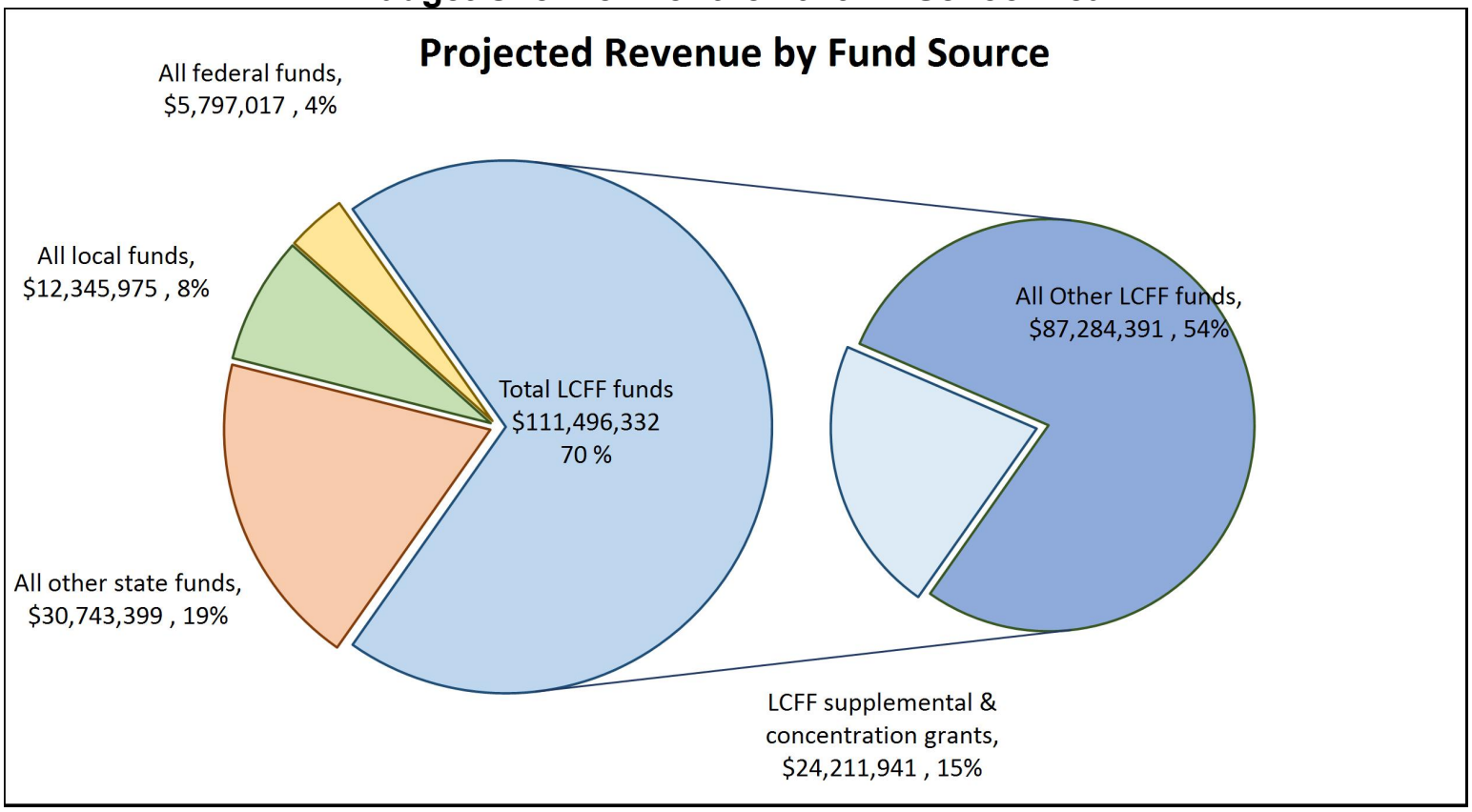
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Westminster School District
CDS Code: 3066746-0000000
School Year: 2026-27
LEA contact information:
Dr. Cheryl Sosa
Director, Accountability and Equity
cherylsosa@wsdk8.us
(714) 894-7311 ext. 1101

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

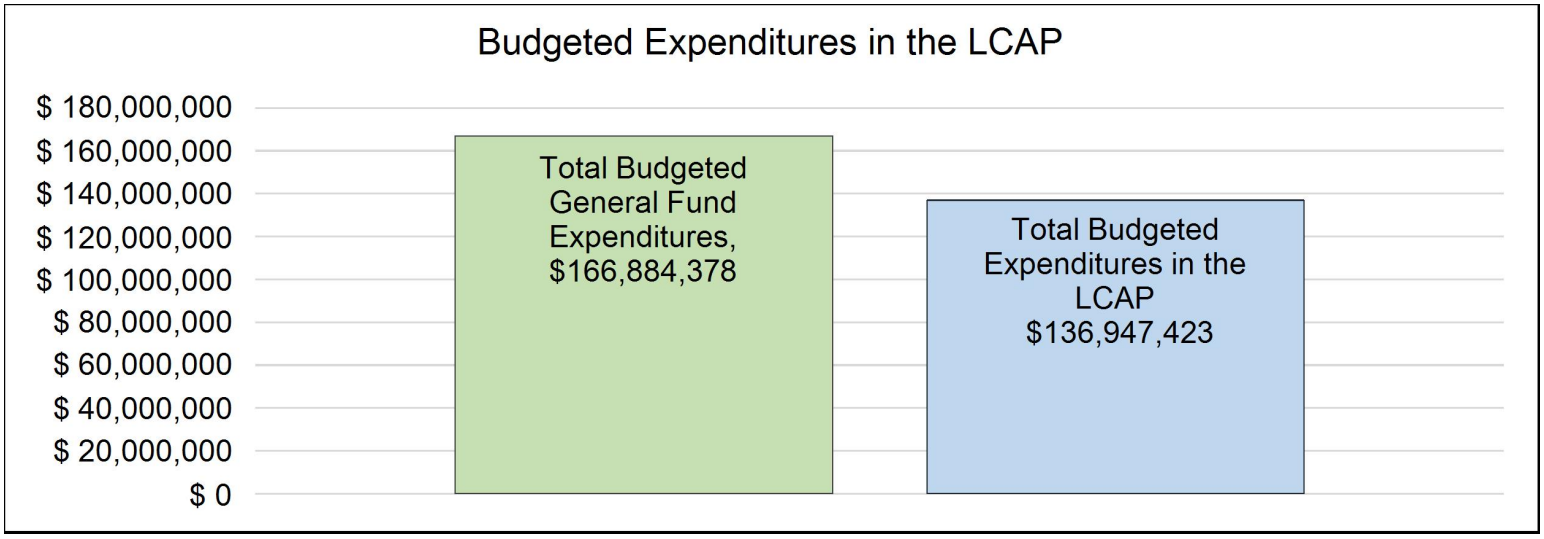



This chart shows the total general purpose revenue Westminster School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Westminster School District is $160,382,723, of which $111,496,332 is Local Control Funding Formula (LCFF), $30,743,399 is other state funds, $12,345,975 is local funds, and $5,797,017 is federal funds. Of the $111,496,332 in LCFF Funds, $24,211,941 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 Westminster 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: Westminster School District plans to spend $166,884,378 for the 2026-27 school year. Of that amount, $136,947,423 is tied to actions/services in the LCAP and $29,936,955 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

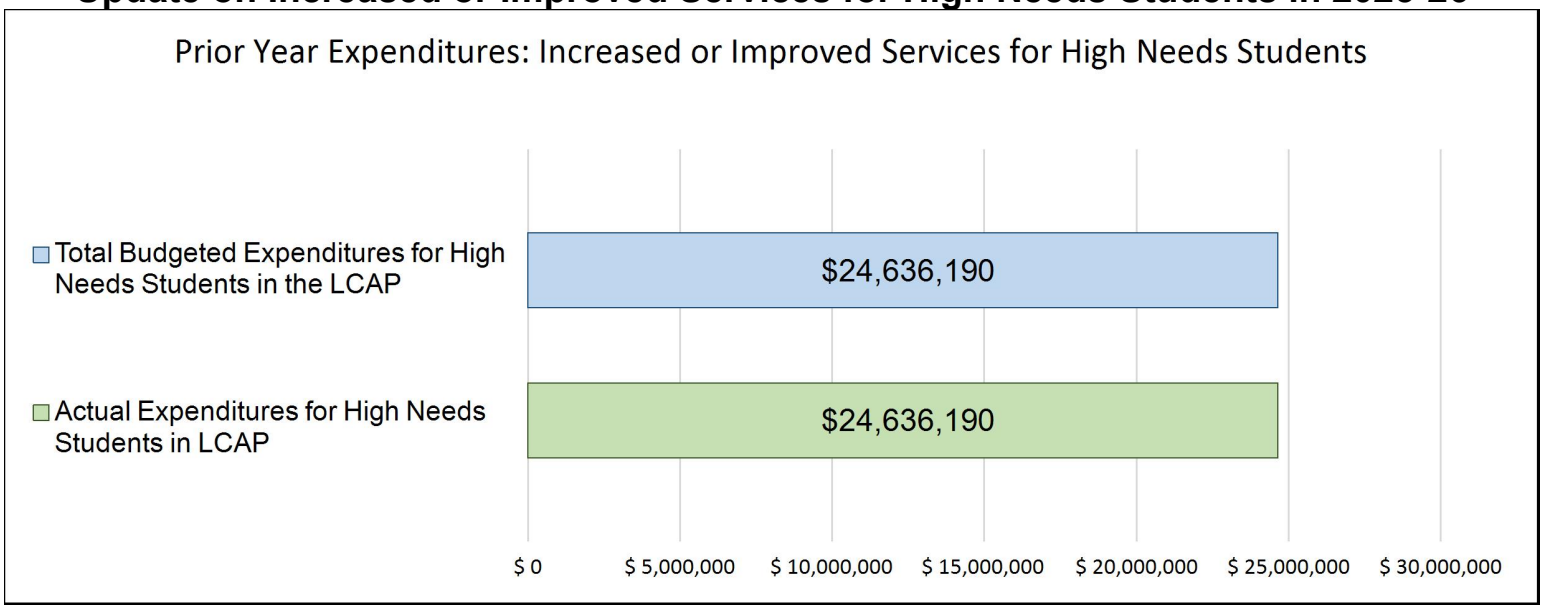
Budgeted expenditures not included in the LCAP will be used to support one time expenditures such as personnel and instructional materials under one time funds and/ or special grants.

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

In 2026-27, Westminster School District is projecting it will receive $24,211,941 based on the enrollment of Foster Youth, English learner, and low-income students. Westminster School District must describe how it intends to increase or improve services for high needs students in the LCAP.  Westminster School District plans to spend $24,211,941 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 Westminster 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 Westminster 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, Westminster School District's LCAP budgeted $24,636,190 for planned actions to increase or improve services for high needs students. Westminster School District actually spent $24,636,190 for actions to increase or improve services for 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 |
|---|---|---|
| Westminster School District | Dr. Cheryl Sosa<br>Director, Accountability and Equity | cherylsosa@wsdk8.us<br>(714) 894-7311 ext. 1101 |

# 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.

Westminster School District developed a 2023-2029 Strategic Plan in the summer of 2023. This collaborative effort resulted in the creation of a new vision, mission, core values, five focus areas, and 30 objectives that has become the basis of our 2024-2027 LCAP. “Leading the way as the premier Pre K-8th grade school district in Orange County, CA by providing exceptional and innovative experiences where all learners thrive” is our district's new vision. Our mission states that..."It is our collective responsibility to educate and empower all students to pursue excellence through a distinctive, rigorous, and engaging academic experience.

The Westminster School District (WSD) is becoming an innovative district in Orange County by offering students multiple opportunities to become skilled in the areas of digital citizenship, world languages and college and career readiness. The District serves about 8,000 students through 13 elementary schools, 3 middle schools, and 1 early learning center. The ethnic background of WSD's student body is 45.5% Hispanic, .1% American Indian/Alaskan native, 1% Filipino, 37.5% Asian, .6% African American, .5% Native Hawaiian/Other Pacific Islander, 11.6% White, and 3.0% multiple races. WSD's student body is comprised of 37.4% English Learners, 0.3% Foster Youth, 76.5% Socio-Economically Disadvantaged, and 13.1% Students with Disabilities; the unduplicated count (English Learners, Foster Youth, and Socio-Economically Disadvantaged) is 78.1%. Westminster School District’s focus on developing our students, staff, and academic programs has resulted in award-winning schools and programs throughout the District. Willmore Elementary and DeMille Elementary earned the CABE 2022 Seal of Excellence Award. Schroeder Elementary was recognized in 2022 as a California Distinguished School. Fryberger Elementary School earned the 2021 U.S. Department of Education’s Green Ribbon School Award and the 2021 California Department of Education’s Green Achievers Award. Over the last three years, three Westminster School District schools have earned the prestigious California Distinguished School Award: Stacey Middle School (2021), Hayden Elementary School (2020), and Sequoia Academy (2018). In addition,

Sequoia Academy earned the 2018 California Arts Exemplary Award. Amongst other prestigious awards, Willmore Elementary School (2020) and DeMille Elementary School earned the California School Boards Association (CSBA) Golden Bell Award. Additionally, WSD and 13 schools were recognized as 2022 California Pivotal Practice Award recipients. This award temporarily replaced the California Distinguished Award during this past COVID-19 school year. Along with the districtwide recognition, the following 13 schools were recognized for their school based programs: Anderson Elementary School, Clegg Elementary School, DeMille Elementary School, Eastwood Elementary School, Fryberger Elementary School, Meairs Elementary School, Schmitt Elementary School, Schroeder Elementary School, Sequoia Elementary School, Webber Elementary School, Willmore Elementary School, Johnson Middle School, and Stacey Middle School. Several specialized academies provide academic choices for families; these include programs such as STEAM (science, technology, engineering, arts and math) Magnet, Gifted and Talented Education (GATE) Magnet, Dual Language Immersion programs and Computer Science Magnet schools.

WSD is the first District in the state to offer a Vietnamese Dual Language Immersion program, which supports the heritage language of our local community, Little Saigon. The Vietnamese Dual Language Immersion Program received the 2017 California School Boards Association (CSBA) Golden Bell Award, which recognizes programs that are necessary to address students' changing needs in education. As a District with 79.5% of the student population identified as English Learners, socio-economically disadvantaged and foster youth students, we also provide equitable access to our students through these programs and our 1:1 technology program. Additionally, we are proud to have nine California Gold Ribbon Schools and seven Title 1 Academic Achieving Schools across the District.

All WSD teachers and staff are trained professionals and it is a priority to retain and hire highly qualified staff to offer our families the best educational experience possible. WSD continues to offer small class sizes in the primary grades so that we can prepare all students academically and support their social-emotional needs. The importance of an effective teacher in the classroom has a strong impact on student achievement; therefore, on-going professional development is the key to ensuring that teachers have all the knowledge and skills to prepare students for college and beyond. Teachers have access to 21st Century Teaching and Learning professional development throughout the year. Teachers learn how to best implement balanced instruction, 21st century classroom spaces, as well as how to provide meaningful feedback to their students. This technology initiative also received the California School Boards Association (CSBA) Golden Bell Award as a program of excellence.

WSD believes in shared leadership and collaboration. Professional Learning Communities and School Leadership Teams build a shared leadership model and are part of every school site. At the student level, since our goal is to create students who are prepared for leadership, we also promote collaboration and leadership skills in the classroom. We know that if we create leaders, we will have given them the necessary skills to pursue and accomplish their dreams. Our mission statement is our commitment to building leaders: "Prepare all students to be responsible, resilient, resourceful, and productive world citizens in a changing and diverse society." We center all of our work on this mission statement, which includes academic and social-emotional services, and programs that ensure our students are ready to face the challenges that may lie ahead of them. Recently, the Westminster School District was selected in 2020 by Educational Results Partnership (ERP) and the Campaign for Business and Education Excellence (CBEE) as one of only 28 public school districts in California to receive the title of 2020 Honor Roll School District for having high performing schools.

# Reflections: Annual Performance

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

Completion of Year 2 of the 2024-2027 LCAP

The following is a reflection on our annual performance based upon a data review of the California School Dashboard results.

2025 SBAC (3-8) ELA (Proficiency Rate):
• Districtwide: 54.5%
• SED: 49.0%
• EL: 10.5%
• Foster Youth: 21.4%
• SWD: 16.3%

Compared to 2023 data, we saw small gains districtwide and among our socioeconomically disadvantaged students (+0.5% and +0.8%), which is encouraging progress. Students with disabilities and foster youth saw slight dips (-0.9% and -1.7%), reminding us that these groups need continued targeted support. The most significant area of concern is our English learners, who saw a notable decline (-13.8%), highlighting the need to refocus our efforts on language acquisition for this group.

2025 SBAC (3-8) Math (Proficiency Rate):
• Districtwide: 46.0%
• SED: 40.1%
• EL: 12.5%
• Foster Youth: 14.3%
• SWD: 11.8%

Compared to 2023 data, we saw solid gains districtwide and among our socioeconomically disadvantaged students (+1.1% and +1.6%), which is a positive sign of growth. However, students with disabilities saw a modest decline (-2.3%), and foster youth experienced a more significant drop (-16.5%), reminding us that these groups need more focused attention and support. As with ELA, English learners also saw a notable decline (-8.4%), reinforcing the need to double down on targeted strategies that address both language acquisition and math skill development for this group.

2025 Making progress towards English language proficiency:
• 47.7%
Spring 2025 Reclassification Rate:
• 30.8%

Compared to 2023 data, we saw a slight uptick in students making progress toward English proficiency (+0.1%), which while small, shows we are moving in the right direction. A standout highlight is our reclassification rate, which saw a significant jump (+12.9%). It is worth noting that this increase is largely due to adjustments made to our reclassification criteria to remove local barriers that were previously preventing

students from reclassifying, making it a meaningful step forward in ensuring students are recognized for the progress they have truly made.

2025 CAST (Proficiency Rate):
• Districtwide: 37.5%
• SED: 31.4%
• EL: 1.9%
• Foster Youth: In order to protect student privacy, data is suppressed because fewer than 11 students tested.
• SWD: 11.7%

Compared to 2023 data, we saw strong gains in science across most student groups, which is exciting to see. Districtwide growth came in at +7.3%, and our socioeconomically disadvantaged students made impressive strides with a +12.1% increase. Students with disabilities also showed positive movement at +3.0%, which is encouraging progress for this group. English learners saw a very slight dip (-0.4%), which is worth monitoring but remains a relatively small gap. Foster youth data was suppressed in 2025, so we are unable to make a comparison for that group at this time.

2024-2025 Chronic Absenteeism
• District: 10.9%
• SED: 12.7%
• EL: 10.8%
• Foster Youth: 27.9%
• SWD: 18.7%
• Black/AA: 14.3%
• Hispanic: 15.6%
• Pacific Islander: 39.1%

Compared to 2023 data, we saw meaningful reductions in chronic absenteeism across most student groups, which is the continuation of a positive trend. Districtwide we saw a -6.2% decrease, and our socioeconomically disadvantaged, English learner, and Hispanic students all showed solid improvement (-6.8%, -8.3%, and -8.7%). A standout highlight is our African American students, who saw a remarkable -30.6% reduction, reflecting significant progress in attendance for this group. Students with disabilities also showed strong improvement at -12.2%. On the other hand, foster youth and Pacific Islander students saw increases in chronic absenteeism (+10.3% and +1.1%), reminding us that these groups need more intentional outreach and support to help get kids back in school consistently.

2024-2025 Suspension Rate
• District: 2.1%
• SED: 2.4%
• EL: 2.6%
• Foster Youth: 7.9%
• SWD: 4.0%
• Black/AA: 10.6%

Compared to 2023 data, we saw reductions in suspension rates across all reported student groups, which is a really encouraging sign that our behavior support efforts are making a difference. Districtwide we saw a -1.3% decrease, and our socioeconomically disadvantaged, English learner, and students with disabilities all showed solid improvement (-1.6%, -1.1%, and -1.7%). Foster youth saw the most notable reduction at -5.7%, which is a win for a student group that often faces greater challenges. Our African American students also saw a decrease of -0.8%, a positive step forward, though continued focus on this group remains important as we work toward more equitable outcomes across the board.

2024-2025 Expulsion Rate
• District: 0%
• SED: 0%
• EL: 0%
• Foster Youth: 0%
• SWD: 0%
• Black/AA: 0 %

WSD continues to prioritize student success through a Multi-Tiered System of Support (MTSS). Through the efforts of the Whole Child and Family Engagement department we have emphasized positive behavior interventions and supports, which have demonstrated their effectiveness in fostering safe, supportive environments where students are free to learn from their mistakes while making choices that keep them engaged and connected to their school community.

In addition to the metrics above, the California School Dashboard noted the following areas as met: Basics: Teachers, Instructional Materials, Facilities, Implementation of Academic Standards, Parent and Family Engagement, Local Climate Survey and Access to a Broad Course of Study.

Overall, WSD is demonstrating positive momentum across multiple key measures. Academic performance districtwide shows growth in ELA, Math, and Science, with socioeconomically disadvantaged students reflecting some of the most consistent gains across subject areas. Reductions in both chronic absenteeism and suspension rates further indicate that our investments in student support and behavior intervention are yielding meaningful results. Most notably, WSD maintained a 0% expulsion rate across all student groups, underscoring our commitment to keeping students engaged and connected to their school community. However, the data also identifies areas requiring our continuous and focused attention. English learners continue to show declines in ELA and Math proficiency, reinforcing the need for more targeted language acquisition support. Foster youth remain a priority group, particularly in the areas of chronic absenteeism and math performance, and Pacific Islander students also warrant increased attention and resources.

+ Differentiated Assistance (DA) - We have been identified for Differentiated Assistance, due to a lack of performance in ELA and Math, and chronic absenteeism in our Foster Youth population over the past two school years. This year we are in Year 2 of Differentiated Assistance for Foster Youth.

*2024 Foster Youth Data*
ELA - 59.4 Points below standard, Declined 23 points - Orange
Math - 118.3 Points below standard, Declined 48.1 points - Red

Chronic Absenteeism - 16.3%, Increased, 34% chronically absent - Red

*2025 Foster Youth Data*
ELA - 20 Points below standard, Increased 9 points - Yellow
Math - 113.1 Points below standard, Increased 5.1 - Orange
Chronic Absenteeism - 27.9%, Declined 6.1% - Orange

In addition, in 2025 we were identified for Differentiated Assistance under the category of African American Students:
*2025 African American Students*
Suspension - 10.6%
Chronic Absenteeism - 14.3%

Across all three measures, foster youth moved from declining or stagnant performance to measurable growth. No indicator has reached green, but the positive direction of change in 2025 indicates that intervention efforts should continue and expand. The additional areas of support for Differentiated Assistance can be found in Actions 1.8 and 2.5. In conjunction with the actions, we continue to work closely and collaborate with the Orange County Department of Education to identify root causes and develop steps to support foster youth and African American students.

<<<<2025 Dashboard Data - Groups and schools with performance in red>>>>

The 2025 California Dashboard shows that overall, Westminster School District did not show any overall performance categories within the Red indicator. However, a deeper dive into the data does show indicators marking at the Red level for specific subgroups. The following are the indicators that contain a subgroup within the Red indicator:

ELA - SWD
Math - LTEL's and SWD
Chronic Absenteeism - AA, Homeless and Pacific Islander
Suspension - AA and FY

Several schools within the district have one of more subgroups that performed within the Red indicator in one of the measured categories:

CHRONIC ABSENTEEISM
Clegg ES - Hispanic
Anderson ES - Hispanic, Homeless, SED, SWD
DeMille ES - SWD
Fryberger ES - Hispanic
Stacey MS - EL, Homeless, SWD
Johnson MS - SWD
Meairs ES - Hispanic
Schmitt ES - SWD

Schroeder ES - Hispanic, SED
Warner - LTEL

SUSPENSION
Sequoia ES - SWD
Warner MS - Hispanic, SWD
Willmore ES - Homeless

ENGLISH LEARNER PROGRESS
Eastwood ES
Hayden ES
Schroeder ES
Sequoia ES

ELA
Anderson ES - SWD
Johnson ES - SWD
Schmitt ES - SWD
Warner ES - SWD

MATH
Anderson ES - SWD
Stacey MS - LTEL, SWD
Johnson MS - Hispanic, Homeless, LTEL, SWD
Warner MS - Hispanic, Homeless, LTEL, SWD

>>Learning Recovery Emergency Block Grant<<
Westminster School District has expended all LREBG funds. As a result, no carry over funding will be available for the 2026-2027 school year.

>>Data from 2023 Dashboard<<
The California Dashboard shows that several Westminster School District subgroups (SWD, African American, and Hispanic) have Red indicator for Chronic Absenteeism. In addition, Foster Youth earned a Red indicator score in the Suspension Rate category. Several schools within the District have one of more subgroups earn a Red indicator in one of the measured categories:

SBAC ELA
• Anderson ES (Hispanic)
• Stacey MS (SWD)
• Warner MS (SWD)
• Webber ES (Hispanic)

SBAC Math
• Anderson ES (Hispanic)
• Stacey MS (SWD)
• Webber ES (Hispanic)

Chronic Absenteeism
• Clegg ES (SWD)
• Anderson ES (Schoolwide, SED, SWD, Hispanic)
• DeMille ES (Hispanic)
• Eastwood ES (Schoolwide, EL, SED, SWD, Hispanic, White)
• Stacey MS (Homeless Youth, Hispanic)
• Hayden ES (EL, Homeless Youth, SED, SWD, Asian)
• Johnson MS (Schoolwide, EL, SED, SWD, Hispanic)
• Meairs ES (Schoolwide, EL, SED, SWD, Hispanic)
• Schmitt ES (Schoolwide, EL, Homeless Youth, SED, SWD, Hispanic)
• Warner MS (SWD, Hispanic)
• Webber ES (Schoolwide, EL, Homeless Youth, SED, SWD, Hispanic)

Suspension Rate
• Clegg ES (SWD)
• Stacey MS (EL, Homeless Youth)
• Johnson MS (Schoolwide, EL, SED, SWD, Hispanic, White)
• Warner MS (EL)

# Reflections: Technical Assistance

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

Westminster School District continues to work in close partnership with OCDE. This year the team expanded to the following WSD team members: Assistant Superintendent of Educational Services, Chief Academic Officer, Director of Curriculum and Instruction, Executive Director of Special Education, Director of Special Education, Director of Whole Child and Family Engagement, and the Director of Accountability and Equity.

WSD is currently in Differentiated Assistance (Year 2) for our foster youth student group, and Differentiated Assistance (Year 1) for African American students, based on performance data from the California School Dashboard. This support designation is triggered when a specific student subgroup, such as foster youth, does not meet performance standards on multiple indicators for two or more years. In 2024, our foster youth subgroup performed in the red in chronic absenteeism and Math achievement, and orange in ELA, highlighting an urgent need for focused improvement. Differentiated Assistance provides a structured opportunity to collaborate with the Orange County Department of Education (OCDE) and other partners to identify and address the root causes of underperformance. In 2025, each of the indicators rose for each of the performance areas under the Foster Youth qualification.

In the 26-27 school year, our related actions for Differentiated Assistance will be: Actions 1.8 and 2.5.

<<California School Dashboard Data Points for Foster Youth - Priority Areas>>

*2024 Foster Youth Data*
ELA - 59.4 Points below standard, Declined 23 points - Orange
Math - 118.3 Points below standard, Declined 48.1 points - Red
Chronic Absenteeism - 16.3% (increased), 34% chronically absent - Red

*2025 Foster Youth Data*
ELA - 20 Points below standard, Increased 9 points - Yellow
Math - 113.1 Points below standard, Increased 5.1 - Orange
Chronic Absenteeism - 27.9%, Declined 6.1% - Orange

In addition, in 2025 we were identified for Differentiated Assistance under the category of African American Students:
*2025 African American Students*
Suspension - 10.6%
Chronic Absenteeism - 14.3%

This year, the team maintained a dual focus on strengthening Tier I instructional practices across all classrooms and intensifying efforts to improve attendance. Work included evaluating curriculum alignment, instructional delivery, and classroom engagement strategies to ensure that foster youth had equitable access to high-quality instruction every day.

Attendance was a particularly strong area of emphasis. The team conducted frequent check-ins with site principals to monitor trends, refine school-wide attendance procedures, and provide guidance around SART referrals, District Attorney parent presentations, and SARB coordination when necessary. To further incentivize progress, attendance awards accompanied by additional monthly funding were introduced, creating a culture of recognition and accountability at the site level. We continued this work and focused efforts to make progress with our African American students, as well.

In support of long-term attendance and engagement, the team also provided the CSEFEL series to TK teachers, equipping them with strategies to promote positive behavior and social and emotional development in the earliest years of schooling. When young students feel safe, supported, and connected, they are more likely to show up to school, which helps them build good attendance habits. CSEFEL also supports teachers in explicitly teaching social and emotional skills which help students learn how to self-regulate and make positive choices, reducing their instances of suspension throughout their school career.

By combining rigorous instructional improvements with consistent, proactive attendance interventions, WSD and OCDE worked to build a supportive and accountable environment that better meets the academic and social-emotional needs of Foster Youth and African American students.

# 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 |
| --- | --- |
| District Leadership Team (District and site administration) | The District Leadership Team meets on a monthly basis to discuss, plan, and develop districtwide initiatives, including areas aligned to the LCAP. Meetings were held this school year on July 30, August 6, September 4, September 16, October 2, November 6, November 18, December 4, and December 16, 2025, and continued on January 15, January 27, February 12, February 24, March 12, March 24, April 16, April 28, May 7, and May 19, 2026, with additional meetings scheduled for June 4 and June 16, 2026.<br><br>In addition to these meetings were two Student Achievement Conference meeting dates of October 14, 2026, and October 23, 2026, where Principals shared a wide range of site level data with district administrators and collaborated on next steps.<br>The Educational Services Leadership Team (ESLT) convenes on a biweekly basis. Within these meetings team members discuss current LCAP initiatives and explore potential modifications to inform planning for the following year.<br><br>District leadership provided input through the completion of the LCAP survey and through site-based meetings conducted with their respective staff. Leadership was also actively involved in the development of the adjusted LCAP survey for the Classified employees. |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | LCAP Strategic Team committee meetings were held on March 25, 2026, and April 22, 2026. The Strategic Team is responsible for analyzing survey results and other relevant data to develop well-informed LCAP recommendations for the coming year. |
| Teachers and Classified staff | Certificated and classified staff engagement was prioritized through multiple avenues, beginning with the LCAP survey. Separate, tailored surveys were developed for certificated and classified personnel to ensure each group could provide input specific to their roles and experiences. To further strengthen the quality of feedback, administration met with classified staff prior to the survey window to review and modify survey questions, ensuring they were relevant, appropriate, and positioned to capture targeted and meaningful responses.<br><br>Site-level engagement was further supported through various site meetings which are facilitated by site principals. Principals and staff discuss LCAP related topics in an accessible, informative, and collaborative format that welcomed open dialogue and information sharing. Principals provide feedback to support ongoing LCAP improvements and initiatives.<br><br>Certificated and classified personnel were also represented in the LCAP Strategic Team committee meetings held on March 25, 2026, and April 22, 2026. The Strategic Team is responsible for analyzing survey results and other relevant data to develop informed LCAP recommendations for the coming year.<br><br>Finally, certificated and classified bargaining unit leadership and members, including both WTA and CSEA, engage in meetings with administration regularly during the school year through the CAPE team and individual or regular meetings with Executive Cabinet members. Feedback and decisions made are also used to support LCAP goals and activities. |
| Parents/Community Members | Parent and community engagement was cultivated through multiple channels, beginning with the LCAP survey. Separate, tailored surveys were developed for both parents and community members to |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | ensure each group could provide input most relevant to their experience.<br><br>Additional engagement was facilitated through a range of prescheduled district and site-level meetings, including the District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), Parent Teacher Association (PTA), School Site Council (SSC), and site-based meetings with school leaders. These forums provided meaningful opportunities for dialogue and feedback across the community.<br><br>Parent and community perspectives were further represented through participation in LCAP Strategic Team committee meetings held on March 25, 2026, and April 22, 2026. The Strategic Team is charged with analyzing survey results and other pertinent data to develop well-informed LCAP recommendations for the coming year. |
| Students | Students in grades 4–8 provided input through the LCAP survey and on campus focus groups. In addition, student perspectives were further represented at LCAP Strategic Team committee meetings, which were held on March 25, 2026, and April 22, 2026. The Strategic Team's role is to examine survey results alongside other relevant data to develop informed LCAP recommendations. |
| SELPA | Our Executive Director of Student Services led consultation with the Special Education Local Plan Area - the West Orange County Consortium for Special Education (WOCCSE) on April 15, 2026, maintaining active engagement through dedicated meetings and participation in LCAP Strategic Team discussions. |

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

Westminster School District partners collaboratively with parents, students, community members, certificated staff, classified staff, and leadership throughout the year to gather input and insights for the development of the 2026–27 Local Control Accountability Plan (LCAP). The following is a brief synopsis of feedback provided by all stakeholder groups. Feedback was collected through the District Advisory Committee (DAC), District English Language Advisory Committee (DELAC), the yearly LCAP survey, parent and student focus groups, LCAP Strategic Team Meetings and other district and departmental meetings.

++Goal 1:  Academic Achievement & Continuous Innovation:  We are committed to continuous innovation and use of highly effective instructional strategies that instill a lifelong habit of intellectual inquiry.  To that end, WSD provides a diverse, engaging, and well-rounded education that challenges and inspires each student to reach the highest level of achievement.

Stakeholder engagement notes that students need to understand not just what they are learning, but why it matters.  Helping students connect tests like the SBAC to real outcomes can increase motivation and effort.  Providing FLEX time at the middle school level was seen as a valuable and practical approach.  Regularly reviewing student progress on end of cycle standards and curriculum alignment Elevate Assessments was also recommended to keep students engaged and on track.  Stakeholders expressed strong support for continued funding of specialty programs, clubs, and sports, as well as meaningful incentives that motivate students.  Expanding support for English Learner and Long-Term English Learner students through the intentional use of resources was identified as an important priority.  Smaller group instruction and reducing group sizes were also highlighted as key strategies for improving student outcomes.

Recommended actionable next steps from parents and community members included sharing successful strategies to improve survey response rates (gaining additional feedback) and maintaining a strong focus on college and career readiness for students.  Parents also expressed support for expanding STEAM programs and increasing project-based learning opportunities for students.

Recommended actionable next steps from staff members also included gaining additional survey input.  Staff have an interest in expanding STEAM programs and providing greater emphasis and access to hands-on activities.  Staff also highlighted the importance of VAPA programs, support for counseling services and behavioral resources.  Reducing class sizes was identified as an area of review for addressing students' academic, behavioral, and social-emotional needs.

Recommended actionable next steps from students included a greater emphasis on social-emotional learning and more hands-on, engaging lessons in the classroom.  Students expressed a desire for differentiated instruction to better meet individual learning needs and supported continued exploration and/or implementation of FLEX time.  They also recommended aligning the workload in Honors courses to better reflect high school expectations.

++Goal 2: Student and Staff Safety & Wellness: Student and staff safety and wellness are essential components of an environment that is conducive to teaching and learning.  WSD promotes a culture of emotional health, safety, and well-being where our educational community thrives.

Stakeholders noted that the district is making positive progress toward Goal 2, particularly in reducing chronic absenteeism.  Food and nutrition remains a priority among students and recommendations were made to expand access to the nutrition newsletter through student-facing platforms such as Instagram, Clever, and weekly site communications.  Stakeholders also expressed a desire for greater clarity around the role of the School Resource Officer, recommending increased SRO visibility at campus events and community meetings to build positive relationships and awareness.  This also includes using the full School Resource Officer title, rather than “SRO”.  DELAC participation was identified as an area of concern, with suggestions to better advertise meetings and explore hybrid in-person and virtual options.  Social-emotional supports were widely valued and stakeholders emphasized the importance of maintaining or increasing these resources.  Additional funding for attendance support staff, fresh food nutrition resources, and continued staff training on recognizing bullying were also identified as important priorities.

Recommended actionable next steps from parents and community included increasing communication about the SRO role and the positive impact SROs have on campus, helping to shift the focus away from any negative stigma associated with having a police presence at school. Providing clearer guidance on the role of campus supervisors was also recommended, ensuring they are recognized as safe and supportive adults who play an important part in student behavior and well-being. Parents also expressed a desire for stronger connection and communication with Nutrition Services.

Recommended actionable next steps from staff included increasing communication about WSD's School Resource Officers through the district website, Back to School Night, Open House events, and by sharing information and photos with both certificated and classified staff. Staff also recommended sharing safety task force data more broadly to increase awareness across the school community. Additionally, staff raised the question of whether referring to SROs as "resource officers" might help the community better understand their role and the positive support they provide on campus.

Recommended actionable next steps from students included creating a student task force or distributing a survey to students in 3rd grade and above to gather broader input on food /nutrition options. Students also emphasized the continued importance of having school counselors consistently present and accessible on campus every day to support their mental health needs. Additionally, students recommended explaining the SRO's role in student-friendly language so that all students have a clear understanding of their purpose and presence on campus.

++ Goal 3: Fiscal Solvency & Organizational Health: We maintain the public trust by providing high quality services and systems by using our resources efficiently and equitably. WSD is committed to ensuring human and fiscal resources are effectively managed in order to support every student's educational journey.

Stakeholders engaged in rich discussion around Goal 3 and reached general agreement on the current goals and actions in place. Recorded feedback for consideration included updating the FIT action item to align with current State language. Overall, stakeholders expressed confidence in the direction of the district's efforts to manage resources efficiently and equitably in support of every student.

Recommended actionable next steps from parents and community members included exploring block scheduling and continuing to invest in programs that provide targeted academic support, such as ELOP, WIN Time/FLEX, and AVID tutoring. Parents also emphasized the importance of maintaining consistent communication through apps and requested increased technology support to help families stay connected and informed.

Recommended actionable next steps from staff included the use of WSD staff versus outside agencies to better utilize district resources. Staff also emphasized the need for more targeted site-level trainings, reducing class sizes, and continued investment in academic support systems such as counseling, tutoring, and intervention programs.

The recommended actionable next step from students focuses on expanding PBIS strategies at school sites. Students expressed a strong interest in cleaner and safer campus environments, particularly in restrooms and during meal and break times, and emphasized the importance of creating positive spaces where everyone feels comfortable and welcome.

++ Goal 4: Community Connections: We value the participation of families, students, and the community and encourage the diverse perspectives of our education partners. We leverage our communication resources to develop mutually beneficial relationships with our educational community.

Stakeholders noted positive trends in Goal 4, including increases in DAC and DELAC meetings, surveys completed, and district-wide communication across multiple languages. Conversations around parent participation were had, with an interest in increasing parent participation in structured meetings. Stakeholders recommended making communication feel more personal and welcoming to help families feel a greater sense of connection and belonging. Additional recommendations included Community Liaison training, allowing parents to select their own topics for the Parent Leadership Institute/Symposium, incorporating Early Learning into school site communication through Parent Square, and continuing to build strong staff and student relationships. Increasing opportunities for student voice was also identified as an important priority moving forward.

Recommended actionable next steps from parents and community members included aligning Early Learning communication platforms with the rest of the district by transitioning from Learning Genie to Parent Square for consistency. Staff also raised the question of whether additional communication methods, such as paper notices alongside Parent Square, could better reach all families and ensure no one is left without access to important information. There is a concern that digital communications may not be the best way to communicate with all of our families, and the request to add paper flyers was made to the group.

The recommended actionable next steps from staff included increasing survey participation among both certificated and classified staff across the district to ensure that a broader and more representative range of voices is reflected in the LCAP process.

Recommended actionable next steps from students included addressing the finding that 31% of adults do not “help me feel like I belong”. There was a rich discussion about what that means and the importance of ensuring that every adult on campus contributes to a welcoming and inclusive environment. Students also recommended strengthening inclusiveness and the school community through assemblies and shared experiences. Increasing opportunities for students to connect through sports, clubs, hobbies, fundraisers, and collaborative projects was also identified as an important step toward building a stronger sense of community.

++ Goal 5: Leadership Development & Employee Success: WSD values and supports our educational team and provides a positive culture where all employees thrive. To that end, we strive to attract, train, and retain employees as well as develop strategic leaders who embrace the vision and values of our district.

Stakeholders noted that Goal 5 is generally on track, with several actions meeting their targets and others still in progress. PLC plans are being met, and recruitment and retention efforts are showing positive results. A strong theme emerged around growing talent from within, including the use of a Train-the-Trainer (TOT) model that leverages district experts and exploring promotion opportunities for existing staff. Professional development for classified staff was identified as an area needing refinement, with recommendations to improve onboarding, recruit internal district experts for job-specific training, and provide greater voice and choice in PD opportunities. A mentor program was also highlighted as a valuable addition to support staff growth. The Career Growth Pathway action, specifically the CLA component, did not occur as planned, prompting discussion about whether it should be redesigned or shifted to an every-other-year cycle. Employee evaluation remains a work in progress, and stakeholders emphasized the continued importance of aligning all efforts with the district's vision and values.

Recommended actionable next steps from stakeholders centered largely on staff development, given the nature of this goal. For both classified and certificated staff, stakeholders recommended continuing to expand professional development opportunities, offering more specialized training aligned to specific job roles, and ensuring that PD sessions are engaging and relevant enough that staff genuinely want to attend. Data has shown an upward trend in district-wide improvement related to professional development, which is encouraging. However, there remains a clear need to continue building on this momentum by creating more targeted and meaningful learning opportunities for all employee groups.

****Feedback gathered through surveys, focus groups, and LCAP Strategic Team meetings played a vital role in shaping the 2026–2027 Local Control Accountability Plan. The voices of parents, students, certificated staff, classified staff, and community members were essential in ensuring that the plan reflects the real needs and priorities of the Westminster School District community. Each stakeholder group brought a unique and valuable perspective, and together their input directly influenced the refinement and updating of goals and action items across all five LCAP goals. This collaborative process reinforced the district's deep commitment to transparency, shared ownership, and community-driven decision making. As WSD moves forward with the 2026–2027 LCAP, the district remains dedicated to honoring the trust stakeholders have placed in this process and to ensuring that every action taken is grounded in the feedback and experiences of its students, families, and staff.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | Academic Achievement & Continuous Innovation:  We are committed to continuous innovation and use of highly effective instructional strategies that instill a lifelong habit of intellectual inquiry. To that end, WSD provides a diverse, engaging, and well-rounded education that challenges and inspires each student to reach the highest level of achievement. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

LCAP goals and actions were developed through a collaborative process where all community partners, including parents, community members, and staff, had the opportunity to consult, advise, and help develop LCAP goals and actions. Through this collaborative effort, the ELA chose to prioritize Goal 1 for the following reasons:

1. Local assessment data (Trimester 2 2023-2024) shows that student achievement is increasing as compared to pandemic levels (Spring 2021). Data shows that 53% of students are proficient in Star Reading (3rd-8th grade) as compared to 49.4% in the spring of 2021; 73% of students are proficient in Star Early Literacy (K-2nd grade) as compared to 49.4% in the spring of 2021; and 75% of students are proficient in Math (1st - 8th grade) as compared to 63.5% in the spring of 2021. This goal was developed to mitigate the learning loss over the last few years and to support early literacy efforts.

2. 2023 SBAC data shows that instructional efforts have mitigated some of the learning loss experienced through the pandemic. SBAC ELA data shows that 53.9% of students are proficient or above, compared to 58.1% in 2019. In Mathematics, 44.9% of students are proficient, compared to 51.9% in 2019. Learning loss is being addressed with the implementation of strategies to reach pre-pandemic levels to continue to increase student achievement.  This goal was developed to mitigate the learning loss over the last few years and to support early literacy efforts.

3. SBAC data shows an achievement gap between all students and targeted student groups. SBAC data shows an achievement gap between all students and targeted student groups. 2023 SBAC ELA data shows that 53.9% of WSD students (3rd – 8th grade) are proficient or above versus 50.2% of Socio-economically disadvantaged students, 26.5% of English Learners, 33.3% of foster youth, and 12.6% of Students with Disability. In Math, 44.9% of WSD students are proficient or above versus 39% of Socio-economically disadvantaged students

22.9% of English Learners, 26.7% of foster youth, and 11.1% of Students with Disability. Goal 1 intends to support all students and reduce the achievement gap to ensure all students are proficient.

4. The English learner reclassification rate continues to be a District-wide focus. We suspect that the learning loss due the pandemic will negatively affect the reclassification of students. Since the District has an unduplicated student enrollment of 78.5%, it is important that we meet the needs of the students we serve such as English learners, socioeconomically disadvantaged and foster students. In addition, a coordinated effort will be made to also provide additional support to our other significant subgroups that are underperforming, mainly, Hispanic and students with disabilities subgroups. WSD supports the EL program with the addition of three full time Instructions Support Specialist commencing in the fall of 2023. This goal was develop to specifically support EL Students in attaining english proficiency prior to entering High school.

5. Since the District has an unduplicated student enrollment of 78.6%, it is important that we meet the needs of the students we serve such as English learners and socio-economically disadvantaged and foster students. In addition, a coordinated effort will be made to also provide additional support to our other significant subgroups that are underperforming, mainly, Hispanic and students with disabilities subgroups.

6. Goal addresses the following State Priorities: Priority 1: Basic (Conditions of Learning), Priority 2: State Standards (Conditions of Learning), Priority 4: Pupil Achievement (Pupil Outcomes), Priority 7: Course Access (Conditions of Learning), Priority 8: Other Pupil Outcomes (Pupil Outcomes).

7. Providing college and career readiness opportunities is an important to our educational partners.

8. WSD has been identified as disproportionally identifying hispanics as SWD, specifically language learners. A specific goal for SWD was added due to the District's designation and the achievement gap stated in item #2 above

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | Grade 3-8:<br>• ELA and Math SBAC Proficiency Rates | 2023 SBAC ELA (Proficiency rate):<br>• Districtwide: 54.0%<br>• SED: 48.2%<br>• EL: 24.3%<br>• Foster Youth: 23.1%<br>• SWD: 17.2% | 2024 SBAC ELA (Proficiency rate):<br>• Districtwide: 53.9%<br>• SED: 48.8%<br>• EL: 15.5%<br>• Foster Youth: NA due to low | 2025 SBAC ELA (Proficiency Rate):<br>• Districtwide: 54.5%<br>• SED: 49.0%<br>• EL: 10.5%<br>• Foster Youth: 21.4% | 2026 SBAC ELA (Proficiency rate):<br>• Districtwide: 65%<br>• SED: 55%<br>• EL: 30%<br>• Foster Youth: 30%<br>• SWD: 25% | 2025 Distance from Baseline (ELA):<br>• Districtwide: +0.5%<br>• SED: +0.8%<br>• EL: -13.8% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | 2023 SBAC Math (Proficiency rate):<br>• Districtwide: 44.9%<br>• SED: 38.5%<br>• EL: 20.9%<br>• Foster Youth: 30.8%<br>• SWD: 14.1% | number of students<br>• SWD: 16.8%<br><br>2024 SBAC Math (Proficiency rate):<br>• Districtwide: 45.3%<br>• SED: 39.6%<br>• EL: 15.8%<br>• Foster Youth: NA due to low number of students<br>• SWD: 13.6% | • SWD: 16.3%<br><br>2025 SBAC Math (Proficiency Rate):<br>• Districtwide: 46.0%<br>• SED: 40.1%<br>• EL: 12.5%<br>• Foster Youth: 14.3%<br>• SWD: 11.8% | 2026 SBAC Math (Proficiency rate):<br>• Districtwide: 55%<br>• SED: 44%<br>• EL: 30%<br>• Foster Youth: 40%<br>• SWD: 25% | • Foster Youth: -1.7%<br>• SWD: -0.9%<br><br>2025 Distance from Baseline (Math):<br>• Districtwide: +1.1%<br>• SED: +1.6%<br>• EL: -8.4%<br>• Foster Youth: -16.5%<br>• SWD: -2.3% |
| 1.2 | Grade 3-8:<br>• ELA and Math SBAC Distance from Standard | 2023 SBAC ELA (Distance from Standard):<br>• Districtwide: 4.5<br>• SED: -9.2<br>• EL: -21.2<br>• Foster Youth: -36.4<br>• SWD: -86.1<br><br>2023 SBAC Math (Distance from Standard):<br>• Districtwide: -16.7 | 2024 SBAC ELA (Distance from Standard):<br>• Districtwide: 3.5<br>• SED: -11.5<br>• EL: -29.1<br>• Foster Youth: -59.4<br>• SWD: -90.4<br><br>2024 SBAC Math | 2025 SBAC ELA (Distance from Standard):<br>• Districtwide: 8.2<br>• SED: -6.3<br>• EL: -20.0<br>• Foster Youth: -55.3<br>• SWD: -88.4<br><br>2025 SBAC Math (Distance from Standard): | 2026 SBAC ELA (Distance from Standard):<br>• Districtwide: 20<br>• SED: 5<br>• EL: -5<br>• Foster Youth: -10<br>• SWD: -40<br><br>2026 SBAC Math (Distance from Standard): | 2025 Distance from Baseline (ELA — Distance from Standard):<br>• Districtwide: +3.7<br>• SED: +2.9<br>• EL: +1.2<br>• Foster Youth: -18.9<br>• SWD: -2.3<br><br>2025 Distance from Baseline |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • SED: -31.7<br>• EL: -40.8<br>• Foster Youth: -70.2<br>• SWD: -105.1 | (Distance from Standard):<br>• Districtwide: -15.9<br>• SED: -31.3<br>• EL: -44.2<br>• Foster Youth: -118.3<br>• SWD: -107.9 | • Districtwide: -16.3<br>• SED: -31.5<br>• EL: -41.1<br>• Foster Youth: -113.1<br>• SWD: -112.1 | • Districtwide: 5<br>• SED: -10<br>• EL: -20<br>• Foster Youth: -40<br>• SWD: -60 | (Math — Distance from Standard):<br>• Districtwide: +0.4<br>• SED: +0.2<br>• EL: -0.2<br>• Foster Youth: -42.9<br>• SWD: -7.0 |
| 1.3 | Grades 3-8:<br>• ELA and Math STAR Percentile Rank (PR) | 2024 STAR ELA (40 percentile and above):<br>• Districtwide: 53%<br>• SED: 47%<br>• EL: 23%<br>• Foster Youth: 41%<br>• SWD: 21%<br><br>2024 STAR Math (40 percentile and above):<br>• Districtwide: 70%<br>• SED: 61%<br>• EL: 54%<br>• Foster Youth: 57%<br>• SWD: 41%<br><br>Adjusted Baseline to increase to 50th percentile:<br>23-24 STAR ELA Tri 1 | 24-25 STAR Reading Tri 1 (50 percentile and above):<br>• Districtwide: 55%<br>• SED: 49%<br>• EL: 21%<br>• Foster Youth: 44%<br>• SWD: 19%<br><br>24-25 STAR Math Tri 1 (50 percentile and above):<br>• Districtwide: 61%<br>• SED: 56%<br>• EL: 40%<br>• Foster Youth: 46% | 2025 STAR Reading Tri 2 (50 percentile rank and above):<br>• Districtwide: 55%<br>• SED: 48%<br>• EL: 19%<br>• Foster Youth: 46%<br>• SWD: 17%<br><br>2025 STAR Math Tri 2 (50 percentile rank and above):<br>• Districtwide: 54%<br>• SED: 49%<br>• EL: 33%<br>• Foster Youth: 50% | 2027 STAR ELA (40 percentile and above):<br>• Districtwide: 70%<br>• SED: 60%<br>• EL: 50%<br>• Foster Youth: 50%<br>• SWD: 40%<br><br>2027 STAR Math (40 percentile and above):<br>• Districtwide: 80%<br>• SED: 70%<br>• EL: 65%<br>• Foster Youth: 65%<br>• SWD: 60% | Distance from Baseline (STAR Reading — 50th percentile and above):<br>• Districtwide: +8%<br>• SED: +8%<br>• EL: +8%<br>• Foster Youth: +2%<br>• SWD: +6%<br><br>Distance from Baseline (STAR Math — 50th percentile and above):<br>• Districtwide: -12%<br>• SED: -11%<br>• EL: -7% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | (50 percentile and above):<br>• Districtwide: 47%<br>• SED: 40%<br>• EL: 11%<br>• Foster Youth: 44%<br>• SWD: 11%<br><br>23-24 STAR Math Tri 1 (50 percentile and above):<br>• Districtwide: 66%<br>• SED: 60%<br>• EL: 40%<br>• Foster Youth: 60%<br>• SWD: 23% | • SWD: 25% | • SWD: 14% | Adjusted targets due to increase to 50th percentile:<br><br>2027 STAR ELA (50 percentile and above):<br>• Districtwide: 70%<br>• SED: 60%<br>• EL: 45%<br>• Foster Youth: 55%<br>• SWD: 40%<br><br>2027 STAR Math (50 percentile and above):<br>• Districtwide: 70%<br>• SED: 70%<br>• EL: 60%<br>• Foster Youth: 65%<br>• SWD: 50% | • Foster Youth: -10%<br>• SWD: -9% |
| 1.4 | Grades K-2:<br>• STAR Early Literacy percentile Rank (PR) | 2024 STAR Early Literacy (40 percentile and above)<br>• Districtwide: 60%<br>• SED: 54%<br>• EL: 45% | 24-25 Early Literacy Tri 1 (50 percentile and above):<br>• Districtwide: 54%<br>• SED: 48% | 2025 STAR Early Literacy Tri 2 (50 percentile rank and above):<br>• Districtwide: 51%<br>• SED: 45% | 2027 STAR Early Literacy (40 percentile and above)<br>• Districtwide: 70%<br>• SED: 60% | Distance from Baseline (STAR Early Literacy — 50th percentile and above):<br>• Districtwide: -6% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • Foster Youth: 86%<br>• SWD: 37%<br><br>Adjusted Baseline to increase to 50th percentile:<br>23-24 STAR Early Literacy Tri 1 (50 percentile and above)<br>• Districtwide: 57%<br>• SED: 50%<br>• EL: 36%<br>• Foster Youth: 40%<br>• SWD: 30% | • EL: 38%<br>• Foster Youth: 46%<br>• SWD: 30% | • EL: 36%<br>• Foster Youth: 60%<br>• SWD: 27% | • EL: 60%<br>• Foster Youth: 90%<br>• SWD: 50%<br><br>Adjusted targets due to increase to 50th percentile:<br><br>2027 STAR Early Literacy (50 percentile and above)<br>• Districtwide: 65%<br>• SED: 60%<br>• EL: 50%<br>• Foster Youth: 55%<br>• SWD: 45% | • SED: -5%<br>• EL: 0%<br>• Foster Youth: +20%<br>• SWD: -3% |
| 1.5 | English Learner progress<br>• Reclassification percentage rates | 2023-2024 Reclassification Rate:<br>• 16.1% (503/3118)<br>(corrected - Spring 2023 reclassification rate) | Spring 2024 Reclassification Rate:<br>• 17.9% | Spring 2025 Reclassification Rate:<br>• 30.8% | 2026-2027 Reclassification Rate:<br>• 20% | +12.9% |
| 1.6 | English Learning Progress<br>• % making progress towards English | 2023% Making progress towards English language proficiency:<br>• 53.9% | 2024 Making progress towards English language proficiency:<br>• 47.7% | 2025 Making progress towards English language proficiency:<br>• 47.7% | 2027 % Making progress towards English language proficiency:<br>• 60% | -6.2% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.7 | Implementation of Academic Standards | 2023-2024 Implementation of Academic Standards<br>• Standard Met | 2024-2025 Implementation of Academic Standards<br>• Standard Met | 2025-2026 Implementation of Academic Standards<br>• Standard Met | 2026-2027 Implementation of Academic Standards<br>• Standard Met | 0 |
| 1.8 | Professional Development:<br>• PD opportunities<br>• PD Attendance | 2023-2024 PD opportunities<br>• 36<br><br>2023-2024 PD Attendance<br>• 954 | 2024-2025 PD opportunities<br>• 39<br><br>2024-2025 PD Attendance<br>• 1,103 | 2025-2026 PD opportunities<br>• 47<br><br>2025-2026 PD Attendance<br>• 2,068 | 2026-2027 PD opportunities<br>• 70<br><br>2023-2024 PD Attendance<br>• 2000 | +11 PD Opportunities<br>+1,114 PD Attendance |
| 1.9 | PLC and SLT implementation data:<br>• PLC meeting frequency<br>• SLT meeting frequency | PLC meeting frequency<br>• 2 per month<br><br>SLT meeting frequency<br>• District level conferences: 1<br>• School site meetings: Once per month<br><br>Data Reflection Sessions: See year 2 for baseline | PLC meeting frequency<br>• 2 per month<br><br>SLT meeting frequency<br>• District level conferences: 2<br>• School site meetings: Once per month | PLC meeting frequency<br>• 2 per month<br><br>SLT meeting frequency<br>• District level conferences: 2<br>• School site meetings: Once per month<br><br>NEW Metric: Data Reflection Sessions<br>• 5 Data Reflection Sessions | PLC meeting frequency<br>• 1 per week<br><br>SLT meeting frequency<br>• District level conferences: 3<br>• School site meetings: Once per month<br><br>Adjusted outcome: Data Reflection Sessions - 4 | +1 District level conferences<br>N/A Data Reflection Sessions<br>PLC frequency: +2 per month |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.10 | Long Term English Learner | Number of 6+ years LTELs<br>• 88<br><br>Adjusted number of 6+ years LTELs<br>Spring 2023<br>• 298 | Spring 2024<br>Number of 6+ years LTELs<br>• 266 | Spring 2025<br>Number of 6+ years LTELs<br>• 450 | Number of 6+ years LTELs<br>• 40 | +184 LTEL's |
| 1.11 | Grade 5 & 8:<br>• CAST Proficiency Rates | 2023 CAST (Proficiency Rate):<br>• Districtwide: 30.2%<br>• SED: 19.3%<br>• EL: 2.3%<br>• Foster Youth: 8.8%<br>• SWD: 8.7% | 2024 CAST (Proficiency Rate):<br>• Districtwide: 35.5%<br>• SED: 11.7%<br>• EL: 2.3%<br>• Foster Youth: NA due to low number of students<br>• SWD: 11.7% | 2025 CAST (Proficiency Rate):<br>• Districtwide: 37.5%<br>• SED: 31.4%<br>• EL: 1.9%<br>• Foster Youth: In order to protect student privacy, data is suppressed because fewer than 11 students tested.<br>• SWD: 11.7% | 2026 CAST (Proficiency Rate):<br>• Districtwide: 40%<br>• SED: 30%<br>• EL: 20%<br>• Foster Youth: 20%<br>• SWD: 20% | Distance from Baseline (CAST Proficiency Rate):<br>• Districtwide: +7.3%<br>• SED: +12.1%<br>• EL: -0.4%<br>• Foster Youth: N/A — data suppressed in 2025<br>• SWD: +3.0% |
| 1.12 | Instructional Resources and Programs developed for UPC and SWD | 2023-2024 Instructional Resources and Programs developed for UPC and SWD: | 2024-2025 Instructional Resources and Programs | 2025-2026 Instructional Resources and Programs | 2026-2027 Instructional Resources and Programs | +6 Supplemental Personnel<br>-2 Supplemental Instructional Materials |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • Supplemental Personnel: 39 (e.g. Counselors, PSTs, USTs, Community Liaisons etc.)<br>• Supplemental Instructional Materials: 16 (e.g. ST Math, READ I80, Imagine Learning, etc.)<br>• Social-emotional Platforms: 3 (e.g. Mind up, Second Step, etc.)<br>• Parent Symposiums: 2 per year<br>• Communication /Instructional platforms: 5 (e.g. See Saw, Nearpod, etc.)<br><br>25-26 - Remove Parent Symposiums: 2 per year, and add Parent Engagement Events: 1 per year | developed for UPC and SWD:<br>• Supplemental Personnel: 45 (e.g. Counselors, PSTs, USTs, Community Liaisons etc.)<br>• Supplemental Instructional Materials: 16 (e.g. ST Math, READ I80, Imagine Learning, etc.)<br>• Social-emotional Platforms: 3 (e.g. Mind up, Second Step, etc.)<br>• Parent Symposiums: 1 per year | developed for UPC and SWD:<br>• Supplemental Personnel: 45 (e.g. Counselors, PSTs, USTs, Community Liaisons etc.)<br>• Supplemental Instructional Materials: 14 (e.g. ST Math)<br>• Social-emotional Platforms: 3 (e.g. Mind up, Second Step, etc.)<br>• Parent Engagement Events: 1<br>• Communication/Instructional platforms: 5 (e.g. | developed for UPC and SWD:<br>• Supplemental Personnel: 39 (e.g. Counselors, PSTs, USTs, Community Liaisons etc.)<br>• Supplemental Instructional Materials: 16 (e.g. ST Math, READ I80, Imagine Learning, etc.)<br>• Social-emotional Platforms: 3 (e.g. Mind up, Second Step, etc.)<br>• Parent Symposiums: 3 per year | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | • Communication/Instructional platforms: 5 (e.g. See Saw, Nearpod, etc.) | See Saw, Nearpod, etc.) | • Communication/Instructional platforms: 5 (e.g. See Saw, Nearpod, etc.) | |
| 1.13 | Long Term English Learner (LTEL) progress | New Baseline | Spring 2024<br><br>Chronic Absenteeism - 12.6%<br>Suspension Rate - 10.5%<br>ELPI - 15.1%<br>ELA - 85.5 points below standard<br>Math - 112.2 points below standard<br>Science - 25.7 points below standard | 2025<br>Chronic Absenteeism - 11.9%<br>Suspension Rate - 1.5%<br>ELPI – 47.7% making progress<br>ELA - 8.2 points above standard<br>Math - 16.3 points below standard<br>Science - 55.2 points below standard | | Chronic Absenteeism: -0.7%<br>Suspension Rate: -9.0%<br>ELPI: +32.6%<br>ELA: +93.7 points<br>Math: +95.9 points<br>Science: -29.5 points |

# 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.

Goal 1 Analysis

STAR ELA, Math, and Early Literacy assessments, as well as SBAC ELA and Math results, we are able to identify where our students need additional support and recognize the growth happening across our schools. The work we began through our standards and curriculum alignment initiative “Elevate,” included a study of our systems. This year we focused on aligning those systems. As we enter the next phase of our initiative, we are seeing progress that reflects that this multi-year investment is critical to our work with students. Strengthening Tier I

instruction, aligning curriculum to State standards, and building assessments that directly measure student learning remain our north star as we continue this work.

Our SBAC results reflect a slight positive overall trend. While we recognize that there is still significant ground to cover, these upward movements affirm that we are moving in the right direction. Each percentage point of growth represents real students making real progress, and we do not take that lightly. At the same time, we remain clear-eyed about the work that remains. Our foster youth and students with disabilities continue to face significant challenges, and their data reminds us that incremental progress is not enough for every student. They need intentional, consistent, and well-resourced support every single day. We are actively examining the barriers these student groups face and working to ensure that our Tier I instruction, intervention systems, and supplemental supports are designed with their needs at the forefront. Closing these gaps is central to our efforts moving forward as we believe every child is capable of achieving their full potential.

One of the most encouraging outcomes this year came from our English learner data. Our reclassification rate climbed to 30.8% in Spring 2025, up from 17.9% in Year 1 and just 16.1% at our baseline. This growth is the direct result of our efforts to remove unnecessary barriers from the reclassification process and ensure it genuinely reflects what students know and can do in both language and academics. We will continue refining our supports to accelerate progress for English learners who are still working toward proficiency.

The strength of our professional learning systems was also evident this year. Forty-seven professional development opportunities were offered districtwide, drawing 2,068 total participants, which is nearly double the 1,103 attendees from Year 1. Our PLC and SLT structures provide consistent, ongoing opportunities for teachers and leaders to collaborate, analyze data, and refine instruction. These collaboration structures are pivotal to the success of our students and the quality of our instruction.

Providing the right resources to the right students at the right time continues to guide how we invest in instructional support. Our instructional specialists work alongside classroom teachers every day, modeling effective practices, supporting curriculum alignment, and leading data-driven conversations that translate directly into improved outcomes for students. We continue to focus on our most vulnerable learners and their coordinated care across every school site.

All actions will implemented successfully and we experienced no challenges.

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.

Westminster School District did not have major material differences between budgeted expenditures and estimated actual expenditures. The minor differences were due to the availability of one-time funds that provided an alternative to LCFF budgeted expenditures. Additionally, due to challenges, some of the allocated funds weren't fully spent, thus some estimated actual expenditures may be slightly lower than the budgeted expenditures.

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

Metrics 1.1, 1.6, 1.7, and 1.8 — Instructional Program, Specialty Programs, Arts Program, and Curriculum Alignment: WSD remains deeply committed to providing a rich, well-rounded instructional experience for every student. This year, we continued to strengthen our core instructional program while expanding the specialty pathways that make our district a place where students feel engaged, connected, and

inspired. Our visual and performing arts (VAPA) programs continue to thrive districtwide, offering students meaningful opportunities to explore creative expression and develop skills that extend far beyond the classroom. Our dual language immersion programs have continued to grow in both quality and community demand, and we are proud to announce that based on stakeholder engagement and community surveys, last year we expanded our Spanish and Vietnamese dual language sites to Finley Elementary School and Anderson Elementary, respectively. These programs, alongside our STEM offerings, Gifted and Talented Education (GATE), college and career readiness initiatives, and leadership development programs, reflect our belief that every student deserves an educational pathway that meets them where they are and challenges them to go further.

Central to our instructional work this year has been our continued work with standards and curriculum alignment. Our partners at Orenda Education worked directly alongside Educational Services staff, teachers, and principals to align our Tier I instruction to California State content standards through a structured, multi-layered approach. Building on the foundation of last year's Baseline Systems Study, we continued to provide professional development to deepen staff understanding of the study's findings and translate them into meaningful instructional shifts in the classroom. Educators received targeted professional development in California Common Core State Standards through this work, with dedicated attention to the unique needs of our English Learners and Long-Term English Learners, ensuring that alignment efforts are both rigorous and equitable. Beyond professional development, Orenda consultants provided direct curriculum alignment support and assessment development support, helping us build coherent, standards-aligned systems that give teachers clarity and students consistency across every school site. Principals received ongoing, job-embedded coaching throughout the year, ensuring that the curriculum alignment process is not a one-time event but a sustained and supported practice. This work has been particularly meaningful for our Foster Youth, whose needs are directly addressed through this effort as part of our Differentiated Assistance commitments. Together, these components represent a comprehensive and cohesive approach to providing a guaranteed and viable curriculum while prioritizing a high-quality Tier I instructional system that is equitable, aligned, and built to serve every student.

Metric 1.2 — Differentiated Instruction: Meeting the needs of every learner requires more than intentional, responsive teaching practices that adapt to where each student is. This year, we continued to build the capacity of our teachers to deliver differentiated instruction that addresses the academic, linguistic, and social-emotional needs of all students. Through targeted professional development, coaching from instructional specialists, and the use of data to drive instructional decisions, our teachers are increasingly equipped to provide learning experiences that are both rigorous and accessible. We have placed particular emphasis on ensuring that our English Learners, students with disabilities, and Foster Youth receive instruction that is purposefully designed to accelerate their growth.

Metric 1.3 — PLCs: Professional Learning Communities continued to serve as a cornerstone of our instructional improvement work this year. PLCs meet regularly, providing teachers and leaders with consistent, structured time to collaborate, analyze student data, and refine their instructional approaches. With five District Resource Specialists supporting site-level collaboration, and 47 professional development opportunities offered districtwide with 2,068 total participants, our professional learning systems are stronger than ever. These structures are the foundation for the collaboration upon which improved student outcomes are built.

Metric 1.4 — Districtwide Initiatives: This year, our districtwide initiatives reflected a focused and coordinated effort to raise the quality of instruction, strengthen school culture, and expand opportunities for all students. From curriculum alignment to community engagement, each initiative was grounded in data and driven by a shared commitment to equity. Our work with Orenda Education continued to support a framework for coherence across schools, while our investments in supplemental programs, instructional personnel, and communication

systems ensured that supports were available at every level. As we look ahead, we will continue to build on these efforts with the same sense of urgency and purpose that has defined this chapter of our district's work.

Metric 1.5 — MTSS: Our Multi-Tiered System of Supports continued to evolve and deepen this year, as we worked to ensure that every student receives the right level of support at the right time. We maintained a strong focus on the quality of Tier I instruction as the foundation of our MTSS framework, while continuing to refine our Tier II and Tier III intervention systems to ensure they are clearly defined, consistently implemented, and closely monitored. A majority of our schools continued to advance in their PBIS recognition levels, reflecting meaningful progress in building positive, predictable school climates. Our Expanded Learning Opportunities Program continued to provide enriching after-school experiences that reinforce learning and support the whole child, while our Early Learning Department extended that commitment even further by supporting children from birth through age four within our district. Together, these efforts reflect our commitment to creating inclusive, supportive environments where every student has the opportunity to succeed.

Metric 1.9 - Added Data Reflection Sessions to this metric.

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

The following are changes that were made to our Metrics/Actions:

+Metric 1.9 - Adjusted baseline to include Data Reflection Sessions (DRS)

+LREBG - No LREBG funds are anticipated to be available in the 26-27 school year.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.1** | Instructional Program | Create, implement, and continually improve a district-wide plan for instructional programs, strategies, and assessment tools ensuring all learners achieve grade level proficiency in all core subject areas (Literacy, Language Arts, Math, Science, Social Studies, PE, and Electives).<br>a) Continue to support the implementation of the state academic standards and aligned instructional materials.<br>b) Develop and/or expand instructional programs and initiatives that promote college and career readiness. | $9,946,807.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | c) Continue to expand Advance Via Individual Determination (AVID) district-wide implementation.<br>d) Expansion of Science, Technology, Engineering, Arts and Math (STEAM) programs.<br>e) Develop and expand computer science during and after school.<br>f) Instructional materials for specialized programs and initiatives.<br>g) Writing across content areas<br>h) Implementation of a District wide research-based English Learner instructional program.<br>i) Focus on increasing proficiency rates and distance from standard as measured by the SBAC districtwide and to support our at risk student subgroups (English Learners, Foster Youth, Socioeconomically disadvantaged, students with disability). In addition the following schools have at least one subgroups that obtained a red indicator in the SBAC indicator: Anderson (Math and ELA-Hispanics), Stacey MS (Math and ELA - SWD), Warner MS (ELA-SWD), and Webber ES (Math and ELA - Hispanic). | | |
| **1.2** | Differentiated Instruction | Provide timely and effective differentiated instructional practices that monitor progress, inform teaching practices, and ensure student growth.<br>a) Develop District English Language Development (ELD) Master Plan for teaching and learning.<br>b) Increase and calibrate supports for the effective implementation of designated and integrated ELD instruction for all students.<br>c) Expansion of integrated technology to support a blended learning environment.<br>d) Maintenance of a systemic District-wide intervention program to support student learning.<br>e) Summer Learning Recovery Program (SLRP) specifically targeting Socio-Economically Disadvantaged (SED), English Learners (EL), and Foster Youth (FY) students.<br>f) Depth and Complexity Framework - increase the use of the depth and complexity icons to support differentiation in the classroom<br>g) Improve language acquisition programs to support Long-Term English Leaners (LTELs) | $15,075,487.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Through our standards and curriculum alignment WSD will ensure that English learners will be able to access the common core state standards and ELD standards to attain academic content knowledge and English language proficiency. | | |
| **1.3** | PLCs | Collaborate as a Professional Learning Community to determine guaranteed viable curriculum, create common assessments, analyze results, and share and adjust instructional practices.<br>a) Support professional collaboration at all levels across the District with time and resources through a collaborative process: Site Administrators, grade level teams, classified teams, department teams.<br>b) Allow collaboration time for teachers within the school day. | $524,448.00 | No |
| **1.4** | Districtwide Initiatives | Refine and build commitment to fidelity of district-wide initiatives and ongoing professional development that support the teaching of content area standards and curriculum.<br>a) Implement Write from the Beginning to support writing across the content areas<br>b) Expand and support AVID-WICOR(Writing, Inquiry, Collaboration, Organization, and Reading) strategies<br>c) Support and Sustain the PLC process<br>d) Expansion of CGI (Cognitively Guided Instruction) in Math | $719,779.00 | No |
| **1.5** | MTSS | Deliver intentional targeted Multi-Tiered Systems of Support and interventions for all students to close the achievement gap through evidence-based instructional strategies and differentiated instruction.<br>a) Implement a District-wide MTSS system of support to support students' academic, behavior, and social-emotional needs; specifically targeting SED, EL, and FY.<br>b) Increase RtI academic supports and interventions at all sites.<br>c) Support the unique needs of McKinney-Vento/homeless students and foster youth:  academic supports and family resource referrals. | $7,935,426.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | d) Continued implementation of District wide behavior expectations using Positive Behavior Interventions and Supports (PBIS) framework.<br>e) Expand support programs to enhance students' social emotional skills, specifically Tier II and III behavior supports and school connectedness.<br>f) Support Expanded Learning Opportunity Programs specifically targeting Socio-Economically Disadvantaged (SED), English Learners (EL), and Foster Youth (FY) students.<br><br>This action will directly support the needs of our Foster Youth, through Differentiated Assistance. | | |
| **1.6** | Specialty Programs | Concurrent with instructional coherence, expand and create targeted innovative specialty programs across all schools in the district that cultivate critical and creative thinking by integrating problem-based learning opportunities to attract and retain students.<br>a) WSD will implement specialty schools at all school sites<br>b) WSD will continue to support the following Specialty Program categories:<br>i) Dual Language Immersion<br>ii) STEM<br>iii) Arts Education<br>iv) GATE<br>v) College and Careers; specifically targeting Socio-Economically Disadvantaged (SED), English Learners (EL), and Foster Youth (FY) students.<br>vi) Virtual Learning Program<br>vii) Innovative Instructional Programs<br>viii) Community Service/Engagement Programs | $2,500,428.00 | Yes |
| **1.7** | Arts Program | Establish a comprehensive district-wide arts program for all students.<br>a) Refine available resources to provide student opportunities in music.<br>b) Sustain and expand the implementation of a District-wide music education program.<br>c) Expansion of the Art disciplines district-wide | $3,409,965.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **1.8** | Standards and Curriculum Alignment | Through Standards and Curriculum Alignment, Educational Services staff, teachers, and principals will receive targeted support to ensure Tier I instruction is coherently and consistently aligned with State content standards. This includes:<br><br>1) Professional development in areas of California Common Core State Standards - including support for our English Learners and LTEL's<br>2) Curriculum Alignment support<br>3) Acceleration Formula implementation<br>3) Assessment support<br>4) Data Reflection Sessions<br>5) Ongoing coaching for Principals and staff to support the standards and curriculum alignment process | $250,000.00 | No |
| **1.9** | | | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | Student and Staff Safety & Wellness: Student and staff safety and wellness are essential components of an environment that is conducive to teaching and learning. WSD promotes a culture of emotional health, safety, and well-being where our educational community thrives. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

LCAP goals and actions were developed through a collaborative process where all stakeholders, including parents, community members, and staff, had the opportunity to consult, advise, and help develop LCAP goals and actions. Through this collaborative effort, the ELA chose to prioritize Goal 2 for the following reasons:

1. WSD will provide a holistic education for students: academically, socially and emotionally as demonstrated by academic indicators, student leadership opportunities, social skill program data and discipline data. The middle school dropout rate average is less than three students annually. However, school connectedness continues to be an area of concern identified on the student results of the California Healthy Kids Survey.

2. Currently, each site creates an annual parent involvement matrix. The data indicates a need for more parent communication, involvement and education at all sites.

3. Regular school attendance is vital to raising student achievement and sustaining state funding for the District. The current District attendance rate is 95.1% (as of 3/10/24) and the Chronic Absenteeism rate is 17.1% (2022-2023). There has been a decrease in suspensions this school year. There is a continued need to improve the current attendance rate while at the same time decreasing suspension and chronic absenteeism rates.

4. Goal addresses the following State Priorities: Priority 1: Basic (Conditions of Learning), Priority 3: Parental Involvement (Engagement), Priority 5: Pupil Engagement (Engagement), Priority 6: School Climate (Engagement).

5. Over 5,000 survey respondents informed us that they value and would like the District to fund programs that will improve parent, student, and school communication

- Include families in school decisions (77% Agree or Strongly Agree)

- Offer community and family engagement opportunities (80% Agree or Strongly Agree)
- Communicate with families through multiple means (93% Agree or Strongly Agree)

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Parent Engagement<br>• District parent meetings participation | 2023-2024 DAC & DELAC:<br>• Number of meetings held: 4<br>• Average parent attendees: 18<br><br>Addition<br>• Overall average number of attendees: 18 | 2024-2025 DAC & DELAC:<br>• Number of meetings held: 6<br>• Average parent attendees : 14<br>• Average overall attendees : 28 | 2025-2026 DAC & DELAC:<br>• Number of meetings held: 7<br>• Average parent attendees : 6<br>• Overall average number of attendees : 18 | 2026-2027 DAC & DELAC:<br>• Number of meetings held: 6<br>• Average parent attendees : 50 | +3 Meetings<br>-12 Avg Parent Attendees |
| 2.2 | Attendance:<br>• Overall daily attendance | 2022-2023 Overall Daily Attendance:<br>• District: 93.56%<br>• SED: 93.26%<br>• EL: 93.41%<br>• Foster Youth: 90.57%<br>• SWD: 90.51%<br>• Black/AA: 87.89%<br>• Hispanic: 91.99%<br>• Pacific Islander: 90.37% | As of June 30, 2024 - Overall Daily Attendance:<br>• District: 94.4%<br>• SED: 94.4%<br>• EL: 94.3%<br>• Foster Youth: 90.7%<br>• SWD: 92.2%<br>• Black/AA: 69.7%<br>• Hispanic: 93.0% | 2024-2025 Overall Daily Attendance:<br>• District: 95.5%<br>• SED: 95.2%<br>• EL: 95.4%<br>• Foster Youth: 92.3%<br>• SWD: 93.8%<br>• Black/AA: 92.8%<br>• Hispanic: 94.3% | 2025-2026 Overall Daily Attendance:<br>• District: 97%<br>• SED: 96%<br>• EL: 96%<br>• Foster Youth: 95%<br>• SWD: 95%<br>• Black/AA: 95%<br>• Hispanic: 95%<br>• Pacific Islander: 95% | Overall Daily Attendance<br>District: +1.94%<br>SED: +1.94%<br>EL: +1.99%<br>Foster Youth: +1.73%<br>SWD: +3.29%<br>Black/AA: +4.91%<br>Hispanic: +2.31%<br>Pacific Islander: +1.43% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | • Pacific Islander: 88.0% | • Pacific Islander: 91.8% | | |
| 2.3 | Attendance:<br>• Chronic Absenteeism | 2022-2023 Chronic Absenteeism:<br>• District: 17.1%<br>• SED: 19.5%<br>• EL: 19.1%<br>• Foster Youth: 17.6%<br>• SWD: 30.9%<br>• Black/AA: 44.9%<br>• Hispanic: 24.3%<br>• Pacific Islander: 38% | As of June 30, 2024 - Chronic Absenteeism:<br>• District: 11.4%<br>• SED: 13.2%<br>• EL: 11.0%<br>• Foster Youth: 35.2%<br>• SWD: 19.8%<br>• Black/AA: 39.5%<br>• Hispanic: 15.6%<br>• Pacific Islander: 31.3% | 2024-2025 Chronic Absenteeism<br>• District: 10.9%<br>• SED: 12.7%<br>• EL: 10.8%<br>• Foster Youth: 27.9%<br>• SWD: 18.7%<br>• Black/AA: 40%<br>• Hispanic: 15.6%<br>• Pacific Islander: 39.1% | 2025-2026 Chronic Absenteeism:<br>• District: 5%<br>• SED: 10%<br>• EL: 10%<br>• Foster Youth: 10%<br>• SWD: 15%<br>• Black/AA: 20%<br>• Hispanic: 10%<br>• Pacific Islander: 15% | Chronic Absenteeism<br>District: -6.2%<br>SED: -6.8%<br>EL: -8.3%<br>Foster Youth: +10.3%<br>SWD: -12.2%<br>Black/AA: -4.9%<br>Hispanic: -8.7%<br>Pacific Islander: +1.1% |
| 2.4 | Discipline:<br>• Suspension Rate | 2022-2023 Suspension Rate<br>• District: 3.4%<br>• SED: 4%<br>• EL: 3.7%<br>• Foster Youth: 13.6%<br>• SWD: 5.7%<br>• Black/AA: 11.4% | As of June 30, 2024 - Suspension Rate<br>• District: 2.2%<br>• SED: 2.6%<br>• EL: 2.4%<br>• Foster Youth: 6.8%<br>• SWD: 4.7% | 2024-2025 Suspension Rate<br>District: 2.1%<br>• SED: 2.4%<br>• EL: 2.6%<br>• Foster Youth: 7.9%<br>• SWD: 4.0%<br>• Black/AA: 10.6% | 2025-2026 Suspension Rate:<br>• District: 2%<br>• SED: 2%<br>• EL: 2%<br>• Foster Youth: 2%<br>• SWD: 3%<br>• Black/AA: 3% | Suspension Rate<br>District: -1.3%<br>SED: -1.6%<br>EL: -1.1%<br>Foster Youth: -5.7%<br>SWD: -1.7%<br>Black/AA: -.8% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | • Black/AA: 9.1% | | | |
| 2.5 | Discipline:<br>• Expulsion Rate | 2022-2023 Expulsion Rate:<br>• District: 0%<br>• SED: 0%<br>• EL: 0%<br>• Foster Youth: 0%<br>• SWD: 0%<br>• Black/AA: 0% | As of June 30, 2024 - Expulsion Rate:<br>• District: 0%<br>• SED: 0%<br>• EL: 0%<br>• Foster Youth: 0%<br>• SWD: 0%<br>• Black/AA: 0% | 2024-2025 Expulsion Rate District: 0%<br>• SED: 0%<br>• EL: 0%<br>• Foster Youth: 0%<br>• SWD: 0%<br>• Black/AA: 0 % | 2025-2026 Expulsion Rate:<br>• District: 0%<br>• SED: 0%<br>• EL: 0%<br>• Foster Youth: 0%<br>• SWD: 0%<br>• Black/AA: 0% | 0 |
| 2.6 | School Climate Survey Participation | 2023-2024 School Climate Survey Participation<br>• Staff: 546<br>• Students: 1235<br>• Parents: 746<br><br>Modification - Remove staff and parent participation. See explanation below. | 2024-2025 School Climate Survey Participation<br>• Students: 2256 | 2025-2026 School Climate Survey Participation<br>• Students: 2294 | 2026-2027 School Climate Survey Participation<br>• Staff: 700<br>• Students: 1500<br>• Parents: 1500<br><br>Modification - Remove staff and parent participation. See explanation below. | Students: +1,059 |
| 2.7 | •8th Grade Dropout Rate | 2023-2024 8th Grade Dropout Rate<br>• 0% | As of June 30, 2024 - 8th Grade Dropout Rate<br>• 0% | 2024-2025 8th Grade Dropout Rate<br>• 0% | 2026-2027 8th Grade Dropout Rate<br>• 0% | 0 |

# 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.

In Year 2, WSD continued to make meaningful progress in the areas of parent engagement, attendance, discipline, and student wellness. Parent engagement through DAC and DELAC remained consistent. The decision made at the end of Year 1 to split DAC and DELAC into two separate meetings has allowed us to connect with additional parents to provide them with more focused opportunities to engage and give feedback. Average overall attendance at these meetings continues to grow, which reflects the positive impact of having community liaisons present to support our families at both meetings and help parents feel welcomed and informed.

Daily attendance improved across every student group in Year 2, with districtwide attendance reaching 95.5% (a gain of nearly two percentage points from the baseline of 93.56%). Notable gains were made among our Black/African American students (+4.91%) and Students with Disabilities (+3.29%), reflecting the sustained effectiveness of attendance campaigns, SART and SARB processes, and the strong relationships our site principals maintain with families. While all groups improved, Pacific Islander students, at 91.8%, remain below the district average and will continue to be a focus heading into Year 3.

Chronic absenteeism showed significant improvement for most subgroups, with districtwide rates dropping from 17.1% to 10.9% (a reduction of 6.2% from baseline). The most dramatic improvement was among Black/African American students, whose chronic absenteeism fell by 30.6%, a remarkable outcome that reflects the impact of targeted outreach and intervention. However, Foster Youth chronic absenteeism increased by 10.3% from baseline, rising to 27.9%. This remains an area of concern. The district is actively utilizing Differentiated Assistance support and conducted a root cause analysis, leading to the hiring of a Director of Whole Child, Family and Community Engagement. We look forward to the results at the end of the 25-26 school year, as current data trends show increased attendance and lower chronic absenteeism rates.

Suspensions decreased across all student groups in Year 2, with the districtwide rate falling to 2.1% (a reduction of 1.3% from baseline). These results reflect the continued effectiveness of our PBIS program and the use of alternative means of correction across all school sites. Foster Youth suspensions saw the largest reduction at 5.7 percentage points below baseline, though this subgroup continues to carry the highest suspension rate in the district at 7.9% and will remain a priority focus. The district also maintained a zero expulsion rate for the second consecutive year, and our 8th grade dropout rate remains at zero, reflecting the strength of our student support systems and school connectedness efforts.

School Climate Survey participation among students grew to 2,294 in Year 2, an increase of 1,059 students above the baseline of 1,235, demonstrating that more students are actively sharing their perspectives on safety, well-being, and school culture. This data continues to be a valuable tool in shaping the programs and interventions that support student success and foster a positive school environment districtwide.

All actions will implemented successfully and we experienced no challenges.

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.

Westminster School District did not have major material differences between budgeted expenditures and estimated actual expenditures. The minor differences were due to the availability of one-time funds that provided an alternative to LCFF budgeted expenditures. Additionally, due to challenges, some of the allocated funds weren't fully spent, thus some estimated actual expenditures may be slightly lower than the budgeted expenditures.

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

Action 2.1, Diversity, Equity, and Inclusion, lays the foundational conditions that support positive outcomes across all Goal 2 metrics. By offering a full continuum of inclusive programs, fostering community connections, and providing professional development for educators the district creates the welcoming and equitable school climate that is reflected in growing School Climate Survey participation (Metric 2.6). When students and families feel seen, respected, and included, they are more likely to attend school consistently, engage with staff, and remain connected to their school community, all of which are intertwined across Metrics 2.2, 2.3, and 2.7.

Action 2.2, Social Emotional Supports, connects most directly to the discipline and school climate metrics. The districtwide implementation of PBIS, combined with full-time counselors at every school site providing individual and group support, data-driven behavioral interventions, and tiered SEL programming, is pivotal to the suspension reductions recorded in Metric 2.4. With districtwide suspension rates falling to 2.1% in Year 2 (a reduction of 1.3% from baseline) and every subgroup showing improvement, the systematic and measurable approach embedded in this action is producing clear results. The zero-expulsion rate sustained in Metric 2.5 further affirms that students are receiving the behavioral support they need before situations escalate. Additionally, by recognizing and rewarding positive behavior and building students' social-emotional skills, this action contributes to students feeling safe and willing to attend school.

Action 2.3, Family Supports, directly drives the parent engagement outcomes measured in Metric 2.1. By expanding parent education opportunities and ensuring all communications are provided in families' home languages (with a particular focus on SED, EL, and Foster Youth families) the district has strengthened the home-school connection. The presence of community liaisons, who serve as trusted bridges between the district and its English Learner families, contributes as well to the growth in overall average meeting attendance.
Action 2.4, Safety, directly supports the discipline outcomes in Metrics 2.4 and 2.5, as well as the school climate data captured in Metric 2.6. By maintaining consistent safety systems across all campuses, deploying a School Resource Officer to support safety planning and response, and providing professional development in disaster preparedness and behavior management, the district creates a secure environment that allows students to focus on learning and staff to focus on teaching. The sustained investment in Noon Time Supervisors and the ongoing work of the School Safety Committee ensure that safety is not reactive but proactive, which is reflected in the continued reduction of suspension rates across all subgroups and the maintained zero expulsion rate. Schools where students feel safe are also schools where students show up — making this action a supporting factor in the attendance gains reflected in Metric 2.2.

Action 2.5, Attendance, is the most direct driver of the outcomes measured in Metrics 2.2 and 2.3. The district's proactive, multi-tiered approach to promoting daily attendance which includes districtwide campaigns, site-level attendance incentives, SART, SARB meetings with the District Attorney, Saturday Academy, and community liaison outreach produced measurable gains across every student subgroup in Year 2. In addition to these programs district trophies and additional funding were awarded to sites with increased attendance, which was an

additional motivational factor for students and staff. Foster Youth chronic absenteeism remains an area of concern at 27.9%, and the district is actively working with Differentiated Assistance to support and target our efforts in these areas.

Action 2.6, Nutrition Services, supports attendance and wellness outcomes across Metrics 2.2 and 2.3 by addressing food insecurity, which is one of the most fundamental barriers to daily school participation. By providing breakfast and lunch at no cost to all students, WSD ensures that students arrive in their classrooms ready to learn at the beginning of each day and are nourished throughout the day. The expansion of services using Kitchen Infrastructure and Training Grant funds has further strengthened this foundation, and the district's continued full compliance with USDA and CDE regulations ensures these supports remain reliable and accessible for every student across all school sites.

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

The current goals, metrics, targets outcomes and actions will remain the same for the 26-27 school year as no substantial changes to the structure of Goal 2 are required, outside of minor adjustments. We will continue to maintain and build upon the successful work that we see from year two of this LCAP cycle.

**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** | Diversity, Equity, and Inclusion | Integrate the importance of diversity, equity, and inclusion in all aspects of school life to promote respect and acceptance.<br>a) Continue to offer full continuum of programs and services within inclusive settings<br>b) Promote diversity, equity and inclusion initiatives at all school sites<br>c) Foster connections with the local community to promote diversity and inclusivity.<br>d) Promote professional development opportunities for educators to stay informed about diversity, equity and inclusion. | $174,460.00 | No |
| **2.2** | Social Emotional Supports | Implement a systematic and measurable approach to guarantee students and staff are supported socially, emotionally, and behaviorally in all school environments.<br>a) Districtwide school-based counseling services | $3,613,415.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | b) Provide access to qualified school counselors who can offer individual and group counseling to students.<br>c) Use data-driven approaches to assess and address behavioral issues.<br>d) Recognize and reward students for demonstrating positive behavioral traits, specifically targeting Socio-Economically Disadvantaged (SED), English Learners (EL), and Foster Youth (FY) students.<br>e) Implement a districtwide social-emotional learning (SEL) curriculum along with tiered SEL interventions<br>f) Integrate evidence-based SEL programs into the curriculum to teach students essential life skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.<br>g) Provide ongoing training for educators on understanding and implementing social-emotional learning strategies.<br>h) Implement assessments to gauge the overall school climate and identify areas for improvement. | | |
| **2.3** | Family Supports | Promote awareness and guidance to families of available resources and utilize strategies to meet individual students' basic needs.<br>a) Continue to offer and expand parent education opportunities.<br>b) Develop and conduct a districtwide Parent Conference.<br>c) Continue to provide communications in families' home languages; specifically targeting Socio-Economically Disadvantaged (SED), English Learners (EL), and Foster Youth (FY) students. | $264,835.00 | Yes |
| **2.4** | Safety | Ensure the ongoing safety of students and staff with consistent and comprehensive district-wide systems and up-to-date procedures.<br>a) Sustain focus on school safety.<br>b) Analyze and implement recommendations for facilities/equipment safety.<br>c) Continue to provide professional development and resources related to disaster preparedness and student behavior management.<br>d) School Resource Officer to support schools<br>e) Campus Supervision Assistants to support schools<br>f) WSD has one subgroup (Foster Youth" earning a red indicator for suspension rate. In addition, the following schools have at least one subgroups that obtained a red indicator: Clegg (SWD) Stacey MS (EL and Homeless Youth), Johnson MS (Schoolwide, EL, SED, SWD, Hispanic, | $3,129,052.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | and White), and Warner MS (EL). WSD will implement strategies to decrease suspension rates districtwide and focus its efforts in supporting specific schools with at-risk student subgroups: English Learners, Foster Youth, Homeless youth, Socioeconomically disadvantaged, students with disability, Hispanic, and African American. | | |
| **2.5** | Attendance | Create an environment that promotes daily attendance, fosters a sense of connectedness, and ensures that every student feels motivated and supported to attend school consistently through proactive measures, collaboration with families, and targeted interventions.<br>a) Promote districtwide positive student attendance.<br>b) Sustain the District Truancy Program.<br>c) Expand the Saturday Academy attendance program.<br>d) Sustain Student Attendance Review Team (SART) and Student Attendance Review Board (SARB) programs.<br>e) Professional development to support positive attendance programs, specifically targeting Socio-Economically Disadvantaged (SED), English Learners (EL), and Foster Youth (FY) students.<br>f) Community Liaisons provide parents with attendance supports and monitoring.<br>g) WSD several subgroups earn a red indicator for chronic absenteeism (SWD, African American, and Hispanic students). In addition, several WSD schools have at least one subgroups that obtained a red indicator: Clegg ES (SWD), Anderson ES (Schoolwide, SED, SWD, Hispanic), DeMille ES (Hispanic), Eastwood ES (Schoolwide, EL, SED, SWD, Hispanic, White), Stacey MS (Homeless Youth, Hispanic), Hayden ES (EL, Homeless Youth, SED, SWD, Asian), Johnson MS (Schoolwide, EL, SED, SWD, Hispanic), Meairs ES (Schoolwide, EL, SED, SWD, Hispanic), Schmitt ES (Schoolwide, EL, Homeless Youth, SED, SWD, Hispanic), Warner MS (SWD, Hispanic), Webber ES (Schoolwide, EL, Homeless Youth, SED, SWD, Hispanic). WSD will implement strategies to improve chronic absenteeism districtwide and focus its efforts in supporting at-risk student subgroups: English Learners, Foster Youth, Homeless youth, Socioeconomically disadvantaged, students with disability, Hispanic, and African American. | $261,445.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | This action will directly support the needs of our Foster Youth, through Differentiated Assistance. | | |
| **2.6** | Nutrition Services | Ensuring the Cafeteria services to the students offer fresh and nutritious options that adhere to or exceed current State and Federal Guidelines.<br>a) Ensure students are nourished and ready to learn in the classroom.<br>b) Provide breakfast and lunch meals to students at no cost.<br>c) Promote nutrition education for students to build healthy habits.<br>d) Maintain good standing in accordance with USDA/CDE School Nutrition Program regulations.<br><br>Funds here include fund 13. | $9,793,495.00 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | Fiscal Solvency & Organizational Health: We maintain the public trust by providing high quality services and systems by using our resources efficiently and equitably. WSD is committed to ensuring human and fiscal resources are effectively managed in order to support every student's educational journey. | Maintenance of Progress Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

LCAP goals and actions were developed through a collaborative process where all stakeholders, including parents, community members, and staff, had the opportunity to consult, advise, and help develop LCAP goals and actions. Through this collaborative effort, the ELA chose to prioritize Goal 3 for the following reasons:

1. The District must maintain an adequate reserve to protect from major state funding shifts based upon the volatility of state educational funding in the past decade. The District will increase the reserve annually to continue to exceed the state minimum.

2. It is necessary to annually review all District resources and on-going expenditures in order to provide the best education and support programs. Current Williams reports show no negative facilities or instructional materials findings.

3. Goal addresses State Priority 1: Basic (Conditions of Learning) and Local Priority: Fiscal Stability.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | School Accountability Report Cards with Facility Inspection Tools - all sites | 2023-2024 SARCs<br>• 100% of schools completed, with necessary translations<br>• Facility Inspection | 2024-2025 SARCs<br>• 100% of schools completed, with necessary | 2025-2026 SARCs<br>• 100% of schools completed, with necessary | 2026-2027 SARCs<br>• 100% of schools completed, with necessary | 0% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Tools: All sites in excellent condition<br><br>Adjustment to baseline - Facility Inspection Tools: All sites in good condition<br><br>Adjustment to baseline - Facility Inspection Tools: All sites in good repair | translations<br>• Facility Inspection Tools: All sites in good condition | translations<br>• Facility Inspection Tools: All sites in good repair | translations<br>• Facility Inspection Tools: All sites in excellent condition<br><br>Adjustment to Year 3 Outcome - Facility Inspection Tools: All sites in good condition | |
| 3.2 | Annual Williams Reports<br>• Overall findings<br>• Percent of Students who have access to standards aligned instructional materials | 2023-2024 Williams report:<br>• No findings<br><br>2023-2024 Percent of Students who have access to standards aligned instructional materials<br>• 100% | 2024-2025 Williams report:<br>• No findings<br><br>2024-2025 Percent of Students who have access to standards aligned instructional materials<br>• 100% | 2025-2026 Williams report:<br>• No findings (Clegg, Meairs, Schmitt and Webber)<br><br>2025-2026 Percent of Students who have access to standards aligned instructional materials<br>• 100% | 2026-2027 Williams report:<br>• No findings<br><br>2026-2027 Percent of Students who have access to standards aligned instructional materials<br>• 100% | 0 |
| 3.3 | District Budget Reports | District Three Year Budget:<br>• Positive Certification | District Three Year Budget:<br>• Positive Certification | District Three Year Budget:<br>• Positive Certification | District Three Year Budget:<br>• Positive Certification | None |

# 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.

In Year 2, Westminster School District successfully met all Goal 3 targets, reflecting a continued and sustained commitment to fiscal responsibility, operational transparency, and organizational effectiveness. All School Accountability Report Cards (Goal 3.1) were completed and translated for all school sites, ensuring equitable access for all families. Facility Inspection Tool results confirmed that all sites remain in good repair, consistent with the Year 1 outcome. The 2025–26 Williams Report (Goal 3.2) returned no district-level findings, and 100% of students across all schools continue to have access to standards-aligned instructional materials. The district also received a Positive Certification on its three-year budget (Goal 3.3), confirming its ability to meet financial obligations for the current and two subsequent fiscal years and providing stability for instructional and operational programming.

All actions will implemented successfully and we experienced no challenges.

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.

Westminster School District did not have major material differences between budgeted expenditures and estimated actual expenditures. The minor differences were due to the availability of one-time funds that provided an alternative to LCFF budgeted expenditures. Additionally, due to challenges, some of the allocated funds weren't fully spent, thus some estimated actual expenditures may be slightly lower than the budgeted expenditures.

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

Action 3.1, Districtwide Systems, directly supports Metric 3.1 and the broader conditions measured across all three Goal 3 metrics. By maintaining and upgrading technology infrastructure, devices, and hardware districtwide and expanding instructional technology training for teachers with a specific focus on SED, EL, and Foster Youth students the district is ensuring that school sites operate efficiently and equitably throughout the year. This work contributes to the positive Facility Inspection Tool results captured in Metric 3.1, as functional and well-maintained technology systems are a core component of the learning environment assessed through those reviews. All sites were confirmed to be in good repair in Year 2, a result that this action directly supports.

Action 3.2, the Marketing Plan for Recruitment and Retention, reflects the district's proactive commitment to growing and strengthening its educational community through targeted outreach. Rather than waiting for families and prospective staff to come to the district, WSD actively engaged the broader community by attending local events, connecting with families where they already gather, and building relationships that draw new students into our schools. Outreach efforts extended to venues where future staff congregate, including partnerships with local colleges and universities, ensuring the district is present and visible to emerging educators and professionals who align with our mission and values. Creative advertising strategies including community-facing campaigns were developed and expanded districtwide to elevate the district's profile and communicate the unique opportunities WSD offers students and staff alike. These efforts, coordinated through the Educational Services department, Human Resources department and Public Information Officer, reinforced a positive and compelling

perception of the district as both a destination school community and a rewarding place to build a career. By sustaining strong enrollment and attracting highly competent staff, this action directly supports the district's capacity to meet all three Goal 3 metrics.

Action 3.3, Collaboration, reflects Westminster School District's understanding that achieving its vision requires intentional partnership across all departments and with the broader community. By maintaining open lines of communication across the organization, the district ensures that resources both financial and human are deployed strategically and equitably in support of every student.
A key component of this work is site-level responsiveness. Rather than applying a uniform approach, the district regularly reviews staffing, services, and supplies through the lens of each school's enrollment data, programmatic needs, and available funding. Schools with specialized programs such as Dual Language Immersion, STEM, etc. receive targeted support that reflects the unique demands of those offerings. This ongoing review process ensures that personnel and services remain aligned with actual conditions at each site, preventing gaps and avoiding misalignment between budgeted and actual expenditures.
Beyond internal collaboration, community partnerships extend the district's capacity to serve students and families. By engaging local organizations that share WSD's commitment to student success, the district accesses additional layers of support that strengthen the educational experience across all schools. Together, these collaborative efforts ensure the district remains aligned with its mission, core values, and strategic objectives while making the most effective use of available resources.

Action 3.4, Fiscal Oversight and Accountability, is the most direct driver of Metric 3.3, the District Budget Certification. By consistently implementing oversight practices and maintaining appropriate reserve levels, the district achieved a Positive Certification on its three-year budget for Year 2, which meets the established target and in line with the previous Year 1 outcome. This action ensures fiscal solvency is not a one-time result, but a sustained practice embedded in how the district operates year over year.

Action 3.5, the Facilities Master Plan, directly connects to the Facility Inspection Tool component of Metric 3.1. The ongoing development and implementation of a long-range plan covering classroom modernization, infrastructure upgrades, safety improvements, and early childhood facility expansion has been a large focus this school year. The district completed its Long-Range Facilities Master Plan and is positioned to move forward with a clear, data-informed roadmap for improving learning environments across all school sites. This milestone was made possible through a comprehensive community engagement process that gathered input from parents, students, staff, and community members, ensuring that the plan reflects the priorities and needs of the families WSD serves.  With the Master Plan now complete, the district enters Year 3 with the strategic foundation needed to systematically advance modernization efforts, enhance campus safety, and expand early childhood education facilities in the years ahead.

Action 3.6, Investment and Debt Structure, reinforces Metric 3.3 by examining the district's financial terms and conditions to ensure the most sound and beneficial structure is in place. Sound debt management is a component of overall fiscal health, and this action supports the district's ability to maintain the reserve levels and budget performance that led to a Positive Budget Certification which is the measurable outcome of Metric 3.3.

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

The current goals, metrics, targets outcomes and actions will remain the same for the 26-27 school year as no substantial changes to the structure of Goal 2 are required. A small change made was to upgrade FIT report language from good condition to good repair. We will continue to maintain and build upon the successful work that we see from year two of this LCAP cycle.

**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** | Districtwide Systems | Work collaboratively with transparency to streamline district-wide systems to improve efficiency and effectiveness.<br>a. Continue to maintain appropriate technology devices to ensure student access to curriculum and instructional resources; specifically targeting SED, EL, and FY.<br>b. Districtwide technology supports, hardware, infrastructure to support districtwide instructional focus.<br>c. Continual maintenance of technology infrastructure.<br>d. Support access and training of instructional technology specifically targeting Socio-Economically Disadvantaged (SED), English Learners (EL), and Foster Youth (FY) students. | $5,555,124.00 | Yes |
| **3.2** | Marketing Plan: Recruitment and Retention | Refine and fund the marketing plan to promote the recruitment and retention of students and staff.<br>a) Produce more creative advertisements to engage the community<br>b) Continue to expand the marketing plan and make it districtwide<br>c) Strategize with Human Resources department to develop positive perception for district | $340,743.00 | No |
| **3.3** | Collaboration | Collaborate with all district departments and appropriate community partners to optimize financial resources and ensure alignment with district vision, mission, core values, and objectives.<br>a) Support based on site needs, enrollment, and specialized programs. | $328,180.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | b) Review staffing, services and supplies based on enrollment, site needs and available funding.<br>c) Sustain site personnel and services based on enrollment and site needs. | | |
| **3.4** | Fiscal Oversight and Accountability | Provide fiscal oversight and accountability practices that are consistently implemented and monitored to guarantee effective operations at school and district sites.<br>a) Maintenance of fiscal solvency through appropriate level of reserves. | $4,182,829.00 | No |
| **3.5** | Facilities Master Plan | Develop and implement a long-range Facilities Master Plan to ensure effective use of all district facilities including, but not limited to, modernization of classrooms, upgrading of technology infrastructure, and enhanced safety on all campuses.<br>a) Develop and Implement a comprehensive facilities master plan.<br>b) Continue to secure needed equipment and staff to ensure safe transportation for students.<br>c) Utilize available funding opportunities to support the District's modernization initiatives.<br>d) Develop facilities for early childhood education expansion. | $14,732,696.00 | No |
| **3.6** | Investment and Debt Structure | Examine investment and debt structure strategies to ensure the district is benefitting from the most financially sound terms and conditions. | $200,000.00 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 4 | Community Connections: We value the participation of families, students, and the community and encourage the diverse perspectives of our education partners. We leverage our communication resources to develop mutually-beneficial relationships with our educational community. | Broad Goal |

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

LCAP goals and actions were developed through a collaborative process where all stakeholders, including parents, community members, and staff, had the opportunity to consult, advise, and help develop LCAP goals and actions. Through this collaborative effort, the ELA chose to prioritize Goal 4 for the following reasons:

1. Currently, each site creates an annual parent involvement matrix. The data indicates a need for more parent communication, involvement and education at all sites. This goals serves to support parent engagement districtwide.

2. Goal addresses the following State Priorities: Priority 3: Parental Involvement (Engagement), Priority 6: School Climate (Engagement), and Priority 8: Other Pupil Outcomes (Pupil Outcomes). This goal addresses state priorities that are aligned to WSD's strategic plan...which was developed with educational partner input. The input provided through the development of the strategic plan demonstrated the need to support and enhance parent involvement.

3. Over 5,000 survey respondents informed us that they value and would like the District to fund programs that will improve parent, student, and school communication
- Include families in school decisions (77% Agree or Strongly Agree)
- Offer community and family engagement opportunities (80% Agree or Strongly Agree)
- Communicate with families through multiple means (93% Agree or Strongly Agree)

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.1 | Parent Engagement<br>• District parent meetings participation | 2023-2024 DAC & DELAC:<br>• Number of meetings held: 4<br>• Average parent attendees: 18<br><br>Adjusted baseline:<br>Add: Overall attendees | 2024-2025 DAC & DELAC:<br>• Number of meetings held: 6<br>• Average parent attendees : 14<br>• Average overall attendees : 28 | I2025-2026 DAC & DELAC:<br>• Number of meetings held: 7<br>• Average parent attendees : 6<br>• Overall average number of attendees : 18 | 2026-2027 DAC & DELAC:<br>• Number of meetings held: 6<br>• Average parent attendees : 50<br><br>Adjusted target:<br>DAC<br>• Number of meetings held: 3<br>• Average parent attendees : 14<br>• Average overall attendees : 18<br><br>DELAC<br>• Number of meetings held: 3<br>• Average parent attendees : 12<br>• Average overall attendees : 18 | +3 Meetings<br>-12 Avg Parent Attendees |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.2 | Parent Engagement<br>• District Parent Symposium | 2023-2024 Parent Symposium:<br>• Number of symposiums held: 2 | 2024-2025 Parent Symposium:<br>• Number of symposiums held: 1 | Metric Discontinued | 2026-2027 Parent Symposium:<br>• Number of symposiums held: 2<br><br>Adjusted outcome: Districtwide parent engagement events: 1 | NA |
| 4.3 | School Climate Survey Participation | 2023-2024 School Climate Survey Participation<br>• Staff: 546<br>• Students: 1235<br>• Parents: 746<br><br>Modification - Remove staff and parent participation. See explanation below. | 2024-2025 School Climate Survey Participation<br>• Students: 2156<br><br>Modification - Remove staff and parent participation. See explanation below. | 2024-2025 School Climate Survey Participation<br>• Students: 2256 | 2026-2027 School Climate Survey Participation<br>• Staff: 700<br>• Students: 1500<br>• Parents: 1500<br><br>Modification - Remove staff and parent participation. See explanation below. | Students: +1,059 |
| 4.4 | LCAP Survey Participation | 2024-2025 LCAP Survey Participation<br>• Districtwide: 5168<br>• Certificated Staff: 220<br>• Classified Staff: 118<br>• Students: 2986<br>• Parents: 1844 | 2024-2025 LCAP Survey Participation<br>• Districtwide: 5251<br>• Certificated Staff: 460<br>• Classified Staff: 274 | 2025-2026 LCAP Survey Participation<br>• Districtwide: 4961<br>• Certificated Staff: 191<br>• Classified Staff: 180 | 2027-2028 LCAP Survey Participation<br>• Districtwide: 6000<br>• Certificated Staff: 300<br>• Classified Staff: 300 | Distance from Baseline (LCAP Survey Participation):<br>• Districtwide: -207<br>• Certificated Staff: -29 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Clarification - These results are from 2023-2024 school year, and used as a baseline for the 2024-2027 LCAP. | • Students: 3239<br>• Parents and Community: 1278 | • Students: 3507<br>• Parents: 1083 | • Students: 3000<br>• Parents: 2400 | • Classified Staff: +62<br>• Students: +521<br>• Parents: -761 |
| 4.5 | Districtwide Parent Communication | 2023-2024 Number of messages sent through email, phone, text (Districtwide)<br>• English: 79<br>• Spanish: 79<br>• Vietnamese: 79<br><br>2023-2024 Number of messages sent through email, phone, text (targeted)<br>• UPC: 89%<br>• SWD: 84%<br><br>Modification - Remove number of messages sent through email, phone, text (districtwide and targeted). Replace with this metric:<br><br>2023-2024 Number of messages sent through Email, Text, App (District Posts)<br>• English: 66<br>• Spanish: 66<br>• Vietnamese: 66<br><br>2023-2024 Number of | 2024-2025 Number of messages sent through Email, Text, App (District Posts)<br>• English: 108<br>• Spanish: 108<br>• Vietnamese: 108<br><br>2024-2025 Number of messages sent through Email, Text, App (School Posts)<br>• English: 2,165<br>• Spanish: 2,165<br>• Vietnamese: 2,165<br><br>2024-2025 Number of messages sent through | As of April 27, 2026<br><br>2025-2026 Number of messages sent through Email, Text, App (District Posts)<br>• English: 127<br>• Spanish: 127<br>• Vietnamese: 127<br><br>2025-2026 Number of messages sent through Email, Text, App (School Posts)<br>• English: 2,462<br>• Spanish: 2,462<br>• Vietnamese: 2,462<br><br>2025-2026 Number of | 2026-2027 Number of messages sent through email, phone, text (Districtwide) phone, text)<br>• English: 100<br>• Spanish: 100<br>• Vietnamese: 100<br><br>2026-2027 Number of messages sent through email, phone, text (targeted)<br>• UPC: 95%<br>• SWD: 93% | 2025-2026 Number of messages sent through Email, Text, App (District Posts)<br>• English: +19<br>• Spanish: +19<br>• Vietnamese: +19<br><br>2025-2026 Number of messages sent through Email, Text, App (School Posts)<br>• English: +297<br>• Spanish: +297<br>• Vietnamese: +297<br><br>2025-2026 Number of messages sent through |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | messages sent through Email, Text, App (School Posts)<br>• English: 1,478<br>• Spanish: 1,478<br>• Vietnamese: 1,478<br><br>2023-2024 Number of messages sent through Email, Text, App (Class Posts)<br>• English: 369<br>• Spanish: 369<br>• Vietnamese: 369<br><br>2023-2024 Number of messages sent through Email, Text, App (Group Posts)<br>• English: 31<br>• Spanish: 31<br>• Vietnamese: 31 | Email, Text, App (Class Posts)<br>• English: 4,706<br>• Spanish: 4,706<br>• Vietnamese: 4,706<br><br>2024-2025 Number of messages sent through Email, Text, App (Group Posts)<br>• English: 592<br>• Spanish: 592<br>• Vietnamese: 592 | messages sent through Email, Text, App (Class Posts)<br>• English: 4,378<br>• Spanish: 4,378<br>• Vietnamese: 4,378<br><br>2025-2026 Number of messages sent through Email, Text, App (Group Posts)<br>• English: 672<br>• Spanish: 672<br>• Vietnamese: 672 | | Email, Text, App (Class Posts)<br>• English: -328<br>• Spanish: -328<br>• Vietnamese: -328<br><br>2025-2026 Number of messages sent through Email, Text, App (Group Posts)<br>• English: +80<br>• Spanish: +80<br>• Vietnamese: +80 |
| 4.6 | Parent Engagement Event | New Metric - Spring 2026 Districtwide parent engagement events: 1 | NA | 2025-2026 Districtwide parent engagement events: 1 | 2026-2027 Districtwide parent engagement events: 1 | NA |

# 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.

Goal 4 Analysis

This year, WSD continued building on the momentum established in Year 1 to deepen family engagement, strengthen communication with parents and guardians, and expand participation in our district feedback systems.
Our District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC) meeting structure continues to grow stronger. Last year, we recognized the need to separate these two committees into distinct meetings, giving more parents the opportunity to learn about the district and provide feedback within their respective groups. This year, that decision proved impactful, resulting in additional opportunities for parents to interact with district staff, learn about district programs and initiatives, and give feedback to staff. Expanding these opportunities for parent voice remains a cornerstone of our family engagement work.

Student participation in the School Climate Survey grew significantly this year from baseline, with 2,256 students completing the survey this year (an increase of 1,059 students from our baseline). This growth assists us in reflecting on the needs of students and making adjustments to help them feel supported at school. WSD values the feedback from students and strives to create supportive, healthy and safe learning environments.

LCAP survey participation remained strong districtwide at 4,961 total responses. While this represents a modest decrease from last year's high of 5,251, the Qualtrics platform continues to improve our ability to gather and act on stakeholder feedback. We noted a decline in certificated staff responses and will explore strategies to increase staff participation in Year 3.

Our communication strategy with parents continues to evolve. This year, Districtwide messages held steady at 127 per language, with notable increases in school-level and class-level posts. Our intentional move toward more personalized, community-centered communication that meets families where they are, at the school and classroom level, continues to be a strategy we will implement in Year 3.

Finally, the Parent Symposium metric has been retired as a standalone measure. In its place, we are now tracking broader districtwide parent engagement events (Metric 4.6), which more accurately captures the range of family engagement opportunities for our families. We hosted one districtwide engagement event in Year 2, which will serve as the baseline for future target-setting.

All actions will implemented successfully and we experienced no challenges.

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.

Westminster School District did not have major material differences between budgeted expenditures and estimated actual expenditures. The minor differences were due to the availability of one-time funds that provided an alternative to LCFF budgeted expenditures. Additionally, due to challenges, some of the allocated funds weren’t fully spent, thus some estimated actual expenditures may be slightly lower than the

budgeted expenditures.

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

Metric 4.1, Celebration and Recognition: This year, our efforts to celebrate and recognize the hard work of students, staff, and families remained a consistent priority. Through our Public Information Office and ongoing communication across multiple platforms (in multiple languages), we continued to highlight accomplishments and milestones throughout the district. These efforts proved effective in reinforcing a culture of pride and appreciation, and community response to recognition events and communications was positive. We will continue to expand and diversify recognition opportunities in the coming year to ensure more members of our school community feel seen and celebrated.

Metric 4.2, Districtwide Communication: Our districtwide communication efforts were effective in reaching families across all three of the largest language groups (English, Spanish, and Vietnamese). Our message volume remained consistent, and we saw meaningful growth in school-level and class-level posts, as a shift toward more targeted, community-centered communication. This approach proved more impactful than broad district-level messaging alone, and parent survey data continued to confirm that communication apps and email remain the top two channels through which families receive district information.

Metric 4.3, Educational Partners: Our engagement with educational partners continued to strengthen this year, supporting broader community needs and reinforcing the district's role as a hub of connection and resources. These partnerships proved effective in expanding access to services and supports for students and families. We will continue to cultivate and grow these relationships in the coming year and focus on alignment between partners and the evolving needs of our school communities.

Metric 4.4, Community Partnerships: Community partnerships remained an important lever for supporting student success and family well-being this year. Through extensive and intentional collaboration with local organizations and agencies, we were able to extend resources and opportunities beyond the classroom. These partnerships were effective in deepening community trust and expanding the district's reach, particularly in schools supported by the Community Schools grant. We will continue to identify new partnership opportunities that align with our district's goals and the needs of our students and families.

Metric 4.5, Marketing Plan: Increase Enrollment: This year, we continued to implement our comprehensive marketing and enrollment strategy, focused on attracting and retaining students through strategic outreach, community engagement, and ensuring our schools are welcoming and well-resourced environments. While results are still developing, our efforts to increase visibility and strengthen the district's brand within the community laid important groundwork. We will continue to refine our approach in the coming year, with a focus on targeted outreach to families who may be considering enrollment options and ensuring that our schools are positioned as the premier choice for families in our area.

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

The following are changes that were made to our Metrics/Actions:

+ Metric 4.2 - We are discontinuing this metric due to its limiting nature. Our Districtwide Parent Engagement Backpack event proved to be a greater success, reflecting our commitment to remaining flexible and responsive to the evolving needs of our families. Moving forward, we will continue to prioritize open-ended, adaptive engagement opportunities that meet parents where they are.

+Metric 4.6 - As described above, this metric was added this year to capture large event District Parent Engagement in a format that was not limited to a Symposium.

**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** | Celebration and Recognition | Celebrate and recognize students, staff, and site accomplishments through various communication channels.<br>a) Continue to highlight staff and student recognitions across the district<br>b) Communicate recognitions internally and externally using Social media and district communication platforms<br>c) Develop more hyper-focused content that recognizes staff in all departments not only when they receive awards<br>d) Collaborate with all departments to celebrate Classified and Certificated staff | $151,518.00 | No |
| **4.2** | District Wide Communication | Streamline communication efforts district-wide to improve and ensure consistency in promoting messaging and branding of the district through the use of various communication platforms.<br>a) Continue to implement the on-line student registration system at all sites.<br>b) Continue to provide parent portal access to Aeries.<br>c) Utilize a variety of communication systems to engage parents and families District wide.<br>d) Provide accessible information pertaining to District programs | $859,049.00 | No |
| **4.3** | Educational Partners | Implement opportunities for students and community members to voice their opinions, encourage participation in the decision-making process, and acknowledge all ideas from community partners. | $1,337,500.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | a) Improve communications to allow for community and family involvement and input; specifically targeting Socio-Economically Disadvantaged (SED), English Learners (EL), and Foster Youth (FY) students.<br>b) Further develop district wide parent committees (DAC/DELAC).<br>c) Administer yearly Districtwide surveys (LCAP/CAHKS) to obtain input | | |
| **4.4** | Community Partnerships | Strengthen strong educational, business, and community relationships to cultivate deep rooted connections with our educational community.<br>a) Develop community partnerships to support district wide initiatives<br>b) Maintain community connections with current community members | $62,341.00 | No |
| **4.5** | Marketing Plan: Increase Enrollment | Further develop district and school site strategic marketing plans to increase positive public perception, attracting, and retaining families to increase enrollment.<br>d) Produce more creative advertisements to engage the community<br>e) Continue to expand the marketing plan and make it districtwide<br>f) Refine promotional techniques to attract more talent and students into the district<br>g) Actively engage all departments to ensure marketing plan is a living method | $308,736.00 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 5 | Leadership Development & Employee Success: WSD values and supports our educational team and provides a positive culture where all employees thrive. To that end, we strive to attract, train, and retain employees as well as develop strategic leaders who embrace the vision and values of our district. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

LCAP goals and actions were developed through a collaborative process where all stakeholders, including parents, community members, and staff, had the opportunity to consult, advise, and help develop LCAP goals and actions. Through this collaborative effort, the LEA chose to prioritize Goal 5 for the following reasons:

1. WSD will provide students access to highly qualified teachers that utilize research based instructional strategies aligned to 21st Century teaching and learning standards to meet the needs of all students. (Especially our identified target student groups: English learners, socioeconomically disadvantaged students and foster youth). Our Williams Report indicates 100% of teachers are highly qualified. Therefore, it is important to continue to recruit and maintain highly qualified teachers and ensure they are properly credentialed in their subject matter.

2. As teachers transition their classrooms to 21st century teaching and learning environments, on-going professional development (PD) for all staff is required. The need for effective PD was also identified based upon teacher input, surveys and PD evaluations throughout the year. The District professional development committee has identified areas of need for on-going professional development in the areas of technology, CCSS, and intervention strategies for differentiated teaching and student engagement.

3. WSD's student population includes 78.5% who are unduplicated pupils with diverse needs. Therefore, based on classified members' input, the need for professional development in their specialized areas of expertise was identified.

4. Goal addresses the following State Priorities: Priority 1: Basic (Conditions of Learning), Priority 2: State Standards (Conditions of Learning), Priority 4: Pupil Achievement (Pupil Outcomes), Priority 7: Course Access (Conditions of Learning), Priority 8: Other Pupil Outcomes (Pupil Outcomes). This goal addresses state priorities that are aligned to WSD's strategic plan which was developed with

educational partner input. The input provided through the development of the strategic plan demonstrated the need to support and enhance professional development and leadership opportunities for our classified and certificated staff.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 5.1 | PLC and SLT Implementation data:<br>• PLC meeting frequency<br>• SLT meeting frequency | PLC meeting frequency<br>• 2 per month<br><br>SLT meeting frequency<br>• District level conferences: 1<br>• School site meetings: Once per month | PLC meeting frequency<br>• 2 per month<br><br>SLT meeting frequency<br>• District level conferences: 2<br>• School site meetings: Once per month | PLC meeting frequency<br>• 2 per month<br><br>SLT meeting frequency<br>• District level conferences: 2<br>• School site meetings: Once per month | PLC meeting frequency<br>• 1 per week<br><br>SLT meeting frequency<br>• District level conferences: 3<br>• School site meetings: Once per month | +1 District level conferences |
| 5.2 | Professional Development:<br>• PD opportunities<br>• PD Attendance | 2023-2024 PD opportunities<br>• 36<br><br>2023-2024 PD Attendance<br>• 954 | 2024-2025 PD opportunities<br>• 39<br><br>2024-2025 PD Attendance<br>• 1,103 | 2025-2026 PD opportunities<br>• 47<br><br>2025-2026 PD Attendance<br>• 2,068 | 2026-2027 PD opportunities<br>• 70<br><br>2026-2027 PD Attendance<br>• 2000 | +11 PD Opportunities<br>+1,114 PD Attendance |
| 5.3 | Leadership Opportunities:<br>• Classified Leadership Academy participation<br>• Aspiring Administrator | 2023-2024 Classified Leadership Academy participation<br>• 18<br><br>2023-2024 Aspiring Administrator Academy participation | 2024-2025 Classified Leadership Academy participation<br>• 20<br><br>2024-2025 | 2025-2026 Classified Leadership Academy participation<br>• 0 (will be offered in 26-27) | 2026-2027 Classified Leadership Academy participation<br>• 25<br><br>2026-2027 | -16 Classified Leadership<br>-13 PASC<br><br>+ Leadership Training Series - +8 sessions, +12 avg. participants |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Academy participation | • 20<br><br>New Baseline Measure - Spring 2026: Leadership Training Series<br>• 8 sessions<br>• 12 avg. participants | Aspiring Administrator Academy participation<br>• 20 | 2025-2026 Aspiring Administrator Academy participation<br>• 7 - PASC (Preliminary Administrative Services Credential)<br><br>Leadership Training Series<br>• 8 sessions<br>• 12 avg. participants | Aspiring Administrator Academy participation<br>• 30 | |
| 5.4 | Percentage of Properly Credential Teachers | Percentage of Properly Credential Teachers<br>• 100% | Percentage of Properly Credentialed Teachers<br>• 100% | Percentage of Properly Credentialed Teachers<br>• 100% | Percentage of Properly Credential Teachers<br>• 100% | 0% |
| 5.5 | Percentage of Properly Placed Teachers (class/subject assignment) | Percentage of Properly Credential Teachers (class/subject assignment)<br>• 100% | Percentage of Properly Credential Teachers (class/subject assignment)<br>• 100% | Percentage of Properly Credential Teachers (class/subject assignment)<br>• 100% | Percentage of Properly Credential Teachers (class/subject assignment)<br>• 100% | 0% |

# 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.

Goal 5 Analysis

WSD continues to operate as a Professional Learning Community (PLC) district, where collaboration, shared leadership, and a focus on student learning drive school improvement. Each school site actively engages in PLC meetings twice per month, fostering a culture of collective responsibility, data-driven decision-making, and continuous instructional growth. Each of our school sites conducts monthly Site Leadership Team (SLT) meetings, with two district-level conferences and school site meetings occurring once per month during Year 2. These regular meetings empower school site teacher leaders and Principals to align site goals with district priorities, promote effective practices, make data-driven decisions, and ensure consistent communication and progress monitoring at the school level. This year we have focused on standards and curriculum alignment, bringing meaningful “by student, by standard” data to the table to discuss. Stakeholder feedback confirms that PLC plans are being met and that these structures continue to be on track.

This year the district increased the number of professional development opportunities available to staff, growing from 36 opportunities and 954 attendees at baseline to 39 opportunities and 1,103 attendees in Year 2. Our “Elevate” initiative (Every Student, Every Day) has increased the opportunities to engage in new professional learning. Our goal is to ensure that PD is more targeted to Tier I strategies and aligned with Common Core State standards, responsive to site-specific needs, supportive of English Learners and other underserved populations, and connected to broader strategic goals.

WSD continues to invest in cultivating leadership from within by strengthening its partnerships with organizations that support staff growth and internal leadership pipelines. This year, Human Resources launched a Leadership Series targeting both classified and certificated leaders. In addition, WSD collaborates directly with the Orange County Department of Education to offer Preliminary Administrative Services Credential (PASC) courses for aspiring administrators, taught by WSD's own leaders.

WSD is committed to the quality and preparedness of all teaching staff. In Year 2, 100% of our teachers were properly credentialed, and 100% were appropriately assigned to classes based on their subject and credential areas which is consistent with both baseline and Year 1 outcomes. Being in compliance in this area ensures that all students receive instruction from qualified professionals who meet the highest standards of educational practice. Our rigorous hiring processes and ongoing attention to placement and compliance support the employment of the most qualified teaching staff.

All actions will implemented successfully and we experienced no challenges.

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.

Westminster School District did not have major material differences between budgeted expenditures and estimated actual expenditures. The minor differences were due to the availability of one-time funds that provided an alternative to LCFF budgeted expenditures. Additionally, due

to challenges, some of the allocated funds weren't fully spent, thus some estimated actual expenditures may be slightly lower than the budgeted expenditures.

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

Action 5.1, PLC Plan, delineates actions related to building a strong professional learning community culture across all sites. Site leaders and their leadership teams that had not previously participated in the CAPS (California Principals Support Network) Year 2 program, participated this school year. Through this work, teams have effectively strengthened their capacity to analyze student data, collaborate meaningfully, and design responsive instructional strategies that address the diverse needs of learners throughout the district. This program has supported the collaboration needed in order to continue our work with standards and curriculum alignment (Elevate Initiative).

Action 5.2 and 5.6, Human Resources Plan and Recruitment and Retention, includes HR's initiative to establish clear systems and procedures spanning recruitment, hiring, onboarding, complaint management, progressive discipline, compliance, and leadership development. An interest-based problem-solving model guides collaborative issue resolution, fostering stronger, more trusting relationships with staff. Together, these structures have effectively positioned the district to attract and retain highly qualified professionals while cultivating a cohesive and supportive work environment for all employees.

Action 5.3, Employee Evaluation, has supported actions related to the employee evaluation revisions to better serve both staff and students. Updates focus on delivering more specific, actionable feedback and establishing clearer benchmarks for monitoring professional performance. These improvements are designed to support ongoing growth and ensure that all employees have the guidance they need to continuously improve in their roles.

Actions 5.4 and 5.5, Professional Development and Career Growth Pathway, are actions that are supporting our staff where they are at in their professional development. These actions have been effective in supporting all staff throughout the district, classified and certificated. The district provides robust professional development opportunities across all employee groups while actively developing and expanding career pathways for both certificated and classified staff. Certificated staff engage in professional development aligned to California State Standards, instructional best practices, and other relevant content areas, while all employee groups benefit from role-specific training aimed at increasing effectiveness and deepening professional knowledge. For those seeking to grow beyond their current roles, the district provides additional learning opportunities and structured support for staff aspiring to move into leadership positions.

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.

As a new baseline measure established in Spring 2026, the district launched a Leadership Training Series consisting of 8 sessions with an average of 12 participants at each session. This initial cohort represents the foundation of a growing effort to formalize leadership development within the district, providing current leaders with structured learning experiences designed to build the skills and knowledge needed to step into future leadership roles.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **5.1** | PLC Plan | Create a consistent district-wide Professional Learning Community plan that clarifies objectives and accountability measures for data driven collaborative teams and strengthens strong instructional strategies that increase student achievement.<br>a) Utilization of School Leadership Teams (SLTs) to continue to build site leadership capacity.<br>b) Sustain and build the capacity of SLT members at each site annually.<br>c) Sustain SLT team meetings to support shared site leadership and decision-making.<br>d) Implement models to build leadership capacity, i.e., Collaboration time, instructional walkthroughs and classroom visits specifically targeting instructional practices that support Socio-Economically Disadvantaged (SED), English Learners (EL), and Foster Youth (FY) students. | $700,000.00 | Yes |
| **5.2** | Human Resources Plan | Establish systems and procedures for human resources that support all employees and provides guidance and direction for administrators focused on implementing best practices in the following categories:<br>a) Recruitment<br>b) Hiring<br>c) Onboarding<br>d) Complaint Management<br>e) Employee Progressive Discipline<br>f) Interest Based Approach to Problem Solving<br>g) Compliance<br>h) Leadership Training | $165,202.00 | No |
| **5.3** | Employee Evaluation | Design and implement evaluation tools for all employees that align with current professional standards and strategic objectives.<br>a) Certificated Evaluation Process<br>b) Classified Evaluation Process<br>c) Management Evaluation Process | $170,663.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **5.4** | Career Growth Pathway | Create a career growth pathway for classified and certificated staff to build capacity within the district.<br>a) Building the capacity of teacher leaders through training, certifications, stipend positions, and specialized assignments.<br>b) Develop and implement the Aspiring Administrators Academy (AAA)<br>c) Develop and implement the Classified Leadership Academy (CLA) | $9,619.00 | No |
| **5.5** | Professional Development | Provide training and coaching to all staff (classified, certificated, and management) to promote ongoing professional learning and support a high-performance culture.<br>a) Increase student achievement and promote college & career readiness by providing job-specific professional development opportunities in the following categories:<br>b) California State Standards<br>c) Student data systems, e.g., School City, Renaissance STAR 360, Aeries, SEIS, Beyond SST<br>d) Social emotional learning, e.g., MTSS, PBIS<br>e) Instructional strategies, e.g., Blended Learning, PBL, DBL<br>f) Specialized programs, e.g., DLI, AVID, GATE, STEAM, College and Career Readiness (Pathways)<br>g) Support for targeted subgroups (Socio-Economically Disadvantaged (SED), English Learners (EL), and Foster Youth (FY) students.)<br>h) Expansion of professional development for classified staff. Implement structures and models to support job related training to improve effectiveness and productivity.<br>i) English Language Learners - Provide targeted professional development for teachers in language acquisition strategies (GLAD, etc.) | $799,601.00 | Yes |
| **5.6** | Recruitment and Retention | Recruit, attract, hire, and retain high quality classified, certificated, and management staff through competitive wages and benefits.<br>a) Competitive wages<br>b) Competitive employee benefits package | $49,444,580.00 | 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 |
|---|---|
| $24,211,941 | $2,652,660 |

**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 |
|---|---|---|---|
| 28.046% | 0.000% | $0.00 | 28.046% |

**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:**<br>Differentiated Instruction<br><br>**Need:**<br>Our unduplicated students show a wider educational opportunity gap. Without targeted intervention, these students face compounding barriers to learning, as chronic absenteeism, economic instability, and language acquisition challenges make it increasingly difficult to access grade level content and experience | Since the District has an unduplicated student enrollment of 78.5%, it is important that improve our base program to ensure all student learn. We also understand that focusing on meeting the needs of the at-risk students we serve such as English learners, socioeconomically disadvantaged and foster students is imperative.<br><br>This action addresses the unique identified needs of unduplicated student group by: | SBAC proficiency, SABC Distance from Standard, START proficiency, EL Progress, number of LTEL, and subgroup student achievement data. (Metrics - 1.1, 1.2, 1.3, 1.4, 1.5, 1.10, 1.13) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | meaningful academic growth. Timely and effective differentiated instruction, supported by structured ELD programming, blended learning, and intervention systems, ensures that every unduplicated student receives the individualized support necessary to close opportunity gaps and achieve at the highest levels.<br><br>Our goal is for all students to achieve grade level proficiency in state adopted standards and 21st Century learning skills, including technology, as determined by classroom assessments, District benchmarks and state assessments. SBAC data shows an achievement gap between all students and targeted student groups. 2023 SBAC ELA data shows that 53.9% of WSD students (3rd – 8th grade) are proficient or above versus 50.2% of Socio-economically disadvantaged students, 26.5% of English Learners, and 33.3% of foster youth. In Math, 44.9% of WSD students are proficient or above versus 39% of Socio-economically disadvantaged students 22.9% of English Learners, and 26.7% of foster youth.<br><br>Data shows that 53% of students are proficient in Star Reading (3rd-8th grade) as compared to 49.4% in the spring of 2021; 73% of students are proficient in Star Early Literacy (K-2nd grade) as compared to 49.4% in the spring of 2021; and 75% of students are proficient in Math (1st - 8th grade) as compared to 63.5% in the spring of 2021 | • Implementing differentiated instruction on an LEA-wide basis ensures that all students, regardless of their background or circumstances, have equitable access to high-quality education. By addressing the unique needs of unduplicated student groups, we strive to level the playing field and provide every student with the opportunity to succeed academically.<br>• English Learners will be provided with integrated and designated ELD. LTEL's will be provided with more intensive intervention with strategies to enhance their English language skills.<br>• Through our standards and curriculum alignment WSD will ensure that English learners will be able to access the common core state standards and ELD standards to attain academic content knowledge and English language proficiency.<br>• Research indicates that unduplicated student groups often face barriers to academic achievement due to factors such as language barriers, trauma, or lack of resources. By tailoring instruction to meet their specific needs, we aim to narrow the achievement gap and ensure that all students are performing at grade level or above.<br>• Differentiated instruction not only focuses on academic achievement but also considers the social, emotional, and cultural needs of students. By providing personalized learning experiences, we support the holistic development of each | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Scope:**<br>LEA-wide | student, fostering their well-being and sense of belonging within the school community.<br>• Modify curriculum materials and resources to accommodate diverse learning styles, language proficiencies, and cultural backgrounds, ensuring that all students can access and engage with the content. | |
| **1.5** | **Action:**<br>MTSS<br><br>**Need:**<br>There is a significant gap in the achievement of our UPP students that needs to be continually addressed. Focused Muti-Tiered Systems of Support are research-based methods to support student achievement in these underserved populations.<br><br>Our goal is for all students to achieve grade level proficiency in state adopted standards and 21st Century learning skills, including technology, as determined by classroom assessments, District benchmarks and state assessments. SBAC data shows an achievement gap between all students and targeted student groups. 2023 SBAC ELA data shows that 53.9% of WSD students (3rd – 8th grade) are proficient or above versus 50.2% of Socio-economically disadvantaged students, 26.5% of English Learners, and 33.3% of foster youth. In Math, 44.9% of WSD students are proficient or above versus 39% of Socio-economically disadvantaged students 22.9% of English Learners, and 26.7% of foster youth. | Since the District has an unduplicated student enrollment of 78.5%, it is important that improve our base program to ensure all student learn. We also understand that focusing on meeting the needs of the at risk students we serve such as English learners, socioeconomically disadvantaged and foster students is imperative.<br><br>This action addresses the unique identified needs of unduplicated student group by:<br>• Implementing MTSS strategies on an LEA-wide basis ensures that all students, including those from historically marginalized backgrounds, have equitable access to support systems that address their diverse needs. By prioritizing the needs of unduplicated student groups, we uphold principles of equity and inclusion, striving to eliminate disparities in academic outcomes and opportunities.<br>• MTSS provides a proactive approach to supporting students by offering a continuum of evidence-based interventions matched to their specific needs. By identifying students' strengths and areas for growth early on, we can intervene effectively to prevent academic | SBAC proficiency, SABC Distance from Standard, START proficiency, EL Progress, number of LTEL, and subgroup student achievement data. (Metrics - 1.1, 1.2, 1.3, 1.4, 1.5, 1.10, 1.13) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Data shows that 53% of students are proficient in Star Reading (3rd-8th grade) as compared to 49.4% in the spring of 2021; 73% of students are proficient in Star Early Literacy (K-2nd grade) as compared to 49.4% in the spring of 2021; and 75% of students are proficient in Math (1st - 8th grade) as compared to 63.5% in the spring of 2021<br><br>**Scope:**<br>LEA-wide | failure, reduce behavioral issues, and promote positive outcomes for all students.<br>• MTSS focuses not only on academic achievement but also on the social-emotional well-being of students. By addressing the holistic needs of Language Learners, Foster Youth, and Socioeconomically Disadvantaged students, we foster a supportive learning environment that promotes resilience, self-efficacy, and positive relationships, enhancing overall student success and well-being.<br>• Universal Screening: Implement universal screening processes to identify students who may benefit from additional supports within academic, behavioral, and social-emotional domains. Use data to inform decision-making and target interventions effectively.<br>• Provide tiered interventions aligned with the MTSS framework to address the diverse needs of students. Offer differentiated instruction, small-group interventions, counseling services, and other supports tailored to the individual needs of Language Learners, Foster Youth, and Socioeconomically Disadvantaged students. | |
| **1.6** | **Action:**<br>Specialty Programs<br><br>**Need:** | Since the District has an unduplicated student enrollment of 78.5%, it is important that improve our base program to ensure all student learn. We also understand that focusing on meeting the | SBAC proficiency, SABC Distance from Standard, START proficiency, EL Progress, number of |

| 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 |
|---|---|---|---|
| | Our unduplicated students thrive when provided with engaging, meaningful learning opportunities that connect them to school and ignite a passion for learning. We see increases and both student and family engagement when we offer specialized programs and enriching experiences. This leads to better out comes such as higher attendance rates, greater motivation, and improved academic outcomes. Continuing and expanding access to these opportunities districtwide ensures that all unduplicated students benefit from the same high quality, engaging learning environments that have proven to make a meaningful difference in their educational experience and long-term success.<br><br>Our goal is for all students to achieve grade level proficiency in state adopted standards and 21st Century learning skills, including technology, as determined by classroom assessments, District benchmarks and state assessments. SBAC data shows an achievement gap between all students and targeted student groups. 2023 SBAC ELA data shows that 53.9% of WSD students (3rd – 8th grade) are proficient or above versus 50.2% of Socio-economically disadvantaged students, 26.5% of English Learners, and 33.3% of foster youth. In Math, 44.9% of WSD students are proficient or above versus 39% of Socio-economically disadvantaged students 22.9% of English Learners, and 26.7% of foster youth. | needs of the at risk students we serve such as English learners, socioeconomically disadvantaged and foster students is imperative.<br><br>This action addresses the unique identified needs of unduplicated student group by:<br>• By providing specialty programs on an LEA-wide basis, we ensure equitable access to enriched learning experiences for all students, regardless of their socioeconomic status or background. Specialty programs offer opportunities for academic acceleration, skill development, and enrichment that may otherwise be unavailable to underserved student populations.<br>• Specialty programs can help address achievement gaps by providing targeted interventions and enrichment opportunities tailored to the unique needs of Language Learners, Foster Youth, and Socioeconomically Disadvantaged students. By offering specialized support and resources, we aim to level the playing field and promote academic success for all students.<br>• Specialty programs often encompass a wide range of offerings, including STEM (Science, Technology, Engineering, and Mathematics), arts, music, sports, and extracurricular activities. These programs not only enhance academic skills but also promote social-emotional development, creativity, critical thinking, and leadership skills, benefiting the holistic growth of students from diverse backgrounds. | LTEL, and subgroup student achievement data. (Metrics - 1.1, 1.2, 1.3, 1.4, 1.5, 1.10, 1.13) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Data shows that 53% of students are proficient in Star Reading (3rd-8th grade) as compared to 49.4% in the spring of 2021; 73% of students are proficient in Star Early Literacy (K-2nd grade) as compared to 49.4% in the spring of 2021; and 75% of students are proficient in Math (1st - 8th grade) as compared to 63.5% in the spring of 2021<br><br>**Scope:**<br>LEA-wide | • Expand existing specialty programs and develop new ones to meet the diverse needs and interests of Language Learners, Foster Youth, and Socioeconomically Disadvantaged students. Offer programs that provide academic support, enrichment, mentorship, career exploration, and college readiness initiatives.<br>• Embed culturally responsive practices within specialty programs to honor the cultural identities and backgrounds of all students. Provide opportunities for students to explore their own cultural heritage while engaging in interdisciplinary learning experiences. | |
| **2.2** | **Action:**<br>Social Emotional Supports<br><br>**Need:**<br>Unduplicated pupils face significant social and economic barriers that directly impact their ability to learn and thrive. Research shows that student development is optimally supported when the educational environments addresses major developmental needs, including strong relationships, social-emotional learning, and a coordinated system of supports.<br><br>Our goal is for all students to achieve grade level proficiency in state adopted standards and 21st Century learning skills, including technology, as determined by classroom assessments, District benchmarks and state assessments. Regular school attendance is vital to raising student achievement and | Since the District has an unduplicated student enrollment of 78.5%, it is important that improve our base program to ensure all student learn. We also understand that focusing on meeting the needs of the at risk students we serve such as English learners, socioeconomically disadvantaged and foster students is imperative.<br><br>This action addresses the unique identified needs of unduplicated student group by:<br>• Social-emotional supports are essential for creating an inclusive and supportive learning environment where all students feel valued, respected, and connected to their school community. By prioritizing social-emotional well-being on an LEA-wide basis, we promote equity and ensure that underserved student populations receive the necessary | Suspension rates, Attendance Rate, Chronic Absenteeism (Metrics - 2.2, 2.3, 2.4, 2.5) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | sustaining state funding for the District. The current District attendance rate is 95.1% (as of 3/10/24) and the Chronic Absenteeism rate is 17.1% (2022-2023). There has been a decrease in suspensions this school year. There is a continued need to improve the current attendance rate while at the same time decreasing suspension and chronic absenteeism rates.<br><br>Chronic Absenteeism data shows an achievement gap between all students and targeted student groups. 2023 Chronic Absenteeism data shows that 17.1% of WSD students where chronically absent versus 19.5% of Socio-economically disadvantaged students, 19.1% of English Learners, and 17.6% of foster youth.<br><br>**Scope:**<br>LEA-wide | support to thrive academically and emotionally.<br>• Many students from unduplicated student groups, such as Foster Youth, may have experienced trauma or adverse childhood experiences (ACEs) that impact their social-emotional development and academic performance. By implementing trauma-informed practices and providing targeted supports, we can create a safe and nurturing environment that promotes healing, resilience, and positive coping skills.<br>• Research has shown that social-emotional skills are strongly linked to academic success and long-term outcomes. By addressing the social-emotional needs of Language Learners, Foster Youth, and Socioeconomically Disadvantaged students, we not only support their overall well-being but also enhance their ability to engage in learning, build positive relationships, and achieve academic excellence.<br>• Implement evidence-based SEL curricula and programs that promote self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Ensure that SEL instruction is culturally responsive and tailored to the diverse needs of students from unduplicated student groups.<br>• Establish a school-wide PBIS framework that reinforces positive behaviors, fosters a sense of belonging, and provides clear | |

| 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 |
|---|---|---|---|
| | | expectations for behavior across all school settings. Offer targeted interventions and supports for students who require additional assistance in developing social-emotional skills and managing challenging behaviors.<br>• Expand access to school-based counseling and mental health services for students from unduplicated student groups. Provide individual and group counseling, crisis intervention, and referrals to community resources to address social-emotional concerns and promote overall well-being. | |
| **2.3** | **Action:**<br>Family Supports<br><br>**Need:**<br>Parent education is a fundamental need for unduplicated pupils because family involvement directly shapes student outcomes. Research shows that children whose parents are actively involved in their learning perform better in school, yet this remains a significant barrier for English Learner and socioeconomically disadvantaged families, who are far less likely to participate in school events and communicate with educators about their child's academic progress.<br><br>Our goal is for all students to achieve grade level proficiency in state adopted standards and 21st Century learning skills, including technology, as determined by classroom assessments, District benchmarks and state assessments. Regular school attendance is | Since the District has an unduplicated student enrollment of 78.5%, it is important that improve our base program to ensure all student learn. We also understand that focusing on meeting the needs of the at risk students we serve such as English learners, socioeconomically disadvantaged and foster students is imperative.<br><br>This action addresses the unique identified needs of unduplicated student group by:<br>• Family engagement is essential for promoting equity and ensuring that all students have access to the support and resources they need to succeed academically and thrive socially. By prioritizing family supports on an LEA-wide basis, we recognize the critical role that families play in students' education and seek to establish collaborative partnerships that empower families as active participants in their children's learning journey. | Suspension rates, Attendance Rate, Chronic Absenteeism (Metrics - 2.2, 2.3, 2.4, 2.5) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | vital to raising student achievement and sustaining state funding for the District. The current District attendance rate is 95.1% (as of 3/10/24) and the Chronic Absenteeism rate is 17.1% (2022-2023). There has been a decrease in suspensions this school year. There is a continued need to improve the current attendance rate while at the same time decreasing suspension and chronic absenteeism rates.<br><br>Chronic Absenteeism data shows an achievement gap between all students and targeted student groups. 2023 Chronic Absenteeism data shows that 17.1% of WSD students where chronically absent versus 19.5% of Socio-economically disadvantaged students, 19.1% of English Learners, and 17.6% of foster youth.<br><br>**Scope:**<br>LEA-wide | • Many families from unduplicated student groups, such as Language Learners, may face language barriers, cultural differences, and systemic challenges that affect their ability to engage with the school community. By providing culturally and linguistically competent family supports, we aim to bridge the communication gap, honor diverse cultural perspectives, and ensure that all families feel valued, respected, and welcomed within the school environment.<br>• Families of Foster Youth and Socioeconomically Disadvantaged students may require additional support services to address their unique needs and circumstances. By offering comprehensive family supports that encompass academic, social-emotional, and basic needs assistance, we strive to create a supportive network of care that promotes stability, resilience, and well-being for students and their families. | |
| **2.5** | **Action:**<br>Attendance<br><br>**Need:**<br>Chronic absenteeism is a persistent challenge for our unduplicated students. Students face multiple, often overlapping challenges that contribute to absenteeism, including health issues, family obligations, transportation barriers, and housing instability. For these populations, chronic absenteeism both reflects and exacerbates inequities, and when left | Since the District has an unduplicated student enrollment of 78.5%, it is important that improve our base program to ensure all student learn. We also understand that focusing on meeting the needs of the at risk students we serve such as English learners, socioeconomically disadvantaged and foster students is imperative.<br><br>This action addresses the unique identified needs of unduplicated student group by:<br>• Improving attendance is essential for promoting equity and ensuring that all | Attendance Rate, Chronic Absenteeism (Metrics - 2.2, 2.3) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | unaddressed, widens the opportunity gap and diminishes long term academic outcomes. Targeted, proactive attendance supports are essential to ensuring that unduplicated students remain connected to school and on track to succeed.<br><br>Our goal is for all students to achieve grade level proficiency in state adopted standards and 21st Century learning skills, including technology, as determined by classroom assessments, District benchmarks and state assessments. Regular school attendance is vital to raising student achievement and sustaining state funding for the District. The current District attendance rate is 95.1% (as of 3/10/24) and the Chronic Absenteeism rate is 17.1% (2022-2023). There is a continued need to improve the current attendance rate while at the same time decreasing suspension and chronic absenteeism rates.<br><br>Chronic Absenteeism data shows an achievement gap between all students and targeted student groups. 2023 Chronic Absenteeism data shows that 17.1% of WSD students where chronically absent versus 19.5% of Socio-economically disadvantaged students, 19.1% of English Learners, and 17.6% of foster youth.<br><br>**Scope:**<br>LEA-wide | students have equal access to educational opportunities. Chronic absenteeism disproportionately affects students from unduplicated student groups, exacerbating existing achievement gaps and hindering academic success. By addressing attendance issues on an LEA-wide basis, we aim to promote equity and ensure that all students have the opportunity to fully engage in learning and succeed academically.<br>• Regular attendance is strongly correlated with academic achievement and student outcomes. Students who are chronically absent are at higher risk of falling behind academically, disengaging from school, and dropping out. By implementing targeted strategies to improve attendance among Language Learners, Foster Youth, and Socioeconomically Disadvantaged students, we aim to mitigate the negative impact of chronic absenteeism on their academic progress and long-term success.<br>• Chronic absenteeism is often a symptom of underlying issues related to students' health, well-being, and socio-economic circumstances. By addressing attendance issues holistically and providing support services to meet the diverse needs of students from unduplicated student groups, we promote the overall well-being and development of the whole child, ensuring that they have the necessary | |

| 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 |
|---|---|---|---|
| | | support to overcome barriers to attendance and thrive in school.<br>• Implement early warning systems to identify students at risk of chronic absenteeism and provide targeted interventions and support services. Offer personalized support plans, mentoring, counseling, and academic assistance to address the root causes of absenteeism and re-engage students in learning.<br>• Engage families and community partners in promoting regular attendance and addressing barriers to attendance. Provide resources, workshops, and support services to empower families to prioritize school attendance and advocate for their children's educational success.<br>• Foster a positive and supportive school climate that values attendance and promotes a sense of belonging and connectedness among all students. Implement incentives, recognition programs, and attendance challenges to motivate students to attend school regularly and punctually.<br>• Establish cross-sector collaborations with community agencies, health providers, social services, and juvenile justice systems to support students' attendance and address underlying issues contributing to chronic absenteeism. Monitor attendance data regularly to identify trends, track progress, and adjust interventions as needed to improve attendance 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 |
|---|---|---|---|
| **3.1** | **Action:**<br>Districtwide Systems<br><br>**Need:**<br>Our Socio-Economically Disadvantaged (SED), English Learners (EL), and Foster Youth (FY) students need to have reliable access to technology, curriculum, and instructional resources in order to succeed. Sustaining and upgrading hardware, infrastructure, and technology supports ensures that instructional tools remain functional and aligned with district priorities, while targeted access and training in instructional technology directly address the opportunity gap for the district's most vulnerable student populations.<br><br>Our goal is for all students to achieve grade level proficiency in state adopted standards and 21st Century learning skills, including technology, as determined by classroom assessments, District benchmarks and state assessments. SBAC data shows an achievement gap between all students and targeted student groups. 2023 SBAC ELA data shows that 53.9% of WSD students (3rd – 8th grade) are proficient or above versus 50.2% of Socio-economically disadvantaged students, 26.5% of English Learners, and 33.3% of foster youth. In Math, 44.9% of WSD students are proficient or above versus 39% of Socio-economically disadvantaged students 22.9% of English Learners, and 26.7% of foster youth. | Since the District has an unduplicated student enrollment of 78.5%, it is important that improve our base program to ensure all student learn. We also understand that focusing on meeting the needs of the at risk students we serve such as English learners, socioeconomically disadvantaged and foster students is imperative.<br><br>This action addresses the unique identified needs of unduplicated student group by:<br>• Access to technology is essential for promoting equity and ensuring that all students have equal opportunities to engage in digital learning, access educational resources, and develop 21st-century skills. By prioritizing districtwide technology systems on an LEA-wide basis, we aim to bridge the digital divide and provide equitable access to technology resources and digital learning opportunities for all students, regardless of their socioeconomic status or background.<br>• Technology can be a powerful tool for supporting language learners in their language acquisition journey. By providing access to language learning software, digital libraries, translation tools, and multimedia resources, we can create a more immersive and interactive learning environment that supports language development and literacy skills among Language Learners.<br>• In today's digital age, technology plays a crucial role in ensuring continuity of learning, especially during times of | SBAC proficiency, SABC Distance from Standard, START proficiency, EL Progress, number of LTEL, and subgroup student achievement data, Attendance rate, Chronic Absenteeism. (Metrics - 1.1, 1.2, 1.3, 1.4, 1.5, 1.10, 1.13, 3.1) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Data shows that 53% of students are proficient in Star Reading (3rd-8th grade) as compared to 49.4% in the spring of 2021; 73% of students are proficient in Star Early Literacy (K-2nd grade) as compared to 49.4% in the spring of 2021; and 75% of students are proficient in Math (1st - 8th grade) as compared to 63.5% in the spring of 2021<br><br>**Scope:**<br>LEA-wide | disruption such as the COVID-19 pandemic. By investing in districtwide technology systems, we can better prepare students for remote learning, blended learning models, and digital instruction, ensuring that all students have the necessary technology resources and support to continue learning regardless of their physical location or circumstances.<br>• Implement and integrate digital learning platforms, educational software, and online resources that support personalized learning, adaptive instruction, and language development for Language Learners. Provide professional development for teachers on using digital tools effectively to meet the diverse needs of students.<br>• Offer digital literacy training and support services to students, families, and educators to build essential technology skills and competencies. Provide resources and workshops on internet safety, responsible digital citizenship, online research skills, and multimedia production to empower students to navigate the digital world safely and responsibly.<br>• Establish a robust technology support system to provide technical assistance, troubleshooting, and accessibility accommodations for students with disabilities or special needs. Ensure that technology resources and digital content are accessible to all students, including | |

| 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 |
|---|---|---|---|
| | | those with diverse learning needs and language backgrounds. | |
| **4.3** | **Action:**<br>Educational Partners<br><br>**Need:**<br>Parent participation has been limited after the pandemic. Increasing parent participation is priority as students need parent support to excel in school. Research consistently demonstrates that meaningful parent involvement is a key driver of academic achievement among underserved student populations, contributing to improved attendance, higher graduation rates, and greater social-emotional resilience.<br><br>Currently, District and site level committees focusing on EL students have been very low. For example, DELAC participation has averaged about 5 parents of EL Students vs 15 parents of non EL Students. In addition, LCAP survey completion of Spanish and Vietnamese surveys were about half compared to the English LCAP survey.<br><br>**Scope:**<br>LEA-wide | Since the District has an unduplicated student enrollment of 78.5%, it is important that improve our base program to ensure all student learn. We also understand that focusing on meeting the needs of the at risk students we serve such as English learners, socioeconomically disadvantaged and foster students is imperative.<br><br>This action addresses the unique identified needs of unduplicated student group by:<br>• Implement targeted outreach strategies to engage families from unduplicated student groups and build trusting relationships. Provide clear and consistent communication in multiple languages, using diverse communication channels to reach families where they are.<br>• Offer workshops, trainings, and resources to empower families with knowledge and skills to support their children's academic success, navigate the education system, and advocate for their needs. Provide information on topics such as college readiness, career pathways, social-emotional learning, and community resources.<br>• Assign dedicated staff members, such as parent and family liaisons or community outreach coordinators, to serve as liaisons between the school and families from unduplicated student groups. These staff members can provide personalized support, facilitate communication, and | Parent participation data, survey completions, parent events (Metrics - 2.1, 4.1, 4.4, 4.6) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | connect families with school and community resources.<br>• Embed culturally responsive practices within family supports to honor the cultural identities and backgrounds of all families. Recognize and celebrate diversity, involve families in decision-making processes, and create opportunities for families to share their knowledge, traditions, and perspectives. | |
| **5.1** | **Action:**<br>PLC Plan<br><br>**Need:**<br>Underserved students, including Socio-Economically Disadvantaged (SED), English Learners (EL), and Foster Youth (FY), often face systemic barriers that limit their access to high quality, consistent instruction. Structured district-wide Professional Learning Communities (PLC's) directly address inequities by ensuring clarity, shared purpose, and a focus on student outcomes across all sites. Building the capacity of School Leadership Teams (SLTs) empowers site leaders to champion equitable practices, while structured collaboration time, instructional walkthroughs, and classroom visits allow educators to reflect on and refine the practices that most directly impact underserved students. These activities create the systemic conditions needed to close the opportunity gap and improve student achievement.<br><br>Our goal is for all students to achieve grade level proficiency in state adopted standards | Since the District has an unduplicated student enrollment of 78.5%, it is important that improve our base program to ensure all student learn. We also understand that focusing on meeting the needs of the at risk students we serve such as English learners, socioeconomically disadvantaged and foster students is imperative.<br><br>This action addresses the unique identified needs of unduplicated student group by:<br>• Develop a PLC plan that supports professional development and curricular adaptations that maximize student learning, specifically Socio-economically disadvantaged, EL, and foster youth students<br>• Professional Development: Identify PD opportunities for staff to support instructional strategies that support student learning, specifically Socio-economically disadvantaged, EL, and foster youth students. Teachers will be provided with strategies and interventions to meet the needs of English learners. | PLC meetings, PD offerings, PD participation (Metrics - 5.1, 5.2, 5.3) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | and 21st Century learning skills, including technology, as determined by classroom assessments, District benchmarks and state assessments. SBAC data shows an achievement gap between all students and targeted student groups. 2023 SBAC ELA data shows that 53.9% of WSD students (3rd – 8th grade) are proficient or above versus 50.2% of Socio-economically disadvantaged students, 26.5% of English Learners, and 33.3% of foster youth. In Math, 44.9% of WSD students are proficient or above versus 39% of Socio-economically disadvantaged students 22.9% of English Learners, and 26.7% of foster youth.<br><br>Data shows that 53% of students are proficient in Star Reading (3rd-8th grade) as compared to 49.4% in the spring of 2021; 73% of students are proficient in Star Early Literacy (K-2nd grade) as compared to 49.4% in the spring of 2021; and 75% of students are proficient in Math (1st - 8th grade) as compared to 63.5% in the spring of 2021<br><br>**Scope:**<br>LEA-wide | • To meet the needs of LTELS, PD will be provided by an English Learner Instructional Specialist.<br>• Curriculum Adaptations: Identify PD opportunities to modify curriculum materials and resources to accommodate diverse learning styles, language proficiencies, and cultural backgrounds, ensuring that all students can access and engage with the content.<br>• Curriculum Committee: Collaborate with educational partners to develop PLC and professional development plans to maximize student learning. | |
| **5.5** | **Action:**<br>Professional Development<br><br>**Need:**<br>Our goal is for all students to achieve grade level proficiency in state adopted standards and 21st Century learning skills, including | Since the District has an unduplicated student enrollment of 78.5%, it is important that improve our base program to ensure all student learn. We also understand that focusing on meeting the needs of the at risk students we serve such as English learners, socioeconomically disadvantaged and foster students is imperative. | PLC meetings, PD offerings, PD participation (Metrics - 1.1, 1.2, 1.3, 1.4, 5.1, 5.2, 5.3) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | technology, as determined by classroom assessments, District benchmarks and state assessments. SBAC data shows an achievement gap between all students and targeted student groups. 2023 SBAC ELA data shows that 53.9% of WSD students (3rd – 8th grade) are proficient or above versus 50.2% of Socio-economically disadvantaged students, 26.5% of English Learners, and 33.3% of foster youth. In Math, 44.9% of WSD students are proficient or above versus 39% of Socio-economically disadvantaged students 22.9% of English Learners, and 26.7% of foster youth.<br><br>Data shows that 53% of students are proficient in Star Reading (3rd-8th grade) as compared to 49.4% in the spring of 2021; 73% of students are proficient in Star Early Literacy (K-2nd grade) as compared to 49.4% in the spring of 2021; and 75% of students are proficient in Math (1st - 8th grade) as compared to 63.5% in the spring of 2021.<br><br>Our unduplicated pupils experience barriers to academic achievement that need to be addressed by targeted instructional strategies, curriculum adaptations and progress monitoring.<br><br>**Scope:**<br>LEA-wide | This action addresses the unique identified needs of unduplicated student group by:<br>• Professional Development: Provide ongoing professional development opportunities for teachers to learn and implement effective differentiated instructional strategies, including tiered assignments, flexible grouping, and scaffolded instruction.<br>• Curriculum Adaptations: Modify curriculum materials and resources to accommodate diverse learning styles, language proficiencies, and cultural backgrounds, ensuring that all students can access and engage with the content.<br>• Data-Informed Decision Making: Use student data, including assessment results and demographic information, to identify areas of need and tailor instruction accordingly. Implement a data-driven approach to monitor student progress and adjust instructional practices as needed. | |

### *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 |
|---|---|---|---|
| | | | |

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

## Additional Concentration Grant Funding

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

Westminster School District has made a commitment to increase student achievement through increasing direct services to students. The additional concentration grant funds will be used to increase direct services to student and target low-income, English learners, and/or foster youth through the following activities:
1) Goal 1 Action 2 (Differentiated Instruction): Additional site-based staff to support Tier II and III intervention programs, tutoring, and educational guidance.
2) Goal 1 Action 6 (Specialty Programs): Additional staff to support the DLI program as it expands. The Spanish DLI program will need additional teachers as it expands to the Middle School. The Vietnamese DLI program will need an additional teachers as the middle school program is expanded to 8th grade.
3) Goal 1 Action 5 (MTSS): Addition of a Licensed Vocational Nurse (LVN) or Health Services Assistant to each site to provide health services support at each of our Preschool-8th grade sites (17 total positions)

We use additional concentration funding to provide support for the needs of our unduplicated students, such as instructional specialists, instructional aides and other support staff.

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of classified staff providing direct services to students | 1 to 13.86 | 1 to 12.5 |
| Staff-to-student ratio of certificated staff providing direct services to students | 1 to 19.73 | 1 to 17.26 |

# 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 | 86,329,470 | 24,211,941 | 28.046% | 0.000% | 28.046% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $92,098,416.00 | $25,108,736.00 | $5,237,565.00 | $14,502,706.00 | $136,947,423.00 | $101,542,838.00 | $35,404,585.00 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Instructional Program | All | No | | | All Schools | 2026-2027 | $8,440,755.00 | $1,506,052.00 | $9,330,809.00 | $615,328.00 | | $670.00 | $9,946,807.00 | |
| 1 | 1.2 | Differentiated Instruction | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2026-2027 | $12,695,510.00 | $2,379,977.00 | $12,258,794.00 | $1,541,452.00 | $24,154.00 | $1,251,087.00 | $15,075,487.00 | |
| 1 | 1.3 | PLCs | All | No | | | All Schools | 2026-2027 | $524,448.00 | $0.00 | $524,448.00 | $0.00 | $0.00 | $0.00 | $524,448.00 | |
| 1 | 1.4 | Districtwide Initiatives | All | No | | | All Schools | 2026-2027 | $699,898.00 | $19,881.00 | $719,779.00 | $0.00 | | | $719,779.00 | |
| 1 | 1.5 | MTSS | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2026-2027 | $4,562,835.00 | $3,372,591.00 | $402,243.00 | $7,529,683.00 | $3,500.00 | | $7,935,426.00 | |
| 1 | 1.6 | Specialty Programs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2026-2027 | $1,145,869.00 | $1,354,559.00 | $1,068,244.00 | $1,247,796.00 | | $184,388.00 | $2,500,428.00 | |
| 1 | 1.7 | Arts Program | All | No | | | All Schools | 2026-2027 | $3,140,035.00 | $269,930.00 | $1,594,584.00 | $1,815,381.00 | | | $3,409,965.00 | |
| 1 | 1.8 | Standards and Curriculum Alignment | All | No | | | All Schools | 2026-2027 | $0.00 | $250,000.00 | $250,000.00 | | | | $250,000.00 | |
| 1 | 1.10 | | | | | | | 2025-2026 | | | | | | | | |
| 2 | 2.1 | Diversity, Equity, and Inclusion | All | No | | | All Schools | 2026-2027 | $0.00 | $174,460.00 | $174,460.00 | | | | $174,460.00 | |
| 2 | 2.2 | Social Emotional Supports | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2026-2027 | $3,559,988.00 | $53,427.00 | $2,800,300.00 | $42,200.00 | | $770,915.00 | $3,613,415.00 | |
| 2 | 2.3 | Family Supports | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2026-2027 | $112,564.00 | $152,271.00 | $131,715.00 | | $0.00 | $133,120.00 | $264,835.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2 | 2.4 | Safety | All | No | | | All Schools | 2026-2027 | $559,506.00 | $2,569,546.00 | $1,364,742.00 | $1,764,310.00 | $0.00 | | $3,129,052.00 | |
| 2 | 2.5 | Attendance | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 2026-2027 | $257,445.00 | $4,000.00 | $261,445.00 | | | | $261,445.00 | |
| 2 | 2.6 | Nutrition Services | All | No | | | All Schools | 2026-2027 | $2,313,307.00 | $7,480,188.00 | | | | $9,793,495.00 | $9,793,495.00 | |
| 3 | 3.1 | Districtwide Systems | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 2026-2027 | $3,794,658.00 | $1,760,466.00 | $5,517,534.00 | $0.00 | $37,590.00 | | $5,555,124.00 | |
| 3 | 3.2 | Marketing Plan: Recruitment and Retention | All | No | | | All Schools | 2026-2027 | $298,570.00 | $42,173.00 | $295,030.00 | | $45,713.00 | | $340,743.00 | |
| 3 | 3.3 | Collaboration | All | No | | | All Schools | 2026-2027 | $124,392.00 | $203,788.00 | $328,180.00 | | | | $328,180.00 | |
| 3 | 3.4 | Fiscal Oversight and Accountability | All | No | | | All Schools | 2026-2027 | $2,134,256.00 | $2,048,573.00 | $4,182,829.00 | | | | $4,182,829.00 | |
| 3 | 3.5 | Facilities Master Plan | All | No | | | All Schools | 2026-2027 | $8,213,621.00 | $6,519,075.00 | $9,533,969.00 | $125,631.00 | $5,073,096.00 | | $14,732,696.00 | |
| 3 | 3.6 | Investment and Debt Structure | All | No | | | All Schools | 2026-2027 | $0.00 | $200,000.00 | $200,000.00 | | | | $200,000.00 | |
| 4 | 4.1 | Celebration and Recognition | All | No | | | All Schools | 2026-2027 | $0.00 | $151,518.00 | $151,518.00 | | | | $151,518.00 | |
| 4 | 4.2 | District Wide Communication | All | No | | | All Schools | 2026-2027 | $859,049.00 | $0.00 | $859,049.00 | | | | $859,049.00 | |
| 4 | 4.3 | Educational Partners | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 2026-2027 | $1,323,822.00 | $13,678.00 | $872,833.00 | | | $464,667.00 | $1,337,500.00 | |
| 4 | 4.4 | Community Partnerships | All | No | | | All Schools | 2026-2027 | $0.00 | $62,341.00 | $62,341.00 | | | | $62,341.00 | |
| 4 | 4.5 | Marketing Plan: Increase Enrollment | All | No | | | All Schools | 2026-2027 | $167,380.00 | $141,356.00 | $308,736.00 | | | | $308,736.00 | |
| 5 | 5.1 | PLC Plan | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 2026-2027 | $0.00 | $700,000.00 | $700,000.00 | | | | $700,000.00 | |
| 5 | 5.2 | Human Resources Plan | All | No | | | All Schools | 2026-2027 | $133,906.00 | $31,296.00 | $165,202.00 | | | | $165,202.00 | |
| 5 | 5.3 | Employee Evaluation | All | No | | | All Schools | 2026-2027 | $0.00 | $170,663.00 | $170,663.00 | | | | $170,663.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **5** | **5.4** | Career Growth Pathway | All | No | | | All Schools | 2026-2027 | $9,619.00 | $0.00 | $9,619.00 | | | | $9,619.00 | |
| **5** | **5.5** | Professional Development | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 2026-2027 | $596,590.00 | $203,011.00 | $198,833.00 | $0.00 | | $600,768.00 | $799,601.00 | |
| **5** | **5.6** | Recruitment and Retention | All | No | | | All Schools | 2026-2027 | $45,874,815.00 | $3,569,765.00 | $37,660,517.00 | $10,426,955.00 | $53,512.00 | $1,303,596.00 | $49,444,580.00 | |

# 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 |
|---|---|---|---|---|---|---|---|---|---|
| 86,329,470 | 24,211,941 | 28.046% | 0.000% | 28.046% | $24,211,941.00 | 0.000% | 28.046 % | **Total:** | $24,211,941.00 |
| | | | | | | | | **LEA-wide Total:** | $24,211,941.00 |
| | | | | | | | | **Limited Total:** | $0.00 |
| | | | | | | | | **Schoolwide Total:** | $0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| **1** | **1.2** | Differentiated Instruction | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $12,258,794.00 | |
| **1** | **1.5** | MTSS | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $402,243.00 | |
| **1** | **1.6** | Specialty Programs | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $1,068,244.00 | |
| **2** | **2.2** | Social Emotional Supports | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $2,800,300.00 | |
| **2** | **2.3** | Family Supports | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $131,715.00 | |
| **2** | **2.5** | Attendance | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $261,445.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 3 | 3.1 | Districtwide Systems | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $5,517,534.00 | |
| 4 | 4.3 | Educational Partners | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $872,833.00 | |
| 5 | 5.1 | PLC Plan | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $700,000.00 | |
| 5 | 5.5 | Professional Development | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $198,833.00 | |

# 2025-26 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $135,529,210.00 | $135,529,210.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| **1** | **1.1** | Instructional Program | No | $8,378,569.00 | 8378569 |
| **1** | **1.2** | Differentiated Instruction | Yes | $15,423,481.00 | 15423481 |
| **1** | **1.3** | PLCs | No | $1,864,247.00 | 1864247 |
| **1** | **1.4** | Districtwide Initiatives | No | $868,247.00 | 868247 |
| **1** | **1.5** | MTSS | Yes | $11,006,655.00 | 11006655 |
| **1** | **1.6** | Specialty Programs | Yes | $2,330,098.00 | 2330098 |
| **1** | **1.7** | Arts Program | No | $4,563,555.00 | 4563555 |
| **1** | **1.8** | Curriculum Alignment - Orenda Education | No | $750,000.00 | 750000 |
| **2** | **2.1** | Diversity, Equity, and Inclusion | No | $150,000.00 | 150000 |
| **2** | **2.2** | Social Emotional Supports | Yes | $3,327,285.00 | 3327285 |
| **2** | **2.3** | Family Supports | Yes | $294,321.00 | 294321 |

| 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** | **2.4** | Safety | No | $2,873,718.00 | 2873718 |
| **2** | **2.5** | Attendance | Yes | $334,025.00 | 334025 |
| **2** | **2.6** | Nutrition Services | No | $7,129,888.00 | 7129888 |
| **3** | **3.1** | Districtwide Systems | Yes | $5,852,340.00 | 5852340 |
| **3** | **3.2** | Marketing Plan: Recruitment and Retention | No | $300,000.00 | 300000 |
| **3** | **3.3** | Collaboration | No | $309,135.00 | 309135 |
| **3** | **3.4** | Fiscal Oversight and Accountability | No | $4,451,836.00 | 4451836 |
| **3** | **3.5** | Facilities Master Plan | No | $13,721,121.00 | 13721121 |
| **3** | **3.6** | Investment and Debt Structure | No | $150,000.00 | 150000 |
| **4** | **4.1** | Celebration and Recognition | No | $150,000.00 | 150000 |
| **4** | **4.2** | District Wide Communication | No | $500,000.00 | 500000 |
| **4** | **4.3** | Educational Partners | Yes | $1,190,871.00 | 1190871 |
| **4** | **4.4** | Community Partnerships | No | $80,225.00 | 80225 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| **4** | **4.5** | Marketing Plan: Increase Enrollment | No | $296,850.00 | 296850 |
| **5** | **5.1** | PLC Plan | Yes | $700,000.00 | 700000 |
| **5** | **5.2** | Human Resources Plan | No | $150,000.00 | 150000 |
| **5** | **5.3** | Employee Evaluation | No | $150,000.00 | 150000 |
| **5** | **5.4** | Career Growth Pathway | No | $9,619.00 | 9619 |
| **5** | **5.5** | Professional Development | Yes | $894,269.00 | 894269 |
| **5** | **5.6** | Recruitment and Retention | No | $47,328,855.00 | 47328855 |

# 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) |
|---|---|---|---|---|---|---|
| 24,308,562 | $24,636,190.00 | $24,636,190.00 | $0.00 | 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 | Differentiated Instruction | Yes | $11,994,907.00 | 11994907 | | |
| 1 | 1.5 | MTSS | Yes | $710,557.00 | 710557 | | |
| 1 | 1.6 | Specialty Programs | Yes | $1,258,622.00 | 1258622 | | |
| 2 | 2.2 | Social Emotional Supports | Yes | $2,676,249.00 | 2676249 | | |
| 2 | 2.3 | Family Supports | Yes | $150,000.00 | 150000 | | |
| 2 | 2.5 | Attendance | Yes | $334,025.00 | 334025 | | |
| 3 | 3.1 | Districtwide Systems | Yes | $5,773,581.00 | 5773581 | | |
| 4 | 4.3 | Educational Partners | Yes | $822,623.00 | 822623 | | |
| 5 | 5.1 | PLC Plan | Yes | $700,000.00 | 700000 | | |
| 5 | 5.5 | Professional Development | Yes | $215,626.00 | 215626 | | |

# 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) |
|---|---|---|---|---|---|---|---|---|
| 84,446,289 | 24,308,562 | 0 | 28.786% | $24,636,190.00 | 0.000% | 29.174% | $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).

California Department of Education
November 2024