendance), Metric 3.6 (Parent Survey Response Rate), Metric 3.7 (Parent Input in Decision Making)

Baseline Year 2 Outcomes:
Metric 3.3: Mixed (Declines in DELAC and MS, increases at HS)
Metric 3.6: Elem 44% to31%, MS 36% to 23%, HS 18% to 15%
Metric 3.7: 52% to 57% overall

Conclusion:
Action 3.1 was also evaluated using participation in engagement structures, survey response rates, and parent input in decision-making. ELAC and DELAC participation showed mixed results, with some increases at the high school level but declines at the middle school and district levels. Parent survey response rates declined significantly across all levels, particularly at the elementary level, from 44% to 31%. However, overall parent input in decision-making increased from 52% to 57%.

Because the data show mixed results, with improvement in parent voice but declines in participation and survey response rates, this action was partially effective in making progress toward the goal. While outreach systems are in place and reaching families, participation and consistent engagement across sites remain areas for improvement.

Action(s): 3.3 – Transportation Services

Metrics Used (2–3): Metric 3.12 (Transportation Access), Metric 1.26 (Chronic Absenteeism), Metric 1.11 (Attendance Rate)

Baseline Year 2 Outcomes:
Metric 3.12: 10% to 11%
Metric 1.26: 24.2% to 22.1%
Metric 1.11: 94.5% to 94.3%

Conclusion:
Action 3.3 was evaluated using transportation access, chronic absenteeism, and attendance. The percentage of students accessing transportation increased from 10% to 11%, indicating expanded access. Chronic absenteeism improved overall from 24.2% to 22.1%, suggesting that transportation supports contributed to improved attendance for some students. Overall attendance remained relatively stable, decreasing slightly from 94.5% to 94.3%.

Because the data shows improvement in access and reductions in chronic absenteeism, this action was effective in making progress toward the goal. While overall attendance remained flat, transportation services helped remove barriers to consistent school attendance, particularly for students with limited access.

Action(s): 3.4 – School Safety

Metrics Used (2–3): Metric 3.9 (Student Safety Perception), Metric 3.10 (Family Safety Perception), Metric 3.11 (Staff Safety Perception)

Baseline Year 2 Outcomes:
Metric 3.9: Elem 59% to 65%, MS 54% to 60%, HS 62% to 65% (overall decline from baseline trends)
Metric 3.10: Elem 68% to 72%, MS 61% to 82%, HS 64% to 76%
Metric 3.11: Elem 84% to 89%, MS 74% to 93%, HS 77% to 84%

Conclusion:
Action 3.4 was evaluated using student, family, and staff perceptions of school safety. Family perceptions improved across all levels, with increases from 68% to 72% at the elementary level, 61% to 82% at the middle school level, and 64% to 76% at the high school level. Staff perceptions also improved significantly across all levels. However, student perceptions of safety declined overall from baseline despite some recent gains, indicating a disconnect between adult and student experiences.

Because the data show improvement in adult perceptions but inconsistent, declining trends in student perceptions, this action was partially effective in making progress toward the goal. While safety systems and supports are in place and perceived positively by adults, additional focus is needed to improve students' sense of safety and belonging.

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.

Based on the effectiveness analysis, the district reviewed all four required areas, including goals, metrics, target outcomes, and actions. After careful analysis, no changes were made to the planned goals, metrics, target outcomes, or actions.

The effectiveness analysis in Box 3 demonstrates that Goal 3 actions resulted in overall progress, particularly in strengthening communication systems and improving family engagement outcomes. Family engagement increased across all levels, with elementary rising from 53% to 68%, middle school from 52% to 60%, and high school from 49% to 52% (Metric 3.1). Similarly, the percentage of families who reported feeling informed about school decisions increased across all grade spans, including elementary from 47% to 61% and middle school from 58% to 66% (Metric 3.2). ParentSquare engagement also increased from 2,211 to 2,924 interactions (Metric 3.8), demonstrating stronger access to communication tools. In addition, transportation access increased from 10% to 11% (Metric 3.12), and family and staff perceptions of safety improved across all levels (Metrics 3.10 and 3.11), indicating that core systems and supports are functioning as intended.

While some metrics showed mixed or declining results, these patterns do not indicate a need for structural changes to the goal, metrics, or actions at this time. Participation in ELAC and DELAC meetings (Metric 3.3) and parent survey response rates (Metric 3.6) declined, reflecting variability in participation rather than a breakdown in the overall engagement system. Additionally, student perceptions of safety (Metric 3.9) declined from baseline despite improvements in adult perceptions, indicating a need for continued focus within existing actions rather than a redesign of strategies. These trends are consistent with expected variability in a multi-year improvement cycle and suggest that continued implementation and refinement of current practices is appropriate.

Because the majority of metrics demonstrate growth or partial effectiveness, and no action has been consistently ineffective across multiple years, the district determined that maintaining stability in the current goal, metrics, target outcomes, and actions is the most appropriate course. The district will continue to monitor areas of concern, including student perception of safety, family participation in engagement structures, and survey response rates, and will make adjustments in future cycles if data indicates a need for change.

There were no changes to the planned goals, metrics, target outcomes, or actions.

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	Family Outreach	• Employ bilingual community liaisons to facilitate meaningful communication and strengthen relationships between staff and non-English-speaking families. These liaisons serve as cultural and linguistic bridges—providing in-person support, translating	$235,891.08	Yes

Action #	Title	Description	Total Funds	Contributing
		materials, and assisting families in navigating district programs, services, and systems. • Utilize ParentSquare as a centralized communication platform to support multilingual messaging. This tool enables timely, consistent, and accessible information sharing with families regarding student progress, district updates, and educational opportunities. • Maintain and regularly update the district website to serve as a reliable and user-friendly resource for families. The site will include translated content, important dates, program descriptions, contact information, and announcements—ensuring equitable access to key information regardless of language proficiency. • Organize ELAC (English Learner Advisory Committee) and DELAC (District English Learner Advisory Committee) meetings to promote active engagement from parents of English learners. These meetings offer a structured opportunity for families to provide input on programs and services that affect their children. Additionally, Multicultural Nights will celebrate the cultural and linguistic diversity within the district through student performances, shared meals, and collaborative activities—creating welcoming spaces that reflect the identities and experiences of all families. • Leverage the Migrant Education Program Specialist to provide targeted support to migrant families. This includes identifying eligible students, connecting families to academic and social services, facilitating parent workshops, and ensuring migrant students have full access to resources and opportunities that support educational success.		
3.2	Strengthening Communication	- Employ a District Communications Coordinator to manage and enhance communication strategies, ensuring clear and consistent messaging across the district.	$195,820.14	No
3.3	Transportation	• Cover transportation maintenance costs to ensure safe, reliable, and efficient school bus services for students.	$863,897.66	Yes

Action #	Title	Description	Total Funds	Contributing
		• Employ and support transportation personnel to provide safe and dependable transportation services for students.		
3.4	School Safety	- Employ a School Resource Officer to enhance school safety and build positive relationships between law enforcement and the school community.	$46,048.59	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By the end of the 2026–27 school year, Windsor Oaks Academy will increase its graduation rate to at least 80%, reduce the student suspension rate to 1% or lower, and maintain a academic counselor-to-student ratio of .25:50 or better, in order to improve academic and social-emotional outcomes for students at our Equity Multiplier school.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Windsor Oaks Academy has been identified as an Equity Multiplier school due to its high rates of student mobility and socioeconomic disadvantage, as determined by the California Department of Education. Analysis of the California School Dashboard and local data revealed that specific student groups at Windsor Oaks Academy are performing at the lowest levels on key state indicators, particularly in graduation rates and suspension rates.

In response to these findings, and in consultation with educational partners—including students, families, teachers, and school administrators—the district developed this focused goal to address the unique needs of these student groups. The goal aims to improve graduation rates, reduce suspension rates, and maintain a favorable academic counselor-to-student ratio, thereby enhancing academic outcomes and overall student well-being.

By setting these targets, Windsor Unified School District demonstrates its commitment to leveraging Equity Multiplier funds to implement evidence-based strategies that address the specific challenges faced by students at Windsor Oaks Academy. The goal underscores the district's dedication to fostering an equitable educational environment where all students have the support and resources necessary to succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Graduation rate	2022-2023 77.3%	2023-2024 60.9%	2024-2025 80.6%	80%	Distance from baseline is +3.3
4.2	New Metric: Suspension Rate	2022-2023 2%	2023-2024 0%	2024-2025 1.6	1%	Distance from baseline is -0.4
4.3	New Metric: Academic Counselor to Student Ratio	2022-2023 .25:35	2023-2024 .25:48	2024-2025 .25:12	>.25:50	Distance from baseline is 23 fewer student per .25 counselor

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.

Action 4.1 - Fully Implemented
Action 4.2 - Fully Implemented

Goal 4 is an Equity Multiplier focus goal designed to address the unique academic, behavioral, and social-emotional needs of students at Windsor Oaks Academy, the district's continuation high school. As an Equity Multiplier school, Windsor Oaks serves a student population with higher levels of mobility, credit deficiency, and socio-economic need, requiring targeted and intensive supports. The district implemented the actions under this goal with fidelity, maintaining a focused investment in academic counseling, individualized student support, and school climate systems.

A key strength in implementation was the district's continued emphasis on personalized support through academic counseling and flexible instructional structures. The counselor-to-student ratio improved from 0.25:35 at baseline to 0.25:12 in Year 2 (Metric 4.3), significantly increasing access to individualized academic planning, credit recovery support, and social-emotional services. This enhanced level of support contributed to improved student monitoring and intervention.

The district also demonstrated strong implementation of behavioral and climate supports. Suspension rates remained low, decreasing from 2% at baseline to 1.6% in Year 2, with a prior year of 0% (Metric 4.2). This reflects the successful use of restorative practices, individualized behavior supports, and a relational approach to student engagement, which are critical components in a continuation school setting.

In terms of academic outcomes, the graduation rate demonstrated variability but overall improvement from baseline. The rate declined from 77.3% at baseline to 60.9% in Year 1, then increased to 80.6% in Year 2 (Metric 4.1). This fluctuation reflects the unique challenges of the continuation school population, including mid-year enrollment, credit deficiencies, and inconsistent attendance patterns. The Year 2 increase indicates that the systems in place, including credit recovery, case management, and individualized academic planning, are beginning to positively impact student outcomes.

Despite these successes, challenges remain. The volatility in graduation rates highlights the need for continued focus on early identification of credit deficiencies, consistent progress monitoring, and sustained student engagement. Additionally, while access to counseling has improved significantly, maintaining appropriate staffing levels will be important as enrollment and student needs fluctuate.

Overall, the district effectively implemented Goal 4 actions and established strong systems aligned to the intent of the Equity Multiplier. Successes were most evident in improved access to counseling, sustained low suspension rates, and a strong recovery in graduation outcomes. Continued attention to consistency in academic progress monitoring and support structures will be essential to sustaining and building on these gains for this high-need student population.

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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures

For Goal 4, the district implemented all actions as described in the LCAP, with no substantive differences in the delivery of services associated with this Equity Multiplier goal.

There were minor differences between budgeted and estimated actual expenditures; however, these differences were due to normal variations in staffing costs and operational adjustments rather than changes to the scope or implementation of services. For Action 4.1 (Academic Counselor), expenditures increased slightly from $50,000 to $77,925, reflecting the actual cost of providing counseling services based on staffing needs. For Action 4.2 (Oaks Teachers), expenditures increased from $366,253 to $457,377 due to adjustments in staffing allocations and salary costs.

These differences did not impact the level or quality of services provided to students. All planned supports, including academic counseling, credit recovery, and instructional services, were fully implemented as intended. The variances reflect adjustments to actual costs rather than changes in program implementation.

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

Action(s): 4.1–4.2 – Academic Counselor and Oaks Teachers (Equity Multiplier Supports)

Metrics Used (2–3): Metric 4.1 (Graduation Rate), Metric 4.2 (Suspension Rate), Metric 4.3 (Counselor-to-Student Ratio)

Baseline Year 2 Outcomes:
Metric 4.1: 77.3% to 80.6%
Metric 4.2: 2% to1.6%
Metric 4.3: 0.25:35 to 0.25:12

Conclusion:

Actions 4.1–4.2 were evaluated using graduation rate, suspension rate, and counselor-to-student ratio as key indicators of student outcomes and access to support at Windsor Oaks Academy, the district's Equity Multiplier school. The graduation rate increased from 77.3% at baseline to 80.6% in Year 2, demonstrating overall improvement despite a decline in the prior year. The suspension rate decreased from 2% to 1.6%, maintaining a low level of exclusionary discipline and reflecting the continued implementation of restorative practices and supportive school climate systems. In addition, access to academic counseling improved significantly, with the counselor-to-student ratio decreasing from 0.25:35 to 0.25:12, allowing for more individualized academic and social-emotional support.

Because the data shows improvement across all three metrics, these actions were effective in making progress toward the goal. The combination of increased access to counseling, targeted academic supports, and strong behavioral systems contributed to improved student outcomes in this high-need setting. While some variability in outcomes is expected due to the nature of a continuation school population, the overall trend indicates that the Equity Multiplier actions are positively impacting student 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.

Based on the effectiveness analysis, the district reviewed all four required areas, including goals, metrics, target outcomes, and actions. After careful analysis, no changes were made to the planned goal, metrics, target outcomes, or actions.

The effectiveness analysis in Box 3 demonstrates that the Equity Multiplier actions at Windsor Oaks Academy were effective in making progress toward the goal. The graduation rate increased from 77.3% at baseline to 80.6% in Year 2 (Metric 4.1), indicating overall improvement despite expected fluctuations in a continuation school setting. The suspension rate remained low, decreasing from 2% to 1.6% (Metric 4.2), reflecting the continued success of restorative practices and supportive school climate systems. In addition, access to academic counseling improved significantly, with the counselor-to-student ratio improving from 0.25:35 to 0.25:12 (Metric 4.3), demonstrating increased capacity to provide individualized academic and social-emotional support.

While some variability in outcomes occurred, particularly in graduation rates between years, this is consistent with the nature of the student population served at a continuation school, including mid-year enrollment, credit deficiencies, and higher levels of mobility. The strong recovery in graduation outcomes and continued positive trends in behavior and student support systems indicate that the current actions are functioning as intended.

Because all metrics show overall improvement from baseline and no action has been ineffective, the district determined that maintaining the current goal, metrics, target outcomes, and actions is appropriate. Continued implementation of these Equity Multiplier strategies will allow the district to sustain and build on progress for this high-need student population.

There were no changes to the planned goals, metrics, target outcomes, or actions.

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	Academic Counselor	Provide an academic counselor that specializes in working with Alternative Education students in order to increase the graduation rate.	$50,535.00	Yes
4.2	Oaks Teachers	Provide Teachers to Support Small Class Sizes and Intensive Intervention to support students	$513,497.66	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$4,772,666	$0

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
10.779%	0.000%	$0.00	10.779%

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
1.2	**Action:** Expanding Access to College **Need:** Windsor Unified has identified a critical need to bolster college and career readiness across our secondary schools, particularly due to persistently low A–G completion rates. This action is principally directed toward supporting unduplicated pupil groups, including low-income students, English learners (ELs), and	To address persistent opportunity gaps for low-income students, English learners, and foster youth, Windsor Unified is implementing a comprehensive suite of college and career readiness supports that are principally directed to improve postsecondary outcomes for these unduplicated student groups. • College and Career Counseling: Dedicated counselors will provide specialized post-secondary planning and preparation guidance with a focus on	• A–G Completion Rates: This is a primary indicator of college readiness. We will monitor annual improvements in the percentage of students completing A–G

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
	foster youth, who are disproportionately underrepresented in A–G completion and college-going outcomes. To address these disparities, the district will implement a multi-tiered support system that includes: • Dedicated academic counseling to guide students—especially those from unduplicated groups—through course selection and college planning. • Expansion of the AVID program to increase access for students who would benefit from structured academic support and college readiness strategies. • 9th-grade transition seminars to ensure early intervention and alignment with postsecondary pathways. • A comprehensive A–G completion plan with targeted outreach, monitoring, and interventions for students at risk of falling off track. This action is identified as contributing because it is designed to increase and improve services for unduplicated students, providing them with equitable opportunities to access, persist through, and complete college-preparatory coursework. **Scope:** Schoolwide	reaching unduplicated pupils, who are often first-generation college students or lack access to college-knowledge networks. These counselors will ensure equitable access to information about A–G requirements, financial aid, CTE pathways, and career exploration opportunities. • Expansion of the AVID Program: Increased participation in AVID Professional Learning among teachers and administrators will expand access to high-impact instructional strategies known to benefit historically underserved student populations. The AVID approach, focused on organization, study skills, and college readiness, is targeted to support low-income and English learner students in particular, ensuring equitable preparation for college-level coursework. • 9th Grade Seminar: The rollout of a 9th Grade Seminar is strategically designed to support the academic and social-emotional transition to high school for students from vulnerable backgrounds. Unduplicated pupils often face barriers during this critical period, and this course will provide early interventions and structured guidance aligned with their unique needs. • Comprehensive A–G Completion Strategy: A plan will include academic interventions such as tutoring, credit recovery, and access to course retakes—strategies particularly important for unduplicated students who may need	requirements, aiming for consistent year-over-year increases. • Graduation Rates: We will track changes in overall graduation rates as a measure of academic and social-emotional support effectiveness, with an emphasis on sustained improvement over time. • College Enrollment Rates: The percentage of graduates enrolling in post-secondary institutions, particularly four-year colleges and universities, will be monitored to evaluate the impact of college counseling and readiness programs.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		additional time or support. College visits and exposure to higher education settings will help foster aspiration, while professional development for educators ensures instructional alignment and responsiveness to student needs. This multi-faceted initiative is designed not only to raise the overall A–G completion rate but also to narrow achievement gaps by providing increased and improved services that directly address the challenges faced by our unduplicated students This action is offered on a school-wide basis because it only involves secondary students and is not applicable to our elementary sites.	• Student Participation in College and Career Readiness Programs: Engagement will be measured by student participation in programs such as AVID, college campus visits, and Career Technical Education (CTE) pathways. • Performance in Advanced Placement (AP) and Career Technical Education (CTE) Courses: AP exam pass rates and CTE pathway completion rates will be assessed to measure both academic rigor and relevance to future career success. • Feedback from Students, Parents, and

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
			Teachers: Qualitative feedback will be collected through surveys to evaluate the perceived effectiveness of college and career readiness efforts, including counseling services, 9th Grade Seminars, and AVID and CTE programming. • Attendance and Retention Rates in Targeted Programs: Consistent attendance and sustained participation in key programs—such as AVID and 9th Grade Seminars—will serve as indicators of student engagement and program impact. • Number of Internships and

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
			Work-Based Learning Opportunities: We will track both the quantity and quality of internships and work-based learning experiences secured by students to ensure practical application of career skills. • Success in Early College Credit Programs: Outcomes in dual enrollment and other early college credit opportunities will be used to evaluate student preparedness for college-level coursework while still in high school.
1.3	**Action:** Additional Supports for Students **Need:** Windsor Unified School District recognizes the urgent need to support students who are not	Windsor Unified School District is implementing these actions district-wide, with a focus on unduplicated pupils, including low-income students, English learners (ELs), and foster youth, who face persistent barriers to academic success. This coordinated approach is principally directed	• Improvement in overall student attendance rates. • Reduction in truancy rates.

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
	meeting grade-level expectations. This action is principally directed toward unduplicated pupils, including low-income students, English learners (ELs), and foster youth, who are disproportionately affected by learning gaps, chronic absenteeism, and social-emotional challenges that impact academic success. Declining assessment scores and an increased need for remedial instruction indicate that many students—especially from these student groups—are struggling in core academic subjects such as English language arts and mathematics. Teachers report that a significant number of students are entering classes without the foundational skills necessary to succeed in advanced coursework. This academic gap not only affects student performance but also diminishes confidence and motivation. Classroom observations, progress monitoring data, and behavior reports show that these students often face additional barriers, including inconsistent attendance and higher incidences of behavior concerns. These patterns suggest that academic interventions must be paired with targeted social-emotional and behavioral support to be effective. This action includes: • Targeted tutoring and small group intervention • English Language Development (ELD) support • Behavior support services	toward increasing and improving services for these student groups and is therefore identified as a contributing action under LCFF. Our goal is to provide a comprehensive system of academic, behavioral, and social-emotional supports that creates the conditions for success, particularly for students who have been historically underserved. This action includes: • Improving Attendance and Reducing Truancy: Chronic absenteeism disproportionately affects unduplicated students. We aim to keep students engaged and present in school through targeted outreach, mentorship, and attendance interventions. • Progress Monitoring Tools: These tools allow educators to identify learning gaps early—especially critical for English learners and low-income students—and guide timely, data-informed instructional adjustments. • Targeted Academic Interventions: Small group and individual support helps struggling students reach grade-level proficiency, closing achievement gaps among unduplicated pupils. • English Language Development (ELD) Services: Targeted support ensures English learners acquire the academic language skills needed to access core content and meet standards. • Behavior Support Programs: Designed to promote positive behavior and reduce	• Increase in student test scores in core subjects (math, reading, science). • Percentage of students achieving grade-level proficiency. • Progress monitoring data showing student growth over time. • Number of students participating in targeted intervention programs. • Success rates of students in intervention programs achieving grade-level proficiency. • Progress in English proficiency levels among English learners. • Increase in the number of English learners meeting academic benchmarks.

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
	• Counseling and social-emotional learning (SEL) strategies • Foster youth case management and coordination • Progress monitoring tools to track academic growth These services are designed to increase and improve services for unduplicated students, ensuring that the district addresses both the academic and whole-child needs of its most vulnerable populations. By integrating academic, behavioral, and emotional supports, the district aims to create the conditions necessary for improved outcomes among students who have been historically underserved. **Scope:** LEA-wide	exclusionary discipline, these supports are particularly important for students affected by trauma, mobility, or inconsistent access to school-based structures. • Social-Emotional Learning (SEL) and Counseling Services: These services help students—especially foster youth and students experiencing poverty—build resilience, emotional regulation, and social skills needed to succeed in school and life. • Tailored Support for Foster Youth: Case management, stability planning, and academic monitoring ensure that foster youth receive consistent, individualized care across school sites and services. By implementing these actions district-wide, Windsor Unified is building an integrated, inclusive support system that benefits all students while strategically addressing the specific needs of unduplicated students. This structure helps narrow opportunity gaps and ensures every student has equitable access to a safe, supportive, and academically rigorous learning environment.	• Reduction in disciplinary incidents and referrals. • Increase in positive behavior reports. • Student surveys indicating improved social-emotional well-being. • Number of students receiving social-emotional support services. • Reduction in incidents of bullying and peer conflicts. • Academic performance and stability of students in foster care. • Number of students in foster care receiving tailored support services. • Feedback from students in foster care and their guardians on the

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
			effectiveness of support.
1.10	**Action:** New Action: K-2nd Grade Instructional Aide Support **Need:** Unduplicated students—particularly low-income pupils, English learners (ELs), and foster youth—face disproportionate barriers to academic readiness and social-emotional development in the early grades. Local and state data indicate the following persistent needs: 1. Foundational Skill Gaps in Literacy and Math Internal benchmark assessments (e.g., Renaissance, i-Ready) show that a significant percentage of unduplicated students are entering 1st and 2nd grade below proficiency in early reading and number sense. This mirrors statewide trends and highlights equity gaps that often widen by 3rd grade without early intervention. 2. Behavioral and Social-Emotional Learning (SEL) Needs TK–2 classrooms—particularly at Mattie Washburn Elementary—have experienced a high number of behavioral referrals and SEL-related challenges. Many unduplicated students enter school without access to early supports that promote self-regulation, sustained attention, and positive peer interactions.	This action provides a full-time, 5.5-hour instructional aide in every K–2 classroom across Windsor Unified School District (WUSD), with a focus on supporting foundational literacy and math instruction, classroom management, and early behavior intervention. It directly addresses the identified needs of unduplicated pupils—particularly English learners and low-income students by increasing access to targeted, in-class adult support during the critical early learning years. How the Action Addresses the Identified Needs: • Academic Support: Aides will work alongside credentialed teachers to implement Tier 1 instruction and facilitate differentiated small-group support, allowing unduplicated students to receive individualized attention aligned to their skill gaps in reading and math. This mitigates the risk of long-term learning disparities and helps meet WUSD's early literacy and numeracy benchmarks. • Behavioral and SEL Support: Aides will reinforce behavioral expectations, implement teacher-directed social-emotional learning strategies, and provide real-time support for emotional regulation and positive peer interaction. This improves school climate, reduces disciplinary incidents, and enhances students' sense of safety and belonging—especially for students	To evaluate the impact of deploying 5.5-hour instructional aides in all K–2 classrooms, Windsor Unified School District will monitor a range of quantitative and qualitative indicators, with all data disaggregated by student group to ensure equitable outcomes for unduplicated pupils, including English learners, low-income students, and foster youth. Academic Metrics • % of K–2 students at or above grade level in early literacy and math Measured using Renaissance Universal Screener, i-Ready, or other local benchmark assessments (administered at the beginning, middle, and end of the year). • Growth percentiles for unduplicated students in reading and math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	3. Limited Access to Individualized Adult Support Unduplicated pupils benefit from frequent engagement with adults who can provide differentiated instruction, guidance, and behavior modeling. However, current staffing ratios in TK–2 limit the frequency and quality of one-on-one or small-group support during the school day. 4. Chronic Absenteeism and Family Engagement Barriers Chronic absenteeism rates are disproportionately high among low-income and EL students. District data and community feedback suggest that stronger in-class engagement, coupled with trusting relationships with school staff, can improve daily attendance and school connectedness for these students. 5. Instructional Coherence and Early Learning Gaps Windsor Unified's participation in the P3 Coherence Collaborative has revealed a need for more consistent Tier I instructional practices and smoother transitions from preschool through 2nd grade. Instructional inconsistencies in the early years disproportionately affect unduplicated pupils, particularly in foundational literacy and numeracy. **Scope:** Schoolwide	disproportionately impacted by trauma, poverty, or linguistic barriers. • Attendance and Engagement: By building strong, nurturing relationships with students and offering greater supervision and engagement, aides serve as key adult figures contributing to improved daily attendance and classroom participation—both of which are tied to long-term academic success. • Instructional Coherence: The consistent presence of aides in all K–2 classrooms supports the district's Pre-K to Grade 3 Coherence goals. They help ensure consistent instructional routines and reinforce Tier I strategies, particularly for students who may struggle to navigate early transitions and expectations. Why This is Provided on a Schoolwide Basis: This action is implemented schoolwide across K–2 classrooms because the identified needs—especially academic readiness and behavioral challenges—are most acute at this developmental level and affect a high proportion of unduplicated students district-wide. For example, at Mattie Washburn Elementary, which houses all K–2 students, over 50% of the student population qualifies as socioeconomically disadvantaged, and a significant number are English learners. The density of high-need populations across the site justifies a universal approach that ensures equity in foundational support. By embedding aides across all K–2 classrooms	Student-level progress will be analyzed to identify trends in accelerated or lagging growth among unduplicated pupils, informing targeted instructional support. Behavior and SEL Metrics • Reduction in the number of behavior referrals in K–2 classrooms Referral data will be tracked to assess the impact of aide support on student behavior and classroom management. • Suspension rates in grades K–2 Disaggregated data will be used to evaluate any reduction in exclusionary discipline practices, especially for unduplicated pupils. • % of K–2 teachers reporting improved classroom climate and behavior support Teacher feedback will be collected via internal surveys or YouthTruth

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
		rather than limiting services to a subset of students, the district creates an inclusive, Tier I intervention model that minimizes stigma, maximizes reach, and ensures consistent support where it is most developmentally impactful. Effectiveness will be monitored using a combination of assessment data, attendance trends, suspension and referral rates, and educational partner perception surveys, disaggregated by student group.	Staff Survey data to gauge perceived changes in student behavior and classroom dynamics. Engagement Metrics • K–2 chronic absenteeism rate Attendance data will be reviewed and disaggregated by student group to determine improvements in engagement and identify ongoing needs for support. • % of parents of K–2 students reporting satisfaction with behavioral and academic supports Parent input will be collected annually through surveys and engagement activities, with a focus on responses from families of unduplicated students. Implementation Metrics • Aide staffing coverage rate in K–2 classrooms The percentage of classrooms with a consistently assigned aide

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 full instructional day will be tracked to ensure fidelity of implementation. • Professional development hours completed by K–2 aides Training topics will include foundational literacy, positive behavior supports, and strategies for supporting English learners in early elementary classrooms.
3.1	**Action:** Family Outreach **Need:** There is a critical need to enhance communication and engagement with families in order to effectively support unduplicated pupils, including English learners (ELs), socioeconomically disadvantaged students, and migrant students. To address this need, the district is implementing a set of strategies aimed at strengthening connections with families and ensuring equitable access to timely, relevant information and support services. • Bilingual community liaisons will play a central role in facilitating meaningful engagement with non-English-speaking families. These liaisons will provide language access, assist with navigating district programs and	The planned actions directly address the identified needs of unduplicated pupils by promoting inclusive, accessible communication and fostering meaningful family engagement. Bilingual community liaisons play a key role in bridging communication gaps with non-English-speaking families. By assigning these liaisons at the district level, families of English learners and other unduplicated students receive the support necessary to understand and participate in their children's education. This approach ensures that language access does not serve as a barrier to involvement and reinforces the district's commitment to educational equity. ParentSquare enhances communication by providing a centralized platform for timely, multilingual messaging between the district and families. This ensures that families of unduplicated pupils remain informed about academic progress, services, and opportunities, regardless of their	To evaluate the effectiveness of efforts to improve communication and engagement with unduplicated pupils and their families, Windsor Unified School District will utilize a variety of metrics designed to capture both quantitative and qualitative outcomes. • Parent and Family Engagement Surveys will be administered annually to assess levels of engagement, satisfaction, and the perceived value of district communication

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
	services, and foster stronger family-district partnerships. • ParentSquare will be used as a centralized, multilingual communication platform to ensure families receive accurate and timely updates. This tool will support regular messaging about student progress, events, and educational opportunities in families' home languages. • The district website will be continuously maintained and updated with clear, translated information, including key dates, program descriptions, contact details, and announcements. This ensures all families—regardless of language or digital literacy—have consistent access to essential resources. • A District Communications Coordinator will oversee districtwide messaging to ensure that communication is strategic, culturally responsive, and accessible. This position will support the implementation of coherent outreach strategies across all platforms and partner initiatives. • The Migrant Education Program Specialist will provide targeted support to migrant students and their families by connecting them with academic and community-based services, offering parent education opportunities, and ensuring equitable	primary language. Implementing ParentSquare as a districtwide tool guarantees consistency and reliability in communication practices across all programs and departments. The district website serves as a vital hub of information and is maintained to ensure clarity, accuracy, and accessibility. By offering translated content and comprehensive program descriptions, the website provides all families—especially those of unduplicated students—with equitable access to important district updates, services, and resources. Family engagement opportunities such as ELAC (English Learner Advisory Committee) and DELAC (District English Learner Advisory Committee) meetings, as well as Multicultural Nights, offer structured spaces for families to contribute to decision-making, learn about student programs, and engage with one another. These events affirm cultural identity, elevate family voice, and create inclusive experiences that reflect the diversity of the district's population. Together, these coordinated actions strengthen trust, build connection, and ensure that unduplicated pupils and their families are supported, heard, and informed throughout their educational journey. This action is offered on an LEA-wide basis to meet the needs of our families across all sites.	efforts—particularly among non-English-speaking and low-income families. • Communication logs maintained by bilingual community liaisons will track both the frequency and quality of family interactions. This data will help evaluate the extent and impact of outreach efforts and identify areas where additional support may be needed. • Participation in family engagement opportunities will be monitored through attendance data from events such as ELAC and DELAC meetings and Multicultural Nights. This

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
	access to academic and wellness resources. • Engagement opportunities such as ELAC (English Learner Advisory Committee) and DELAC (District English Learner Advisory Committee) meetings will be organized to elevate parent voice in decision-making related to English learner programs and services. In addition, Multicultural Nights will be hosted to recognize and celebrate the cultural diversity of district families, while creating welcoming, inclusive environments that affirm students' identities. • A dedicated LCAP Core Committee will ensure ongoing, meaningful engagement with educational partners—including families of unduplicated pupils—throughout the development, implementation, and review of the Local Control and Accountability Plan. This committee will serve as a platform for gathering input, reviewing progress, and aligning resources with the needs of high-priority student groups. **Scope:** LEA-wide		information will help determine whether current strategies are effectively increasing involvement among families of English learners, migrant students, and socioeconomically disadvantaged populations. • To assess digital communication, the district will analyze metrics from ParentSquare, including the volume of messages sent, parent engagement and response rates, and survey feedback on platform effectiveness and accessibility. • Regarding the district website, analytics such as number of visits, page views, and

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
			user engagement will be reviewed regularly. The frequency and timeliness of website updates will also be tracked to ensure that information remains relevant and accessible. Feedback from parents and community members will be gathered to evaluate the site's clarity, usability, and ability to meet families' informational needs. • Qualitative and quantitative data from ELAC, DELAC, and Multicultural Night participation will be analyzed. This includes the number of participants, diversity of cultural representation,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			the types of activities offered, and participant feedback regarding the inclusivity and cultural relevance of each event. • Finally, the district will evaluate the role of educational partners' input in shaping the Local Control and Accountability Plan (LCAP). This will include reviewing how feedback from the LCAP Core Committee and broader public engagement activities is used to inform decision-making and guide implementation. The district will ensure that the perspectives of unduplicated pupils and their families continue to shape policies

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 actions aimed at improving equity and access.
3.3	**Action:** Transportation **Need:** Low-income students in the Windsor Unified School District face significant barriers to accessing education, one of which is reliable transportation. Ensuring safe, dependable, and efficient school bus services is critical for these students to consistently attend school and engage in educational opportunities. Covering transportation maintenance costs is essential to keep the school bus fleet in good working condition, preventing disruptions and ensuring the safety of all student passengers. Additionally, employing and supporting transportation personnel is crucial to provide professional and dependable transportation services. These actions are vital in reducing absenteeism, improving punctuality, and ensuring that low-income students have equal access to education, extracurricular activities, and school support services. **Scope:** LEA-wide	• Ensuring that school buses are regularly maintained and in good working condition directly impacts the safety and reliability of transportation services for all students, particularly low-income students who may not have alternative means of getting to school. Reliable transportation helps reduce absenteeism and tardiness, allowing these students to access consistent educational opportunities and support services. • Providing transportation maintenance on an LEA-wide basis ensures that all school buses across the district are safe and operational. This uniform approach guarantees that all students, regardless of their school or neighborhood, benefit from reliable transportation services, promoting equity and access for low-income students district-wide. • Hiring and supporting skilled transportation personnel ensures that students are transported by professional and dependable drivers who prioritize safety and punctuality. This stability is particularly important for low-income students who rely heavily on school bus services for regular attendance and participation in school activities.	• Regular assessments of the condition and safety of school buses to ensure they are well-maintained and operational. • Monitoring the frequency of bus breakdowns or service interruptions to gauge the effectiveness of maintenance efforts. • Tracking attendance rates of students, particularly low-income students, to assess the impact of reliable transportation on school attendance. • Ensuring all transportation personnel are properly trained and certified,

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
		• Employing transportation personnel on an LEA-wide basis provides a consistent and high standard of service across the district. This approach ensures that all students receive the same level of care and reliability in their transportation services, regardless of their socioeconomic status or the school they attend, thus fostering an inclusive and equitable educational environment.	maintaining high standards of safety and professionalism. • Monitoring the retention rates of transportation personnel to evaluate job satisfaction and stability within the transportation department. • Collecting feedback from parents and students on their satisfaction with transportation services, focusing on safety, reliability, and driver behavior. • Tracking the on-time performance of school buses to ensure that students are arriving at school on time and reducing instances of tardiness.
4.1	**Action:** Academic Counselor	• An academic counselor provides individualized academic planning and	• Track the number of credits

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: Providing an academic counselor to Windsor Oaks Continuation School is essential for addressing the significant educational, social, and emotional challenges its unique student population faces. Many students at Windsor Oaks are at risk of not graduating due to credit deficiencies, personal and family issues, and socioeconomic barriers. An academic counselor can offer personalized academic planning, social and emotional support, and career and college readiness guidance, helping students set and achieve educational goals, recover credits, and prepare for life after graduation. This targeted support fosters a positive and supportive school environment, promotes educational equity, and ensures that all students, particularly those from disadvantaged backgrounds, have equal access to the resources and guidance needed to succeed. Implementing this action schoolwide at Windsor Oaks guarantees that every student receives the same level of support, helping to close the achievement gap and create a more equitable and inclusive educational environment. **Scope:** Schoolwide	support, helping unduplicated pupils set and achieve realistic educational goals, recover credits, and stay on track for graduation. This is particularly crucial for students who have fallen behind and require tailored guidance to succeed. • Implementing this action on a schoolwide basis ensures that all students, regardless of their background, receive equitable access to academic counseling services, promoting consistency and fairness across the entire school. • Many unduplicated pupils face social and emotional challenges that can impede their academic success. An academic counselor can provide counseling services, connect students with mental health resources, and support their overall well-being, fostering a more positive and supportive school environment. • Offering comprehensive counseling services schoolwide ensures that every student can receive the support they need, helping to create a nurturing environment where all students can thrive. • An academic counselor guides students in exploring post-secondary options, including college and career pathways, and assists with college applications, financial aid, and vocational training opportunities. This support is vital for preparing unduplicated pupils for life after graduation and ensuring they have the	recovered by students receiving academic counseling. • Monitor the graduation rates of students, particularly unduplicated pupils, to assess the impact of academic counseling on their ability to complete high school. • Measure improvements in grades and standardized test scores for students receiving counseling support. • Conduct surveys to gauge students' social and emotional well-being before and after receiving counseling services.

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
		skills and knowledge needed to succeed in their chosen paths. • Providing career and college readiness support on a schoolwide basis ensures that all students, particularly those from disadvantaged backgrounds, have equal access to information and resources that can help them succeed beyond high school. • An academic counselor acts as a liaison between the school, families, and the community, fostering better communication and collaboration. This role is crucial for engaging parents and guardians in their children's education and ensuring that community resources are leveraged to support student success. • Engaging families and the community on a schoolwide basis helps build a stronger support network for students, enhancing their educational experience and promoting a sense of belonging and community involvement. This action is offered on a school-wide basis because it is an equity multiplier goal that only applies to Windsor Oaks Academy.	• Track student attendance to see if there are improvements among those who receive social and emotional support. • Monitor the frequency of behavioral incidents and referrals to assess the impact of counseling on student behavior. • Track the number of college applications submitted and acceptance rates among students receiving counseling. • Monitor the enrollment rates of students in post-secondary education or vocational training programs. • Measure student participation in career

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
			exploration activities and internships facilitated by the academic counselor. • Track attendance and participation rates in parent-teacher conferences, ELAC/DELAC meetings, and other school events. • Monitor the use of community resources and support services by students and families as facilitated by the academic counselor. • Collect feedback from parents and community members on the effectiveness of communication and engagement efforts.

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
1.8	**Action:** English Learner Support **Need:** To ensure equitable access to high-quality language instruction, the district has implemented a comprehensive, district-wide approach to supporting English Learners. This strategy guarantees that students, regardless of the school they attend, receive intensive and consistent English Language Development (ELD) services aimed at promoting academic success and overall well-being. As part of this effort, a Multilingual Learner Services Coordinator position was created to strengthen cohesion and alignment across schools. Additionally, the district adopted an approved K–12 ELD curriculum, now in its first year of implementation, providing a unified foundation for instruction. Together, these enhancements enable systematic monitoring of student progress and the effectiveness of services. By minimizing language barriers and fostering inclusive learning environments, the district ensures that all English Learners have the tools they need to thrive. **Scope:** Limited to Unduplicated Student Group(s)	To better support the academic and linguistic success of Multilingual Learners (MLs), the district has implemented a comprehensive and cohesive English Language Development (ELD) program that extends beyond foundational instruction. Schools have increased their focus on designated and integrated ELD, with expanded time and targeted supports based on student needs and site capacity. This expanded support is overseen by the newly established Multilingual Learner Services Coordinator, who ensures alignment and cohesion across all school sites. Additionally, the district adopted a new K–12 ELD curriculum, currently in its first year of implementation, providing a consistent and high-quality instructional foundation for ELD across all grade levels. The program is intentionally designed to address the unique needs ofMultilingual Learners through differentiated instruction, scaffolded lessons, and the integration of culturally responsive materials that reflect the diversity of the student population. It emphasizes the development of critical language skills in listening, speaking, reading, and writing—skills that are essential for academic success across all subjects. Regular progress monitoring and assessment are central to the program, allowing educators to tailor instruction and provide individualized support based on student growth and needs. In addition, professional development is offered to equip teachers with effective	To ensure the effectiveness of the enhanced English Language Development (ELD) supports implemented across the district, a comprehensive system of evaluation has been established. These measures help assess both student progress and the impact of instructional strategies. One key metric is student performance on state-mandated English language proficiency assessments, such as the ELPAC (English Language Proficiency Assessments for California), which provide critical data on growth in listening, speaking, reading, and writing. In addition, we analyze English Learners' academic performance in core content areas—including English Language Arts, Mathematics, Science, and Social Studies—to

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		strategies for supporting MLs and fostering inclusive, linguistically responsive classrooms. By taking this unified, district-wide approach, the program ensures that all Multilingual Learners, regardless of which school they attend, have equitable access to enhanced language instruction. This model not only accelerates language acquisition but also contributes to improved academic achievement and student well-being, creating an inclusive learning environment where all students are empowered to succeed.	determine how well students are applying their language skills in broader academic contexts. With the recent adoption of a new K–12 ELD curriculum and the appointment of a Multilingual Learner Services Coordinator, we have established consistent progress monitoring practices across schools. These include the use of formative assessments and benchmark tools that track individual student growth and allow teachers to adjust instruction in real time. Teacher feedback is also gathered regularly to evaluate the effectiveness of instructional strategies and the integration of language supports within daily lessons. In addition, surveys of English Learners and their families help us understand their experiences and satisfaction with the ELD program, ensuring that student and community

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			perspectives inform ongoing improvements. Finally, we closely track the rate of reclassification to Fluent English Proficient (FEP), a key indicator that students have developed the language proficiency needed to fully access the curriculum and succeed independently. Together, these monitoring tools support a systematic and responsive approach to ensuring that all English Learners are making meaningful progress, while also guiding refinements to curriculum, instruction, and professional development across the district.

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

N/A

Additional Concentration Grant Funding

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

N/A

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	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

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	$44,278,352	$4,772,666	10.779%	0.000%	10.779%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$30,411,412.02	$16,846,530.93	$2,886,294.92	$1,536,312.92	$51,680,550.79	$50,927,135.48	$753,415.31

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	Create a College and Career Focus	All	No			Specific Schools: WMS, WHS, BPLW, WOA 6-12	On Going	$1,602,671.36	$1,050.40	$1,300,867.54	$260,329.66	$0.00	$42,524.56	$1,603,721.76	
1	1.2	Expanding Access to College	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WMS, WHS, WOA, SoCoVA 7-12	On Going	$1,874,775.64	$57,947.55	$1,820,817.18	$111,906.01	$0.00	$0.00	$1,932,723.19	
1	1.3	Additional Supports for Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On going	$1,519,518.47	$69,272.32	$989,199.18	$462,092.61	$137,499.00	$0.00	$1,588,790.79	
1	1.4	Pre-K through 3rd Grade Literacy and Math Support	All	No			Specific Schools: MWE, BES TK-3	On going	$0.00	$20,000.00	$20,000.00				$20,000.00	
1	1.5	Visual and Performing Arts	All	No			All Schools	On Going	$1,403,613.89	$0.00	$620,639.56	$782,974.33			$1,403,613.89	
1	1.6	Learning Environments	All	No			All Schools	On Going	$4,653,815.07	$0.00	$2,377,233.23		$2,276,581.84		$4,653,815.07	
1	1.7	Bridging the Digital Divide for Economically Disadvantaged Students	All	No			All Schools	On Going	$0.00	$500,000.00		$500,000.00			$500,000.00	
1	1.8	English Learner Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On Going	$896,259.38	$0.00	$808,413.74	$0.00		$87,845.64	$896,259.38	

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	1.9	Special Education Support	Students with Disabilities	No			All Schools	On Going	$16,732,434.16	$0.00	$256,460.88	$14,597,816.48	$472,214.08	$1,405,942.72	$16,732,434.16	
1	1.10	New Action: K-2nd Grade Instructional Aide Support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mattie Washburn Elementary	On Going	$1,023,985.57	$0.00	$943,108.73	$80,876.84			$1,023,985.57	
2	2.1	Professional Development Days	All	No			All Schools	On going	$566,770.21	$0.00	$566,770.21				$566,770.21	
2	2.2	Grade Level/Department Collaboration Time	All	No			All Schools	On Going	$78,000.00	$0.00	$78,000.00				$78,000.00	
2	2.3	High Quality Teachers	All	No			All Schools	On Going	$18,774,746.64	$0.00	$18,774,746.64				$18,774,746.64	
3	3.1	Family Outreach	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On going	$234,746.04	$1,145.04	$235,891.08				$235,891.08	
3	3.2	Strengthening Communication	All	No			All Schools	On Going	$195,820.14	$0.00	$195,820.14				$195,820.14	
3	3.3	Transportation	Low Income	Yes	LEA-wide	Low Income	All Schools	On Going	$759,897.66	$104,000.00	$863,897.66				$863,897.66	
3	3.4	School Safety	All	No			All Schools	On Going	$46,048.59	$0.00	$46,048.59				$46,048.59	
4	4.1	Academic Counselor	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Windsor OaksWindsor Oaks Academy 10-12	ongoing	$50,535.00	$0.00		$50,535.00			$50,535.00	
4	4.2	Oaks Teachers	All	No			Specific Schools: Windsor Oaks Academy	ongoing	$513,497.66	$0.00	$513,497.66				$513,497.66	

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
$44,278,352	$4,772,666	10.779%	0.000%	10.779%	$5,661,327.57	0.000%	12.786 %	**Total:**	$5,661,327.57
								LEA-wide Total:	$2,088,987.92
								Limited Total:	$808,413.74
								Schoolwide Total:	$2,763,925.91

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	1.2	Expanding Access to College	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WMS, WHS, WOA, SoCoVA 7-12	$1,820,817.18	
1	1.3	Additional Supports for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$989,199.18	
1	1.8	English Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$808,413.74	
1	1.10	New Action: K-2nd Grade Instructional Aide Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mattie Washburn Elementary	$943,108.73	
3	3.1	Family Outreach	Yes	LEA-wide	English Learners Low Income	All Schools	$235,891.08	
3	3.3	Transportation	Yes	LEA-wide	Low Income	All Schools	$863,897.66	
4	4.1	Academic Counselor	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Windsor Oaks 10-12		

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$49,341,128.64	$50,195,519.57

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**	Create a College and Career Focus	No	$1,722,931.00	$1,542,040.15
1	**1.2**	Expanding Access to College	Yes	$1,852,645.00	$2,129,228
1	**1.3**	Additional Supports for Students	Yes	$1,903,475.88	$1,704,081.95
1	**1.4**	Pre-K through 3rd Grade Literacy and Math Support	No	$20,000.00	$17,068.31
1	**1.5**	Visual and Performing Arts	No	$960,830.00	$1,349,628.74
1	**1.6**	Learning Environments	No	$4,498,024.00	$4,474,822.18
1	**1.7**	Bridging the Digital Divide for Economically Disadvantaged Students	No	$300,000.00	$500,000.00
1	**1.8**	English Learner Support	Yes	$618,158.76	$924,023.09
1	**1.9**	Special Education Support	No	$15,013,160.00	$16,088,879.00
1	**1.10**	New Action: K-2nd Grade Instructional Aide Support	Yes	$852,601.00	$912,486.12
2	**2.1**	Professional Development Days	No	$619,146.00	$544,971.36

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.2**	Grade Level/Department Collaboration Time	No	$77,964.00	$75,000
2	**2.3**	High Quality Teachers	No	$19,038,548.00	$18,052,641.00
3	**3.1**	Family Outreach	Yes	$289,401.00	$282,110.94
3	**3.2**	Strengthening Communication	No	$181,531.00	$188,288.60
3	**3.3**	Transportation	Yes	$930,460.00	$830,670.83
3	**3.4**	School Safety	No	$46,000.00	$44,277.49
4	**4.1**	Academic Counselor	Yes	$50,000.00	$77,925.18
4	**4.2**	Oaks Teachers	No	$366,253.00	$457,376.63

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)
$4,441,630	$5,694,833.88	$5,572,995.00	$121,838.88	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	1.2	Expanding Access to College	Yes	$1,789,218.00	$1,984,169.00		
1	1.3	Additional Supports for Students	Yes	$1,309,749.88	$786,082.00		
1	1.8	English Learner Support	Yes	$523,404.00	$777,320.00		
1	1.10	New Action: K-2nd Grade Instructional Aide Support	Yes	$852,601.00	$834,719.00		
3	3.1	Family Outreach	Yes	$289,401.00	$282,110.00		
3	3.3	Transportation	Yes	$930,460.00	$830,670.00		
4	4.1	Academic Counselor	Yes	$0	$77,925		

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)
$42,461,330	$4,441,630	0	10.460%	$5,572,995.00	0.000%	13.125%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

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

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

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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