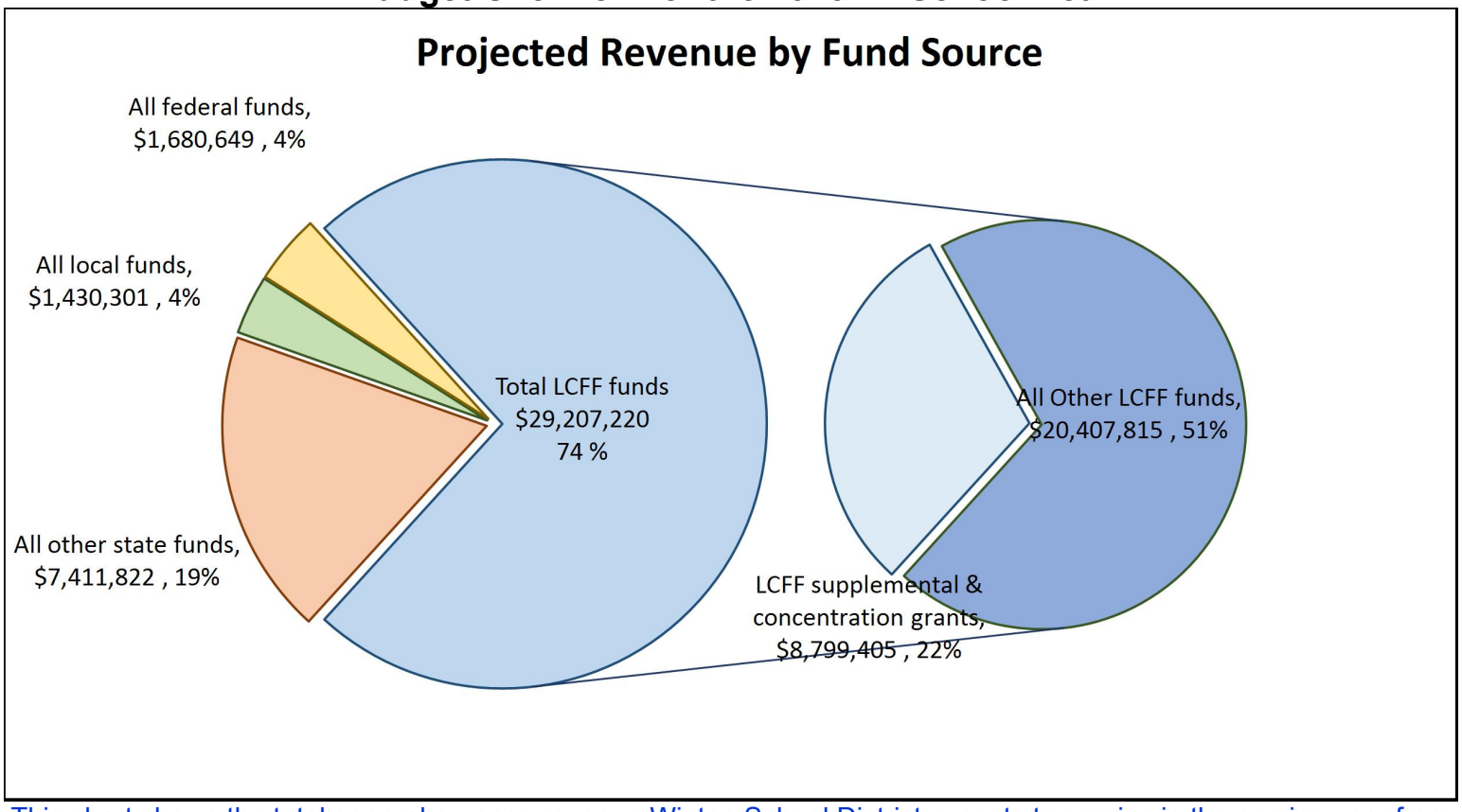
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Winton School District
CDS Code: 24-65870-0000000
School Year: 2026-27
LEA contact information:
See Lao
Superintendent
slao@winton.k12.ca.us
(209) 357-6175

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

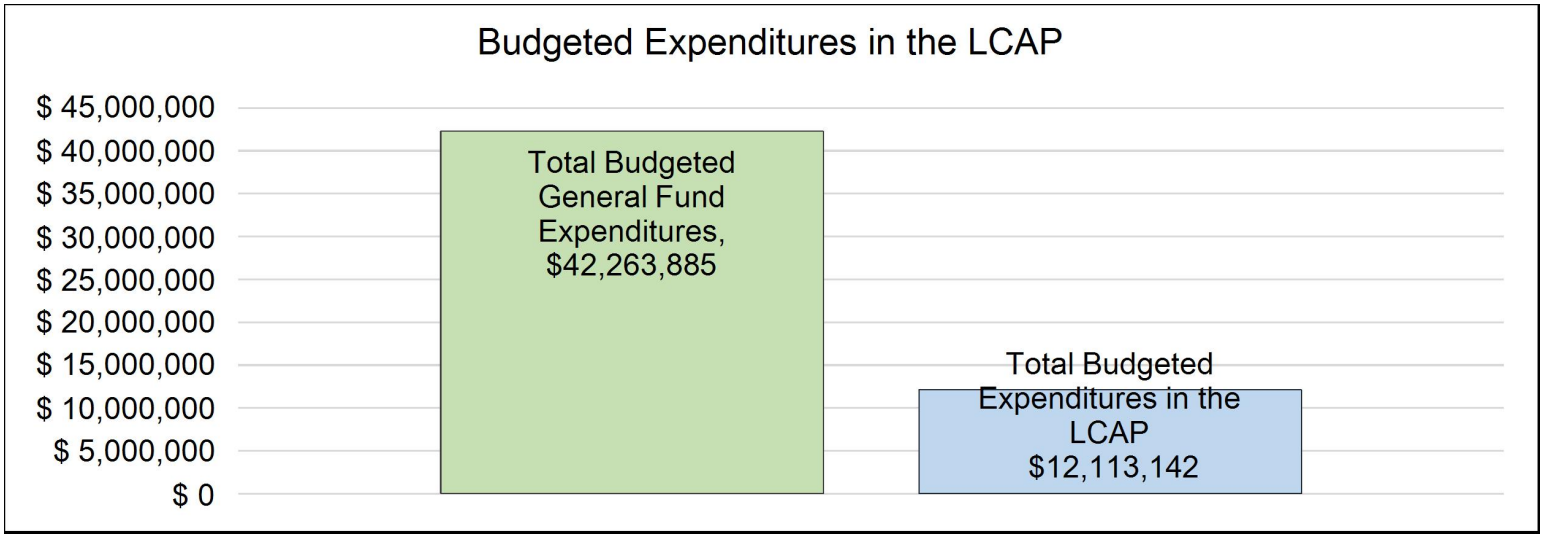


This chart shows the total general purpose revenue Winton School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Winton School District is $39,729,992, of which $29,207,220 is Local Control Funding Formula (LCFF), $7,411,822 is other state funds, $1,430,301 is local funds, and $1,680,649 is federal funds. Of the $29,207,220 in LCFF Funds, $8,799,405 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 Winton 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: Winton School District plans to spend $42,263,885 for the 2026-27 school year. Of that amount, $12,113,142 is tied to actions/services in the LCAP and $30,150,743 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

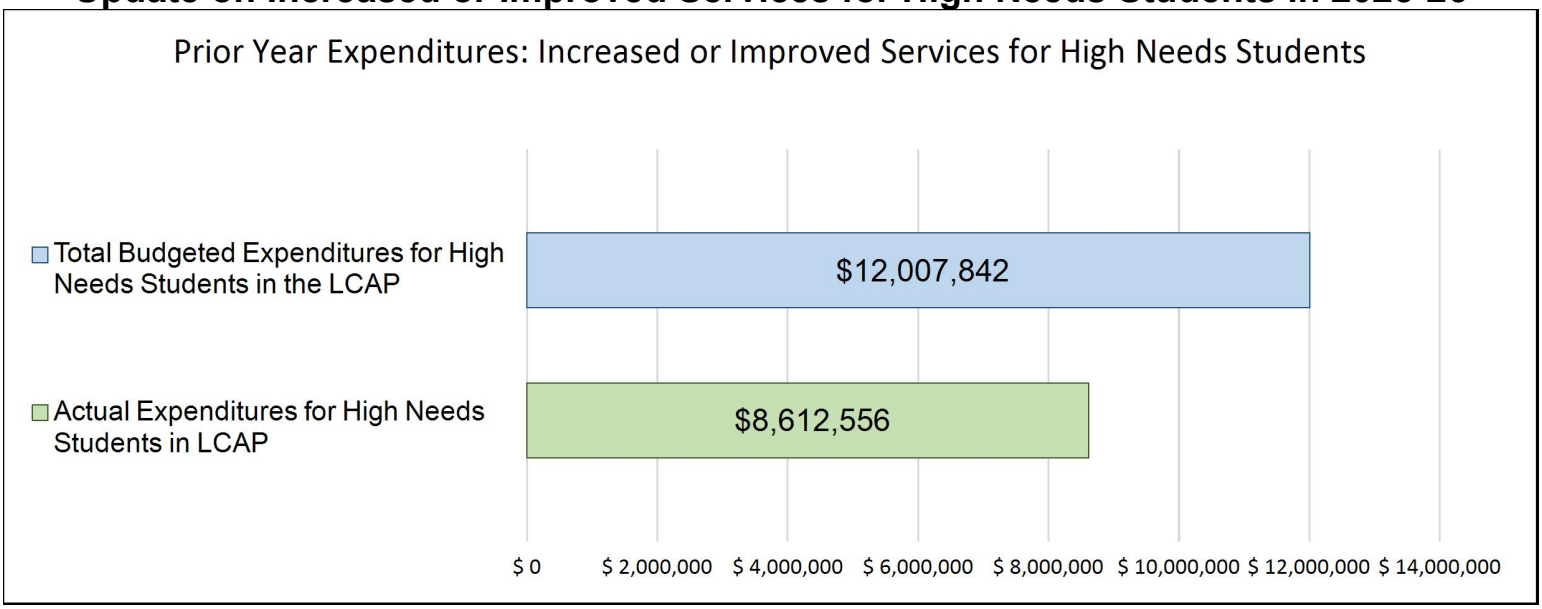
Budgeted expenditures not included in the LCAP will be used to support the operational costs of the Winton School District and maintain the current level of educational services provided to all students.

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

In 2026-27, Winton School District is projecting it will receive $8,799,405 based on the enrollment of Foster Youth, English learner, and low-income students. Winton School District must describe how it intends to increase or improve services for high needs students in the LCAP. Winton School District plans to spend $11,737,114 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 Winton 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 Winton 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, Winton School District's LCAP budgeted $12,007,842 for planned actions to increase or improve services for high needs students. Winton School District actually spent $8,612,556 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $3,395,286 had the following impact on Winton School District’s ability to increase or improve services for high needs students:

The difference between the budgeted and actual expenditures is attributed to unspent Learning Recovery Block Grant funds which expire June 30, 2028. There was no impact to the Winton School District's ability to increase or improve services for high need students. A portion of the LRBG funds has been allocated to activities to increase attendance in the 2026-27 school year. The WSD will make continued efforts to support students' needs and utilize the LRBG funds by the deadline.

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
Winton School District	See Lao Superintendent	slao@winton.k12.ca.us (209) 357-6175

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.

The community of Winton is an unincorporated town with a population of 11,709 (from 2020 census). The Winton School District (WSD) serves approximately 1,800 students from Preschool through 8th grade. WSD has three elementary schools - Sybil Crookham, Frank Sparkes, and Winfield Elementary. WSD has one middle school - Winton Middle School. The elementary schools serve students from preschool through 5th grade and the middle school serves students in grades six through eight. Each school site operates an After School and Education Safety Program along with an Extended Learning Opportunity Program. The student demographic by race/ethnicity for Grades TK thru Grade 8 are 88.9% Hispanic, 5.6% White, 4.3% Asian, 0.7% Black/African American, and 0.4% American Indian/Alaskan Native. These students make up our significant subgroups which are 48.5% English Learners and 93.3% Socio-Economically Disadvantaged. With the diverse group of students, it is WSD mission to “Prepare all students to become responsible members of a democratic society” through the goals specified in the WSD’s Local Control and Accountability Plan.

Reflections: Annual Performance

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

Baseline data was established utilizing the 2022-2023 state test score results. The baseline for all students who earned Met or Exceeded Standard in language arts was 43.4%, in math 33.69%, and in science 21.5%. Students in the Winton School District have shown increases in ELA and Math since baseline results were published in 2023. CAASPP tests taken during the 2023-2024 school year reflected scores for all students meeting or exceeding the standards to be 43.74% in ELA, 32.78% in math, and 21.77% in science. The following year, 2024-2025, the scores were 50.04% in ELA, 35.84% in math, and 28.04% in science. As plans are made for the third year of this LCAP cycle,

current differences from baseline are taken into consideration. Currently, all students have shown a 6.64% increase in ELA, a 2.15% increase in math, and 6.54% increase in science.

Baseline data (2022-2023) for the summative ELPAC showed that 21.4% of English Language Learners scored a level 4 which is Well Developed and 36.99% scored level 3, Moderately Developed. Year two (2024-2025) data shows a difference of a 1.72% decrease for level 4 and a 0.66% increase for level 3 when compared to baseline data.

According to the California School Dashboard, the Winton School District has shown a decrease of 7.4% for chronic absenteeism rates when 2025-2025 is compared to baseline data in 2022-2023. Suspension rates for this same time period reflect a slight increase of 0.3%. 2024-2025 data for English Learner progress shows that 49.7% of English learners are making progress which is a decline of 5.9% from the previous year. Although both areas show increases from the prior year, students are 6.9 points below standard in ELA and 36.4 points below standard in math. The colors for each of these areas that have been assigned by the dashboard are: Chronic Absenteeism- orange, Suspension Rate- orange, English Learner progress- orange, English Language Arts- yellow, and Math- yellow.

A closer look at chronic absenteeism shows that 15.5% of all students were chronically absent. Long-term English Language Learners are in red due to an increase in chronic absenteeism of 10.1%. The following subgroups fall under orange: Asian, English Learners, Hispanic, Socioeconomically Disadvantaged, students with Disabilities, and White students. A closer look at the dashboard for 2025 also shows concern for student subgroups in Math. Long-term English Learners declined 4.7 points and Students with Disabilities maintained with a negative 1.7 points. Both subgroups are in red, and the homeless subgroup is orange. Due to these concerning subgroups in red, the Winton School District was identified for Differentiated Assistance and fully participated in all DA Community of Practice meetings hosted by the Merced County Office of Education.

Further academic evaluation from the CA Dashboard, indicates a few subgroups in orange for English Language Arts: Homeless- declined 15.8 points, Long-term English Language Learners- maintained -1.5 points, and White Students declined 13.1 points. Students with disabilities are also in orange but showed an increase of 16.8 points.

A closer look at suspension rates, shows an increase for the following subgroups: English Learners- 2.5% increase, Long-term English Learners- 12.5 % increase, and Students with Disabilities- 0.7% increase.

Local measures on attendance indicate that P-2 increased by 1.0% in 2024-2025 and maintained at 95% for the 2025-2026 school year.

In analyzing WSD’s local self-assessment, WSD is proud of its Parent Engagement. Opportunities are provided for parents to be involved with their child’s education and the Winton School District Community. Parents are informed of school events through flyers, Parent Square, marquee boards at each site, outreach/resources for parents from the school counselors. These communications and activities utilize translation and interpretation. Events in which parents were able to participate include Parent Conferences, SSC/SELAC/DELAC Meetings, Back to School Night, Open House, a Wellness Fair, Family Fun Night, and Love Winton. In addition, WSD appropriately assigns teachers, students have access to curriculum-aligned instructional materials, and the schools are safe, clean and functional.

WSD intends to maintain success through the utilization of the adopted core curriculum and supplemental materials, student access to grade level standards, administration of the CAASPP Interim Assessments, and the arrangement of focused, collaborative teacher grade/subject

level data analysis. WSD will continue its Parent Engagement events with its existing culture of commitment and ongoing two-way communication. Actions and services in the LCAP that will help ensure WSD success include updated network and equipment, teacher collaboration days, paraeducator collaboration days, liaisons, school counselors, and community involvement events (Trunk or Treat, Love Winton, Family Night, Multicultural Festival).

Effective programs and policies that have been implemented are creating an engaging school environment, attendance intervention processes, multiple modes of communication with parents, and partnership with Merced County Behavioral Health to help families connect to resources.

The Winton School District has $3,097,709.39 unexpended LREBG funds. The WSD plans to allocate funds to improve absenteeism, particularly chronic absenteeism. An action has been added to goal three, Action 3.4, to address the concerns of chronic absenteeism in the Winton School District. 2025 Dashboard results show that 15.5% of all students are chronically absent with long-term English language learners falling into the red category and English learners, socioeconomically disadvantaged, and students with disabilities falling into orange. Research shows that positive, consistent school attendance is a primary predictor of student success. Students who attend school regularly demonstrate higher GPA's, better standardized test scores, and are significantly more likely to graduate. Feedback from educational partners reaffirms the concerns for chronic absenteeism and supports the addition of the action to address this concern. The WSD expects to spend $160,000.00 of LREBG funds during the 2026-27 school year.

Reflections: Technical Assistance

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

Winton School District was identified for Differentiated Assistance. The WSD met the criteria for the technical assistance program for Long-Term English Language Learners under chronic absenteeism and suspension as well as for Students with Disabilities under English Language Arts & Math and suspension. A committee was formed including the Director of Educational Services, two principals, one teacher on special assignment, and the district data analyst. Together they attended the DA Community of Practice sessions in collaboration with the Merced County Office of Education. Session topics included dashboard analysis, root cause analysis, trauma-informed practices, local data analysis for suspension, practices for improving attendance, and local data analysis for absenteeism. Through thoughtful analysis of our district data, the team was able to explore the root causes, collaborate on effective strategies, and create plans to drive equitable outcomes moving forward. Action 3.2, 3.3, and 3.4 under goal three address the needs of all students including Long Term English Learners and Students with disabilities to improve attendance, academics, and behavior support systems to benefit all students including these subgroups.

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
School Site Staff	Presentation of the district's enrollment, student groups, and performances on the California School Dashboard. Review of prior year LCAP goals and actions. Asked educational partners on how to improve or increase services for the students. Sybil Crookham - April 1, 2026 Frank Sparkes - April 15, 2026 Winton Middle School - March 20, 2026 Winfield - April 22, 2026 (Principals, TSAs, Teachers, School Psychologists, School Counselors, Director of Educational Services)
Supervisory Team	Provided the educational partners with the current goals and list of actions/services. Asked educational partners on how to improve or increase services for the students. Asked if current actions/services should be continued. May 7, 2026 (Director of Educational Services, Director of Fiscal Services, Principals, MOT Supervisor, Food Service Supervisor, District Nurse, District IT Specialist Coordinator of ELOP/ASES, Coordinator of Special Education)
Parents and Community	Presentation of the district's enrollment, student groups, and performances on the California School Dashboard. Review of prior

Educational Partner(s)	Process for Engagement
	year LCAP goals and actions. Asked educational partners on how to improve or increase services for the students. DELAC/DAC - March 19, 2026 Frank Sparkes SSC/SELAC - March 25, 2026 Winton Middle SSC/SELAC - March 30, 2026 Winfield SSC/SELAC - April 28, 2026 Sybil Crookham SSC/SELAC - April 28, 2026
Principals and Administrators	Presentation of the district's enrollment, student groups, and performances on the California School Dashboard. Review of prior year LCAP goals and actions. Asked educational partners on how to improve or increase services for the students. May 7, 2026
Local Bargaining Units	Presentation of the district's enrollment, student groups, and performances on the California School Dashboard. Review of prior year LCAP goals and actions. Asked educational partners on how to improve or increase services for the students. Winton Teachers Association - April 15, 2026 California Schools Employees Association - April 16, 2026
Students Winton Middle Student Body Government/Student Advisory Committee	Asked educational partners on how to improve or increase services for the students. Students shared their input. March 19, 2026
Merced County Special Education Local Plan Area (SELPA) Meeting	Provided a review of the areas specifically addressing students with special needs. Discussion about staff directly related to students with special needs as well as the professional development that occurred. March 26, 2026
Winton School District Public Hearing Meeting	Opportunity for the public to comment on the plan. June 8, 2026

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

Educational partners shared a variety of ideas which were divided into categories within the current LCAP goals. 24% of the ideas were associated with Goal 1 and focused on improvements to technology, additional staff support, and incentives for achievement. 7% were tied to Goal 2 with a recommendation to continue to support professional development and staff collaboration. 69% were aligned with Goal 3 with a main focus on continuing to update, improve, and maintain equipment, facilities, and grounds. Additional ideas for goal three include addition support for athletic programs, support staff, family engagement, and safety. Other than this, the educational partners had no other concerns with continuing prior year actions/services; the actions/services will continue to be implemented.

The Winton School District will continue the LCAP actions/services from the prior LCAP and will provide actions around the following items:
1. Goal 1, Action1.3 - Achievement Recognition
2. Goal 3, Action 3.3 - Athletic program support through supplies utilized to create and maintain safe, welcoming environments
3. Goal 3, Action 3.4 - Attendance Support Program

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Winton School District will demonstrate achievement growth for all students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (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.

Winton School District (WSD) takes pride in student achievement for all students. WSD aims to have a continual annual growth in English Language Arts/Literacy (ELA), Mathematics, and English language proficiency. WSD wants to increase the number of students who met or exceeded the California Assessment of Student Performance and Progress (CAASPP) ELA and mathematics standards. Based on 2023 CAASPP data, WSD is 0.93% lower than the statewide average in mathematics; and, in ELA, WSD is 3.26% lower than the statewide average. On the Summative English Language Proficiency Assessments for California (ELPAC), there was a increase of 4.57% of students performing in Level 4 proficiency from 2021 to 2022. In order for students to make this progress, WSD shall provide students with access to a broad course of study, programs/services for unduplicated pupils and individuals with exceptional needs, and standards-aligned instructional materials. Students will be recognized for achievement growth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA	ALL STUDENTS: 43.40% Met or Exceeded Standard SOCIOECONOMICALLY DISADVANTAGED: 41.78% Met or Exceeded Standard	ALL STUDENTS: 43.74% Met or Exceeded Standard SOCIOECONOMICALLY DISADVANTAGED: 42.42% Met or	ALL STUDENTS: 50.04% Met or Exceeded Standard SOCIOECONOMICALLY DISADVANTAGED: 48.96% Met or	ALL STUDENTS: 46.40% Met or Exceeded Standard SOCIOECONOMICALLY DISADVANTAGED: 44.78% Met or	ALL STUDENTS: +6.64% Met or Exceeded Standard SOCIOECONOMICALLY DISADVANTAGED: +7.18% Met or

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		STUDENTS WITH DISABILITY: 12.51% Met or Exceeded Standard ENGLISH LEARNER: 27.21% Met or Exceeded Standard LONG-TERM ENGLISH LEARNER: 4.08% Met or Exceeded Standard *2022-2023 Results	Exceeded Standard STUDENTS WITH DISABILITY: 9.09% Met or Exceeded Standard ENGLISH LEARNER: 23.99% Met or Exceeded Standard LONG-TERM ENGLISH LEARNER: 2.94% Met or Exceeded Standard *2023-2024 Results	Exceeded Standard STUDENTS WITH DISABILITY: 16.07% Met or Exceeded Standard ENGLISH LEARNER: 28% Met or Exceeded Standard LONG-TERM ENGLISH LEARNER: 3.13% Met or Exceeded Standard *2024-2025 Results	Exceeded Standard STUDENTS WITH DISABILITY: 15.51% Met or Exceeded Standard ENGLISH LEARNER: 30.21% Met or Exceeded Standard LONG-TERM ENGLISH LEARNER: 7.08% Met or Exceeded Standard	Exceeded Standard STUDENTS WITH DISABILITY: +3.56% Met or Exceeded Standard ENGLISH LEARNER: +0.79% Met or Exceeded Standard LONG-TERM ENGLISH LEARNER: -0.95% Met or Exceeded Standard
1.2	CAASPP Math	ALL STUDENTS: 33.69% Met or Exceeded Standard SOCIOECONOMICALLY DISADVANTAGED: 32.55% Met or Exceeded Standard STUDENTS WITH DISABILITY: 14.59% Met or Exceeded Standard	ALL STUDENTS: 32.78% Met or Exceeded Standard SOCIOECONOMICALLY DISADVANTAGED: 31.21% Met or Exceeded Standard STUDENTS WITH DISABILITY:	ALL STUDENTS: 35.84% Met or Exceeded Standard SOCIOECONOMICALLY DISADVANTAGED: 34.14% Met or Exceeded Standard STUDENTS WITH DISABILITY:	ALL STUDENTS: 36.69% Met or Exceeded Standard SOCIOECONOMICALLY DISADVANTAGED: 35.55% Met or Exceeded Standard STUDENTS WITH DISABILITY:	ALL STUDENTS: +2.15% Met or Exceeded Standard SOCIOECONOMICALLY DISADVANTAGED: +1.59% Met or Exceeded Standard STUDENTS WITH DISABILITY: -

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ENGLISH LEARNER: 21.83% Met or Exceeded Standard LONG-TERM ENGLISH LEARNER: 4.08% Met or Exceeded Standard *2022-2023 Results	9.91% Met or Exceeded Standard ENGLISH LEARNER: 18.82% Met or Exceeded Standard LONG-TERM ENGLISH LEARNER: 4.41% Met or Exceeded Standard *2023-2024 Results	8.93% Met or Exceeded Standard ENGLISH LEARNER: 21.34% Met or Exceeded Standard LONG-TERM ENGLISH LEARNER: 6.26% Met or Exceeded Standard *2024-2025 Results	17.59% Met or Exceeded Standard ENGLISH LEARNER: 24.83% Met or Exceeded Standard LONG-TERM ENGLISH LEARNER: 7.08% Met or Exceeded Standard	5.66% Met or Exceeded Standard ENGLISH LEARNER: -0.49% Met or Exceeded Standard LONG-TERM ENGLISH LEARNER: +2.18% Met or Exceeded Standard
1.3	CAST Science	ALL STUDENTS: 21.50% Met or Exceeded Standard SOCIOECONOMICALLY DISADVANTAGED: 20.90% Met or Exceeded Standard STUDENTS WITH DISABILITIES: 10.81% Met or Exceeded Standard ENGLISH LEARNER: 4.73% Met or Exceeded Standard *2022-2023 Results	ALL STUDENTS: 21.77% Met or Exceeded Standard SOCIOECONOMICALLY DISADVANTAGED: 21.41% Met or Exceeded Standard STUDENTS WITH DISABILITIES: 5.71% Met or Exceeded Standard	ALL STUDENTS: 28.04% Met or Exceeded Standard SOCIOECONOMICALLY DISADVANTAGED: 26.68% Met or Exceeded Standard STUDENTS WITH DISABILITIES: 2.86% Met or Exceeded Standard	ALL STUDENTS: 24.50% Met or Exceeded Standard SOCIOECONOMICALLY DISADVANTAGED: 23.90% Met or Exceeded Standard STUDENTS WITH DISABILITY: 13.81% Met or Exceeded Standard	ALL STUDENTS: +6.54% Met or Exceeded Standard SOCIOECONOMICALLY DISADVANTAGED: +5.78% Met or Exceeded Standard STUDENTS WITH DISABILITIES: -7.95% Met or Exceeded Standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			ENGLISH LEARNER: 3.25% Met or Exceeded Standard *2023-2024 Results	ENGLISH LEARNER: 3.21% Met or Exceeded Standard *2024-2025 Results	ENGLISH LEARNER: 7.73% Met or Exceeded Standard	ENGLISH LEARNER: -1.52% Met or Exceeded Standard
1.4	ELPAC Summative	ALL STUDENTS: 21.40% Level 4 - Well Developed 36.99% Level 3 - Moderately Developed LONG-TERM ENGLISH LEARNERS: 17.02% Level 4 - Well Developed 40.43% Level 3 - Moderately Developed *2022-2023 Results	ALL STUDENTS: 21.55% Level 4 - Well Developed 36.21% Level 3 - Moderately Developed LONG-TERM ENGLISH LEARNERS: 23.88% Level 4 - Well Developed 43.28% Level 3 - Moderately Developed *2023-2024 Results	ALL STUDENTS: 19.68% Level 4 - Well Developed 37.65% Level 3 - Moderately Developed LONG-TERM ENGLISH LEARNERS: 15.63% Level 4 - Well Developed 48.44% Level 3 - Moderately Developed *2024-2025 Results	ALL STUDENTS: 24.40% Level 4 - Well Developed 39.99% Level 3 - Moderately Developed LONG-TERM ENGLISH LEARNERS: 20.02% Level 4 - Well Developed 43.43% Level 3 - Moderately Developed	ALL STUDENTS: -1.72% Level 4 - Well Developed +0.66% Level 3 - Moderately Developed LONG-TERM ENGLISH LEARNERS: -1.39% Level 4 - Well Developed +8.01% Level 3 - Moderately Developed
1.5	English Learners reclassified	90 students= 18% *AERIES 2022-2023 Results	80 students= 17.6% *AERIES 2023-2024 Results	61 students= 13.7% *AERIES 2024-2025 Results	90 students	-4.3% English Learners Reclassified
1.6	All pupils will receive access to broad course of study as indicated on the Master Schedule.	100% *AERIES 2022-2023 Results	100% *AERIES 2023-2024 Results	100% *AERIES 2024-2025 Results	100%	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Pupils will have access to programs and services developed and provided to unduplicated pupils.	100% *AERIES 2022-2023 Results	100% *AERIES 2023-2024 Results	100% *AERIES 2024-2025 Results	100%	No difference
1.8	Pupils will have access to programs and services developed and provided to individuals with exceptional needs.	100% *AERIES 2022-2023 Results	100% *AERIES 2023-2024 Results	100% *AERIES 2024-2025 Results	100%	No difference
1.9	All pupils will have sufficient access to the standards-aligned instructional materials.	100% *Local Monitoring 2022-2023 Results	100% *Local Monitoring 2023-2024 Results	100% *Local Monitoring 2024-2025 Results	100%	No difference
1.10	All pupils will have access to and utilize technological devices in the classroom.	100% *Local Monitoring 2022-2023 Results	100% *Local Monitoring 2023-2024 Results	100% *Local Monitoring 2024-2025 Results	100%	No difference

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 one was carried out using data-driven decisions to support students in preparation for standardized state tests in ELA, Math, and Science, utilizing a variety of staff members to ensure attention to the needs of all students. The Winton School District continues to provide all students, including unduplicated pupils and those with exceptional needs, with a broad course of study and access to programs utilizing the standards-aligned curriculum and instructional strategies supported and monitored by district administrators and support staff. Site personnel continue to play a vital role in supporting students and their academic achievement. The Teachers on Special Assignment continue to be a valuable asset in supporting student success while planning, organizing, and monitoring assessment. In addition to supportive school and district staff and access to a broad course of study, all students also have access to technological devices and programs to enhance and strengthen achievement. Hapara proved to be a valuable tool in classroom management and student engagement. View Sonic boards were not required to be replaced or added this school year as all classrooms and some additional rooms within the district

are equipped with boards. Successes are seen in the academic outcomes for CAASPP ELA with improvements for all student groups with the exception of Long-term English Language Learners. Although scores improved from Year 1, they are still lower than the baseline and the target outcome. Successes are also seen in math outcomes with the exception of Students with Disabilities. Math tests are seen as a challenge with decreasing scores over time for this subgroup. Science score outcomes as measured by the CAST prove to be a challenge for Students with Disabilities and English Learners. There was a decline in ELPAC summative scores and students being reclassified. All other metrics for pupil access had successful outcomes.

The Winton School District saw the need to allocate funds toward student achievement recognition during the 2025-26 school year. Student surveys highlighted students' strong desire for motivation through recognition, rewards, and incentives and the district saw this as a valuable tool for improving achievement outcomes.

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.

1.2 Teachers- An additional teacher was hired to alleviate high class sizes in 6th grade
1.3 Resource Teachers- An additional RSP teacher was hired
1.4 Paraeducators- Vacancies throughout the year resulted in new hires which came in at a lower cost
1.8 Intervention Teachers- Vacancies were filled with veteran teachers associated with a higher cost
1.7 ViewSonic Boards- There were no repairs or replacements needed

Funding was not allocated toward ViewSonic Boards this year, but the need for student recognition was valid. Funding was dedicated to achievement recognition for the 2025-26 school year.

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

The actions in this goal were predominately effective. The valuable personnel associated with goal one have been requested to remain in tact as suggested during educational partners meetings. School personnel provided resources and tools to promote academic achievement as reflected in improved test score outcomes for CAASPP ELA, Math, and CAST. Teachers on Special Assignment at each school site, serving as the designated test site coordinators, provide resources to the staff and oversee the administration of the California Assessment of Student Performance and Progress (CAASPP) and the English Language Proficiency Assessment (ELPAC). Additionally, TSAs oversee English Language Development data to ensure students are properly placed to receive support. The Teacher on Special Assignment Assessment and Accountability proves to be a valuable asset by effectively supporting district personnel with data, training, and system monitoring to ensure the district's assessment plans are carried out. The Data Analyst for the Winton School District continues to play a pivotal role in ensuring accuracy within the student information system and updating CALPADS data weekly, providing accuracy within the Test Operations Management system (TOMS) for CAASPP and ELPAC. Reducing class sizes by maintaining the teaching staff is supportive for students. Meeting students' needs by providing Intervention Teachers, Resource Teachers, and Paraeducators continues to be a priority, including supporting students with special needs.

An additional Resource Teacher was hired for the 2025-26 school year to help support students with disabilities. This addition is correlates with the need for additional support in reference to a decline in math (-5.66%) and science (-7.95%) scores for students with disabilities. In response to a decline in the number of students being reclassified from 90 students in 2022-23 to 61 students in 2024-25, reclassification criteria was revamped to redesignate students who score a level 4 on the ELPAC in the elementary grades. The adjustment in the criteria should be apparent in the number of students that are reclassified in the coming years and should reduce the number of Long-Term English Language Learners, thus increasing scores in those areas.

The use of and continued access to technology for instruction and student engagement remains of value to overall student achievement. View Sonic boards continue to enhance instruction in the learning environment and may be directly tied to continued achievement growth for all students with a 6.64% increase in ELA, a 2.15% increase in math, and a 6.54% in science. Hapara continues to offer educators the opportunity to monitor student Chromebook activity. Usage reports indicate that 68% of the teaching staff utilized Hapara during the 2025-2026 school year. According to the Hapara Usage Report, the most widely used features were viewing the class at 38.8%, closing a tab with a reason at 19.7%, sending announcements to students at 15.9%, and instantly closing a tab at 14.4%.This valuable tool assists school staff in monitoring student engagement while promoting positive interactions.

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 actions in Goal One have been reorganized to reflect categories, such as personnel, to provide a more inclusive promotion of support for all students. Actions from the 2024-25 LCAP were reorganized which resulted in adjustments in action numbers. Previous actions 1.1 Teachers on Special assignment, 1.2 Teachers, 1.3 Resource Teachers, 1.4 Paraeducators, 1.6 Data Analyst, 1.8 RTI Teachers, and 1.10 TSA Assessment and Accountability were combined and are now all included in action 1.1 Personnel. Previous actions 1.7 ViewSonic Boards and 1.9 Hapara have been combined and are now included in action 1.2 Technology Devices and Programs for Instruction. All personnel and non-personnel expenditures remain in-tact within the new actions. The additional action to continue achievement recognition is now action 1.3.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Personnel	District and school site staff will support all students, including but not limited to, Students with Disabilities, English Learners, Foster Youth, and Low Income. Staff will support the differentiated needs of students utilizing a multitiered system of support (MTSS). District-wide staff will support students' academic achievement with support provided to teachers and site	$3,900,379.00	Yes

Action #	Title	Description	Total Funds	Contributing
		administrators to ensure effective utilization and facilitation of assessments systems, categorical programs, and data tracking. District staff will also manage the district's student information, ensure data are accurately input into AERIES and reported to CALPADS in order to have concise reporting data for state assessments, special education, and funding purposes. School site staff will work directly with all students to maximize achievement, strengthen language acquisition, and improve learning outcomes. Staff will support students inside and outside of the general education classroom including but not limited to, providing small group and individualized instruction to students with disabilities to meet the students' Individualized Education Plan and to improve literacy, mathematics, English proficiency, and/or other content area standards, The Winton School District (WSD) will maintain and strategically allocate certificated and classified personnel to support continuous academic growth for all students in English Language Arts (ELA), Mathematics, Science and English language proficiency. This action is designed to address identified performance gaps for student subgroups. Personnel funded through this action will include district and site staff. These staff members will provide standards-aligned instruction, targeted intervention, and designated and integrated English Language Development (ELD) to ensure equitable access to a broad course of study for all students, including unduplicated pupils (English learners, low-income students, and foster youth) and individuals with exceptional needs. Teachers and support staff will implement data-driven instructional practices through the use of CAASPP-aligned interim assessments, formative assessments, and ongoing progress monitoring to identify student needs and adjust instruction accordingly. Intervention personnel will provide additional academic support in ELA and mathematics for students not yet meeting standards, while EL specialists will focus on accelerating English language acquisition and supporting reclassification outcomes. District staff will ensure coherence across instructional practices by promoting a shared vision for student achievement, supporting professional collaboration, and monitoring the effectiveness of instructional		

Action #	Title	Description	Total Funds	Contributing
		programs and services. Personnel will also support the implementation of standards-aligned instructional materials and evidence-based strategies to increase student engagement, motivation, and achievement outcomes. Through this coordinated system of personnel and supports, WSD aims to increase the percentage of students meeting or exceeding standards on the CAASPP in ELA and mathematics and to continue improving English language proficiency outcomes as measured by the ELPAC, ensuring sustained annual growth for all student groups.		
1.2	Technology Devices and Programs for Instruction	Devices such as ViewSonic Interactive Boards and Active Slates will allow student and teachers to have enriched educational tools and will support student engagement by having access to and enhancement of digital curriculum components and programs to meet instructional content objectives/standards. Programs such as Hapara are beneficial for teachers and students. Hapara is a tool that provides teachers with the ability to monitor student activity on digital devices an organize teaching and learning in Google Workspace within the instructional setting to improve student learning outcomes and engagement.	$51,893.00	Yes
1.3	Achievement Recognition	District and school staff will support and encourage student achievement with incentives and awards to recognize and promote academic growth. Students will receive recognition for accomplishing academic goals set forth by district and site staff.	$63,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Winton School District will engage and provide a culture of continuous improvement for student achievement in which students will have access and opportunities to support their learning through high quality staff and professional learning groups.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Winton School District (WSD) ensures that teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. In addition, WSD recognizes that in order for students be be successful, students must have access to state adopted standards. WSD supports its staff to grow professionally to be equipped with the current resources and strategies to enhance their instructional design. The staff are given opportunities to identify their professional learning needs and explore workshops and trainings that are of interest to them and their grade level needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Winton School District teachers will be appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	100% *Local Monitoring 2023-2024 Results	100% *Local Monitoring 2024-2025 Results	100% *Local Monitoring 2025-2026 Results	100%	No difference
2.2	All pupils have access to state board adopted academic content and performance standards.	100% *Local Monitoring 2023-2024 Results	100% *Local Monitoring 2024-2025 Results	100% *Local Monitoring 2025-2026 Results	100%	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	English Learners will have access to the Common Core State Standards and the adopted English Language Development standards.	100% *Local Monitoring 2023-2024 Results	100% *Local Monitoring 2024-2025 Results	100% *Local Monitoring 2025-2026 Results	100%	No difference

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 two was carried out by providing opportunities for professional development and staff collaboration. The Winton School District continues to support new teachers with a mentor (TSA - Academic Support and Mentoring) to guide them through the Teacher Induction Program. There were nine candidates in the Teacher Induction Program for the 2025-2026 school year as well as two candidates in the Admin. Keys program. There was an increase in employees taking advantage of opportunities for collaboration and professional development as compared to previous years. Securing adequate numbers of substitutes for staff to be able to attend PD off campus continues to be a challenge at times. Giving staff the option to collaborate after the school day proved to be a successful way to avoid needing substitutes. All students continue to have access to state board adopted academic content and performance standards including English Language Development standards for English learners.
The cost for Admin. Keys program through MCOE for candidates seeking a Clear Administrative Credential has been added to this goal as a method to promote and retain quality administrators in the Winton School District.

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.

Action 2.1 - Teachers did not attend as many professional development opportunities as were budgeted for or the PD was at no cost
Action 2.2 - Although several teachers took advantage of the opportunity to collaborate with their peers, there weren't as many days utilized as were budgeted for. This may have been due to a difficulty to find substitutes at times.
Action 2.3 - Not all paraeducators chose to collaborate with the classroom teacher on a monthly basis
Action 2.4 - The number of teachers eligible for the Teacher Induction Program was estimated to be lower. Admin. Keys was added.
Action 2.5 - Staff did not attend English Learner Professional Learning Opportunities as anticipated

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

Action 2.1 was effective. There was an increase in the number of participants for professional development opportunities this year. This may be a reflection of the new math framework/adoption. Feedback was positive for the many opportunities for Math PD that was provided through MCOE which suggests that staff may be more likely to participate in professional development if it is not only valuable, but also local. The topics chosen by staff members included Unite, Connect, Thrive, SELPA Legal Symposium, Innovation the delivers: Building Stronger Educational Systems Together, Multitudes Reading Screener Virtual Training, Helping struggling Readers in K-5, Strengthening Phonics in K-2, 6th Grade Network: Creating a Classroom of Math Empowered Students, and Master Google Workspace. All students had access to state board adopted content and performance standards and it is important to note that a new math curriculum adoption is underway in the Winton School District. Action 2.2 was effective in allowing multiple groups the opportunity to meet and collaborate. This opportunity was taken advantage of more than the previous year. Action 2.3 for allowing teachers and paras to collaborate once per month continues to be effective in allowing colleagues the opportunity to prepare lessons and materials together for the students. Supporting teachers and administrators continues to be effective in the Winton School District where employees have the opportunity to grow and advance from within the system and school community. The TSA for Academic Support and Mentoring continues to be a valuable, effective support for the teaching staff and district as a whole. The high retention of first and second year staff speaks to this. Educational partners request this position remain in place and teacher retention moving into the 2026-27 school year reflects the value of this position. There was only one teacher that chose to leave

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.

There was a change for action 2.4 to include the cost of Admin Keys Clear Credential Program through MCOE. This supports efforts to promote, support, and retain highly qualified administrators.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Learning Opportunities	Provide Professional Learning Opportunities for staff to attend. These Professional Learning Opportunities are on the topics such as, but not limited to - technology, social-emotional learning, English Language Arts, mathematics, science, and history-social science as needed for the implementation of academic content and performance standards for all students in order to acquire skills/strategies to implement and promote student success.	$60,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Teacher Collaboration Days	These Teacher Collaboration Days provide teachers one day of collaboration (site/grade/subject-area level specific teachers) during the instructional calendar to observe other teachers and/or educational programs and/or plan standards-based instruction to improve classroom instructional delivery and student learning outcomes. Teachers have the opportunity to collaborate half days or in two hour sessions up to 6 hours.	$36,400.00	Yes
2.3	Paraeducator Collaboration Days	These Paraprofessional Instructional Aides Collaboration Days provides Paraprofessional Instructional Aides to collaborate one hour per month with their assigned teacher to discuss teacher classroom expectations, student language proficiency/academic needs, and instructional strategies to maximize student learning outcomes.	$19,200.00	Yes
2.4	Teacher Induction & Admin. Keys Program	Support Year 1 and Year 2 teacher and administrator candidates in the Merced County Office of Education Teacher Induction Program (TIP) and Admin. Keys Program. These Year 1 and Year 2 candidates will participate in quality professional development and work with assigned teacher or administrative mentor to complete inquiries to fulfill TIP/Admin. Keys completion requirements that lead to the attainment of a Professional Credential upon successful completion of Year 2.	$60,000.00	Yes
2.5	Professional Learning Opportunities - English Learners	Provide Professional Learning Opportunities for staff to attend. The Professional Learning Opportunities is on the topic of English Language Development as needed for the implementation of academic content and performance standards for all students, including long term English language learners in order to acquire skills/strategies to implement and increase student English language acquisition.	$17,615.00	Yes
2.6	Teacher on Special Assignment - Academic Support/Mentoring	The TSA-Academic Support/Mentor will coach and mentor staff serving in an instructional setting to meet their credential requirements.	$209,839.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Winton School District will provide a safe, welcoming, and well-maintained learning environment for students, families, and staff where there is a sense of school connectedness and a promotion of the social, emotional, and academic growth of our students.	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.

Winton School District (WSD) values keeping its schools in good condition. The schools are the heart of the community for the students, families, and staff in which students get to grow academically, socially, and emotionally whether it is during the instructional year, over the summer breaks, or at community events. Therefore, it is important to maintain the school grounds and facilities for this growing community. Moreover, student attendance is imperative for student success and successful transition in 8th grade to high school and beyond. Research show that students do better in school when they feel safe at school and connected to the staff.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Facility Inspection Tool (FIT) school ratings.	All schools receive a rating of Good. *2023-2024 Results	All schools receive a rating of Good. *2024-2025 Results	All schools receive a rating of Good. 2025-2026 Results	All schools receive a rating of Good.	No difference
3.2	Parent input in making decisions for the school district and each individual school site.	70% of parents agree the schools seek parent input. *2023-2024 Results	70% of parents agree the schools seek parent input *2023-2024 Results	64% of parents agree the schools seek parent input *2025-2026 Results	70% of parents agree the schools seek parent input.	-6% decrease in parents that agree the schools seek parent input

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Promote parental participation in programs for unduplicated pupils.	School Site Council/Site English Language Advisory Committee - 51% or more of members in attendance District English Language Advisory Committee - 51% or more of members in attendance *2023-2024 Results	School Site Council/Site English Language Advisory Committee - 51% or more of members in attendance District English Language Advisory Committee - 51% or more of members in attendance *2024-2025 Results	School Site Council/Site English Language Advisory Committee - 51% or more of members in attendance District English Language Advisory Committee - 51% or more of members in attendance *2025-2026 Results	School Site Council/Site English Language Advisory Committee - 51% or more of members in attendance District English Language Advisory Committee - 51% or more of members in attendance	No difference
3.4	Parental participation in programs for individuals with exceptional needs.	100% *2023-2024 Results	100% *2024-2025 Results	100% *2025-2026 Results	100%	No difference
3.5	P2 Average Daily Attendance.	94% *2023-2024 Results	95% *2024-2025 Results	95% *2025-2026 Results	94%	+1% increase in attendance
3.6	Chronic Absenteeism Rate	22.9% *2022-2023 Results	14.9% *2023-2024 Results	15.5% *2024-2025 Results	10%	-7.4% decrease in chronic absenteeism
3.7	Suspension Rate	3.9% *2022-2023 Results	3.8% *2023-2024 Results	4.2% *2024-2025 Results	3.9%	+0.3% increase in suspension rates

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	Expulsion Rate	0.00% *2022-2023 Results	0.05% *2023-2024 Results	0.001% *2024-2025 Results	0.00%	+0.001% increase in expulsions
3.9	8th grade students transitioning to 9th grade.	100% *2023-2024 Results	100% *2024-2025 Results	100% *2025-2026	100%	No difference
3.10	Uniform Complaint Reports for the reporting quarters as indicated on the quarterly submission to Merced County Office of Education. *2023-2024 Results	0 *2023-2024 Results	0 *2024-2025 Results	0 *2025-2026 Results	0	No difference
3.11	California Healthy Kids Survey	66% of the 5th graders who took the survey reported "Yes, most of the time" or "Yes, all of the time" on the School Connectedness Questions 70% of the 5th graders who took the survey indicated that they feel safe most and all of the time 46% of the 7th graders who took the survey reported "Agree" or “Strongly agree" on the School Connectedness Questions	This survey is given every two years, therefore, there is no new data to report for year one.	72% of the 5th graders who took the survey reported "Yes, most of the time" or "Yes, all of the time" on the School Connectedness Questions 76% of the 5th graders who took the survey indicated that they feel safe most and all of the time 51% of the 7th graders who took the survey reported "Agree"	68% of the 5th graders who took the survey reported "Yes, most of the time" or "Yes, all of the time" on the School Connectedness Questions 72% of the 5th graders who took the survey indicated that they feel safe most and all of the time 48% of the 7th graders who took the survey reported "Agree"	+6% increase in the 5th grade survey participants reporting "Yes, most of the time" and "Yes, all of the time" on the School Connectedness questions +6% increase in the 5th grade survey participants reporting that they feel safe "All" and "Most of the time" +5% increase in the 7th grade survey participants reporting "Agree"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		43% of the 7th graders who took the survey perceived the school as very safe and safe *2023-2024 Results		or “Strongly agree" on the School Connectedness Questions 48% of the 7th graders who took the survey perceived the school as very safe and safe *2025-2026 Results	or “Strongly agree" on the School Connectedness Questions 45% of the 7th graders who took the survey perceived the school as very safe and safe	and "Strongly Agree" on the School Connectedness questions +5% increase in the 7th grade survey participants reporting a perception of their school as "Very Safe" and "Safe"
3.12	California School Climate Staff Survey	89% of the staff who took the survey strongly agree and agree that the staff work environment is supportive and an inviting place to work 86% of the staff who took the survey strongly agree and agree that the school is a safe place for the staff *2023-2024 Results	This survey is given every two years, therefore, there is no new data to report for year one.	95% of the staff who took the survey strongly agree and agree that the staff work environment is supportive and an inviting place to work 92% of the staff who took the survey strongly agree and agree that the school is a safe place for the staff *2025-2026 Results	91% of the staff who took the survey strongly agree and agree that the staff work environment is supportive and an inviting place to work 88% of the staff who took the survey strongly agree and agree that the school is a safe place for the staff	+6.0% increase for staff survey participants reporting "Strongly Agree" and "Agree" to a supportive and inviting working +6% increase for staff survey participants who "Strongly Agree" and "Agree" that the school is a safe place for the staff
3.13	Parent Survey	76% of the parents who submitted the survey feel their child is safe	This survey is given every two years, therefore,	74% of the parents who submitted the survey feel their	78% of the parents who submitted the survey feel their	-2% decrease in the number of parents who

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and connected to the school 16% of the parents who submitted the survey remained neutral about their child feeling safe and connected to the school *2023-2024 Results	there is no new data to report for year one.	child is safe and connected to the school 20% of the parents who submitted the survey remained neutral about their child feeling safe and connected to the school *2025-2026 Results	child is safe and connected to the school 18% of the parents who submitted the survey remained neutral about their child feeling safe and connected to the school	submitted the survey who felt their child is safe and connected to the school +4% increase in the number of parents who submitted the survey remaining neutral about their child feeling safe and connected to the school

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 three was carried out utilizing actions to support students, families and staff with a supportive, engaging, and well-maintained learning environment. Counselors, psychologists, a liaison, maintenance and operations staff, student supervisors, crossing guards, a school resource officer, and a speech pathologist/assistant all proved to be valuable staffing assets to the goal for the 2025-26 school year. The intervention class was reinstated at the middle school level; however, it was found that the elementary level intervention class was not necessary. Services from the truant officer were not requested as often as anticipated, and the Winton School District showed an increased improvement to chronic absenteeism on the Data Dashboard. Saturday classes were not offered as often as anticipated however continue to be an asset to students in need of attendance recovery especially for promotion requirements. The absence line continues to be a valuable tool for staff to report absences and for subs to be secured. Student participation in the band program continues to increase, and is seen as a valuable option for students and increased school involvement. The Winton School District continues to pride itself on community involvement hosting events such as Love Winton, Trunk-or-Treat, a Wellness Fair, and Family Fun Day. Some desks and chairs were purchased, but there was not an extensive need. The slurry seal, Parent Square, Unity Day, VOIP hosting by MCOE, lighting, and performing arts continue to be valued and implemented. some picnic tables were purchased this year increasing the welcoming areas for seating around campuses. The K-5 music teacher salary was paid for with funds from Prop 28, so LCAP funds did not have to be utilized for this purpose. A challenge was experienced related to goal three with the untimely death of one of the personnel supported by this goal in action 3.1. Further challenges were noted after administering the parent surveys. A decrease in the number of parents who feel their child is safe and connected to school is concerning. On the other hand, efforts to help students feel connected and safe at school increased for both

5th and 7th graders. Although chronic absenteeism has improved over the last three years, concerns for Long Term English Language learners were addressed and will continue to be a focus.

Two additional actions were added to Goal 3 for the 2025-26 school year in response to growing concerns and challenges with behavior and school connectivity. The Winton School District found that adding a part-time Board Certified Behavior Analyst was a valuable addition to the actions within goal three. In an effort to increase school connectedness, it was found that support for the WSD athletic programs proved to be a valuable tool for connecting students and families to the school environment. Funding that was not required this year in other areas was shifted to costs to contract services with Merced County for a BCBA and to improve student athletic programs.

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.

3.1- The number of students in need of intervention at the elementary level was not warranted so the position was collapsed after the start of the school year
3.3- The Winton School District suffered an unfortunate loss of one of the school psychologists and the position was not filled
3.4- An employee in a liaison position left the district and the position was not able to be replaced right away. the new hire came in at a lower cost to the district.
3.5- A Bus Driver/Utility workers left the district, and the position was not filled right away. The new hire came in at a lower cost to the district.
3.7- An additional crossing guard was not hired
3.9 and 3.10- Overage costs set aside for additional work was not utilized
3.11- There were no associated costs for the truant officer this year, however communications and support continue to be valued
3.14- The amount of band equipment/uniforms was not as much as originally planned for
3.15- There were no costs associated with career day this year
3.17- The number of desks or chairs required for the school sites were not as high as expected
3.18- Slurry seal was not replaced this year
3.19- The cost of Cloud Hosting services was slightly lower than anticipated
3.22- A few new picnic tables were needed this year
3.24- Updates to outdoor lighting were not necessary this year
3.26- The K-5 music teacher was paid from alternate funding, Prop. 28

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

Facility ratings remain "Good" according to the FIT. There was a 6% decrease in the number of participating parents responding in agreement that the schools seek parent input. According to P2 data there was a positive 1% increase in attendance. Chronic absenteeism decreased for all students by 7.4%. There was a slight increase in suspension rates for all students as compared to the baseline year. 2025-2026 was a survey administration year for the WSD. Student results for 5th and 7th graders show an increase in feelings of school connectedness and safety. Although there was a positive increase, one quarter of the students remain uneasy about school connectedness and safety. The staff survey presented strong numbers for positive increases and percentages of teachers that feel their work environment is

supportive, inviting, and safe. Parent participant responses reflected a slight decrease for those who felt their child is safe and connected at school, however the number of parents who feel their child is not safe and connected to school are only about 6%.
The intervention teacher at the elementary level proved ineffective this year and the position was collapsed. The intervention teacher position at WMS was reinstated in response to increasing behavior issues and suspensions. This has been an effective piece to this action in the past. All other personnel in goal 3 remain effective to making progress. Activities and communication which support and promote community involvement were effective in making progress toward connectivity and community relations as seen in the number of participants at the events.
Actions involving services within goal 3 such as a Board Certified Behavior Analyst and Speech pathologist were requested to be added or maintained through community partner meetings and are valuable to the Winton School District to assist with behavior needs, attendance, and other student supports.

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 actions have been reorganized into categories to promote inclusivity and streamline the goal. The three categories cover personnel, services, and supplies. The targets from the previous descriptions remain intact within the new action titles. Actions 3.1 Intervention Teacher, 3.2 Counselors, 3.3 School Psychologists, 3.4 Liaisons, 3.5 Bus Driver/Utility Worker, 3.6 Student Supervisor, 3.7 Crossing Guard, 3.8 School Resource Officer, 3.9 Speech Language Pathologist, 3.10 Speech Language Pathologist Assistant, 3.12 Saturday Class Attendance and 3.26 K-5 Music Teacher have been combined into action 3.1. Speech and Language Pathologists/Assistants have been moved to a personnel cost as compared to the prior services cost as the WSD plans to hire SLP/SLPA in contrast to contracted the services out.

Actions 3.11 Truant Officer, 3.13 Absence Line, 3.18 Slurry Seal, 3.19 Parent Community Communication, and 3.23 VOIP Hosting are now included in Action 3.2 Services that Promote Safe, Welcoming Environments and School Connectivity. The BCBA will also fall into this category due to the contracted service of this position.

Actions 3.14 Band Equipment/Uniforms, 3.15 Career Pathway/College Week, 3.16 Community Involvement Events, 3.17 Teacher/Student Desks and Chairs, 3.20 Unity Day, 3.21 Visual Arts & Performing Arts, 3.22 Picnic Tables, 3.24 Light Fixtures on School Grounds, and 3.25 Facility Improvements are now included in Action 3.3 Supplies Utilized to Create and Maintain Safe, Welcoming Environments and Promote School Connectivity. Athletic program support with also fall into this category to improve school connectivity.

The WSD will also improve the attendance accountability system to track and monitor attendance in an effort to decrease chronic absenteeism. This will be added as a new action , will take the place of 3.4, and will utilize LREBG funds.

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	Personnel	Personnel will be utilized to promote a Multi-Tiered System of Support to address academic and behavioral needs, safe routes to school, a safe and supportive learning environment, positive attendance habits, positive behavior, school connectedness, and school to family communication for all students. This includes providing interpretation/translation services to bridge the language barrier gap between the parents and the school. Personnel will also support and encourage a healthy social-emotional learning environment inside and outside of the classroom while promoting inclusivity for all students. In an effort to promote attendance and maintain facilities, personnel will provide safe and reliable bus transportation for students to and from school and to academic/enrichment trips and maintain the indoor and outdoor learning environment to improve student attendance.	$2,136,095.00	Yes
3.2	Services that Promote Safe, Welcoming Environments and School Connectivity	Services will be contracted to promote safe and welcoming learning environments for students and promote school connectivity for parents. These services will promote positive behavior and attendance initiatives as well as ensure that all students receive and supports that may be needed through observation or other recommendation. Safe play areas and drop off/pick up zones are also included in this action. Services will encourage strong, positive communication with families and ensure that students receive consistent instruction even when teachers may have the need to be absent. This action will also include services that provide direct communication through MCOE VOIP systems, Aeries, home visits, parent meetings, board meetings or other community events to keep families informed and involved in the students' education. This action is also aimed at improving services related to technical assistance.	$249,583.00	Yes
3.3	Supplies Utilized to Create and Maintain Safe, Welcoming Environments and Promote School Connectivity	Supplies associated with this action will promote a balanced, inclusive learning environments indoors and outdoors which promote a well-rounded education and support students academically, socially, and emotionally while improving student attendance. These supplies will support programs in art, performing arts, music, and athletics which contribute to student confidence, independence, security, and attendance thus promoting academic engagement and achievement. This action will also promote community involvement building a connection	$5,149,138.00	Yes

Action #	Title	Description	Total Funds	Contributing
		between families in the community and the school environment while ensuring the campuses and facilities have ample space, are well maintained, well lit and are safe and welcoming places for families and community members to interact and conduct activities. This action will also support activities that celebrate kindness, acceptance, and inclusion and deter bullying to improve the school climate. This action is also aimed at improving services related to technical assistance.		
3.4	Attendance Support Program	The Winton School District plans to implement a program to support attendance recovery to promote student connectivity to school and decrease absenteeism including chronic absenteeism. Data driven decision making will guide this action to improve attendance rates for the district. This action will provide students and families with the opportunity to complete work that would have been otherwise been missed during an absence. This action is also aimed at improving services related to technical assistance with the intent to decrease achievement gaps due to time and learning loss that coincide with being absent from school as measured by Metric 3.5 P2 Daily Attendance and 3.6 Chronic Absenteeism Rates. This action will be carried out with funds from LREBG. $160,000 has been allocated.	$160,000.00	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
$$8,799,405.00	$1,169,780

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
43.435%	0.000%	$0.00	43.435%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Personnel **Need:** The number of students from low income backgrounds that scored Met or Exceeded Standard show gaps in achievement when compared to all students; 1.08% lower in ELA, 1.7% in math, and 1.36% in science. English learners that scored Met or Exceeded Standard were lower than all students; 22.04%	The action is provided on an LEA-wide basis and we hope that all students with less than 50.04% on the ELA state assessment, 35.84% on the math state assessment and 28.04% on the science assessment will benefit. However, because of the lower percentage in meeting or exceeding standard of low-income students, and because the action meets the needs most associated with English Learners , we expect that the performance rate for our English Learners and Long-Term English Learners will increase significantly more	SBAC ELA results SBAC Math results CAST results ELPAC Summative Assessment results

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
	lower in ELA, 14.5 % in math, 24.83% in science. Long-term English learners scored 46.91% lower that all students in ELA and 29.58% lower than all students in math. **Scope:** LEA-wide	than the average performance of all other students. Please see action description.	
1.2	**Action:** Technology Devices and Programs for Instruction **Need:** The number of students from low income backgrounds that scored Met or Exceeded Standard show gaps in achievement when compared to all students; 1.08% lower in ELA, 1.7% in math, and 1.36% in science. English learners that scored Met or Exceeded Standard were lower than all students; 22.04% lower in ELA, 14.5 % in math, 24.83% in science. Long-term English learners scored 46.91% lower that all students in ELA and 29.58% lower than all students in math. **Scope:** LEA-wide	The action is provided on an LEA-wide basis and we hope that all students with less than 50.04% on the ELA state assessment, 35.84% on the math state assessment and 28.04% on the science assessment will benefit. However, because of the lower percentage in meeting or exceeding standard of low-income students, and because the action meets the needs most associated with English Learners , we expect that the performance rate for our English Learners and Long-Term English Learners will increase significantly more than the average performance of all other students. Please see action description.	SBAC ELA results SBAC Math results CAST results ELPAC Summative Assessment results
1.3	**Action:** Achievement Recognition **Need:** The number of students from low income backgrounds that scored Met or Exceeded Standard show gaps in achievement when	The action is provided on an LEA-wide basis and we hope that all students with less than 50.04% on the ELA state assessment, 35.84% on the math state assessment and 28.04% on the science assessment will benefit. However, because of the lower percentage in meeting or exceeding standard of low-income students, and because the	SBAC ELA results SBAC Math results CAST results ELPAC Summative Assessment results

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
	compared to all students; 1.08% lower in ELA, 1.7% in math, and 1.36% in science. English learners that scored Met or Exceeded Standard were lower than all students; 22.04% lower in ELA, 14.5 % in math, 24.83% in science. Long-term English learners scored 46.91% lower that all students in ELA and 29.58% lower than all students in math. **Scope:** LEA-wide	action meets the needs most associated with English Learners , we expect that the performance rate for our English Learners and Long-Term English Learners will increase significantly more than the average performance of all other students. Please see action description.	
2.1	**Action:** Professional Learning Opportunities **Need:** The CAASPP ELA percentage of our low-income students performance in meeting or exceeding standard is 1.08% lower than the CAASPP ELA rates for all students and the CAASPP Math percentage of our low-income students performance in meeting or exceeding standard is 1.7% lower than the CAASPP Math rates for all students. The CAASPP ELA percentage of our English learners performance in meeting or exceeding standard is 22.04% lower than the CAASPP ELA rates for all students and the CAASPP Math percentage of our English learners performance in meeting or exceeding standard is 14.5% lower than the CAASPP Math rates for all students. **Scope:**	The action is provided on an LEA-wide basis and we hope that all students with less than 50.04% in CAASPP ELA and 35.84% in CAASPP Math will benefit. However, because of the lower percentage in meeting or exceeding standard of low-income students and English Learners, and because the actions meet needs most associated with academic performances of a socio-economically disadvantaged status and English Learners, we expect that the performance rate for our low-income students will increase significantly more than the average performance of all other students. Please see action description.	Local Monitoring- All pupils have access to state board adopted academic content and performance standards.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.2	**Action:** Teacher Collaboration Days **Need:** The CAASPP ELA percentage of our low-income students performance in meeting or exceeding standard is 1.08% lower than the CAASPP ELA rates for all students and the CAASPP Math percentage of our low-income students performance in meeting or exceeding standard is 1.7% lower than the CAASPP Math rates for all students. The CAASPP ELA percentage of our English learners performance in meeting or exceeding standard is 22.04% lower than the CAASPP ELA rates for all students and the CAASPP Math percentage of our English learners performance in meeting or exceeding standard is 14.5% lower than the CAASPP Math rates for all students. **Scope:** LEA-wide	The action is provided on an LEA-wide basis and we hope that all students with less than 50.04% in CAASPP ELA and 35.84% in CAASPP Math will benefit. However, because of the lower percentage in meeting or exceeding standard of low-income students and English Learners, and because the actions meet needs most associated with academic performances of a socio-economically disadvantaged status and English Learners, we expect that the performance rate for our low-income students will increase significantly more than the average performance of all other students. Please see action description.	Local Monitoring- All pupils have access to state board adopted academic content and performance standards.
2.3	**Action:** Paraeducator Collaboration Days **Need:** he CAASPP ELA percentage of our low-income students performance in meeting or exceeding standard is 1.08% lower than the CAASPP ELA rates for all students and the	The action is provided on an LEA-wide basis and we hope that all students with less than 50.04% in CAASPP ELA and 35.84% in CAASPP Math will benefit. However, because of the lower percentage in meeting or exceeding standard of low-income students and English Learners, and because the actions meet needs most associated with academic performances of a socio-	All pupils have access to state board adopted academic content and performance standards.

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
	CAASPP Math percentage of our low-income students performance in meeting or exceeding standard is 1.7% lower than the CAASPP Math rates for all students. The CAASPP ELA percentage of our English learners performance in meeting or exceeding standard is 22.04% lower than the CAASPP ELA rates for all students and the CAASPP Math percentage of our English learners performance in meeting or exceeding standard is 14.5% lower than the CAASPP Math rates for all students. **Scope:** LEA-wide	economically disadvantaged status and English Learners, we expect that the performance rate for our low-income students will increase significantly more than the average performance of all other students. Please see action description.	
2.4	**Action:** Teacher Induction & Admin. Keys Program **Need:** The CAASPP ELA percentage of our low-income students performance in meeting or exceeding standard is 1.08% lower than the CAASPP ELA rates for all students and the CAASPP Math percentage of our low-income students performance in meeting or exceeding standard is 1.7% lower than the CAASPP Math rates for all students. The CAASPP ELA percentage of our English learners performance in meeting or exceeding standard is 22.04% lower than the CAASPP ELA rates for all students and the CAASPP Math percentage of our English learners performance in meeting or exceeding standard	The action is provided on an LEA-wide basis and we hope that all students with less than 50.04% in CAASPP ELA and 35.84% in CAASPP Math will benefit. However, because of the lower percentage in meeting or exceeding standard of low-income students and English Learners, and because the actions meet needs most associated with academic performances of a socio-economically disadvantaged status and English Learners, we expect that the performance rate for our low-income students will increase significantly more than the average performance of all other students. Please see action description.	Winton School District teachers will be appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	is 14.5% lower than the CAASPP Math rates for all students. **Scope:** LEA-wide		
2.6	**Action:** Teacher on Special Assignment - Academic Support/Mentoring **Need:** The CAASPP ELA percentage of our low-income students performance in meeting or exceeding standard is 1.08% lower than the CAASPP ELA rates for all students and the CAASPP Math percentage of our low-income students performance in meeting or exceeding standard is 1.7% lower than the CAASPP Math rates for all students. The CAASPP ELA percentage of our English learners performance in meeting or exceeding standard is 22.04% lower than the CAASPP ELA rates for all students and the CAASPP Math percentage of our English learners performance in meeting or exceeding standard is 14.5% lower than the CAASPP Math rates for all students. **Scope:** LEA-wide	The action is provided on an LEA-wide basis and we hope that all students with less than 50.04% in CAASPP ELA and 35.84% in CAASPP Math will benefit. However, because of the lower percentage in meeting or exceeding standard of low-income students and English Learners, and because the actions meet needs most associated with academic performances of a socio-economically disadvantaged status and English Learners, we expect that the performance rate for our low-income students will increase significantly more than the average performance of all other students. Please see action description.	Winton School District teachers will be appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.
3.1	**Action:** Personnel	This action is being provided on an LEA-wide basis. Since Long-Term English Language Learners and Students with Disabilities reflect	Healthy Kids Survey Parents' Surveys

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: The Winton School District was identified for Differentiated Assistance for chronic absenteeism and suspension for Long-Term English Language Learners and Students with disabilities in academics, suspension, and chronic absenteeism. There was a 0.3% increase in suspension rates in 2024-25 as compared to the baseline year. Approximately one-fourth of fifth grade survey participants and half of the 7th grade survey participants do not feel connected to the school or perceive the school as a safe environment. 72% of the 5th graders who took the survey reported "Yes, most of the time" or "Yes, all of the time" on the School Connectedness Questions. 76% of the 5th graders who took the survey indicated that they feel safe most and all of the time. 51% of the 7th graders who took the survey reported "Agree" or “Strongly agree" on the School Connectedness Questions. 48% of the 7th graders who took the survey perceived the school as very safe and safe. Forty-six percent of the parent survey participants remain neutral or do not feel that their child is safe and connected to the school. 74% of the parents who submitted the survey feel their child is safe and connected to the school. 20% of the parents who submitted the survey remained neutral about their child feeling safe and connected to the school	disparities in achievement, behavior, and absenteeism as compared to "all students" efforts within this action should produce greater results for these subgroups but will be beneficial to all student groups. See action description.	Local Indicators: FIT tool, data for behavior measures, 8th graders transitioning to 9th grade, P2 Suspension/expulsion rates Uniform Complaint Reports for the reporting quarters as indicated on the quarterly submission to Merced County Office of Education

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.2	**Action:** Services that Promote Safe, Welcoming Environments and School Connectivity **Need:** The CA dashboard indicates that chronic absenteeism and suspension for Long-Term English Language Learners and academics, suspension, and chronic absenteeism for Students with Disabilities are a concern. There was 0.3% increase in suspension rates for all students. Approximately one-fourth of fifth grade survey participants and half of the 7th grade survey participants do not feel connected to the school or perceive the school as a safe environment. 72% of the 5th graders who took the survey reported "Yes, most of the time" or "Yes, all of the time" on the School Connectedness Questions. 76% of the 5th graders who took the survey indicated that they feel safe most and all of the time. 51% of the 7th graders who took the survey reported "Agree" or “Strongly agree" on the School Connectedness Questions. 48% of the 7th graders who took the survey perceived the school as very safe and safe. 74% of the parents who submitted the survey feel their child is safe and connected to the school. 20% of the parents who submitted the survey remained neutral about their child	The action is provided on an LEA-wide basis. Since Long-Term English Language Learners and Students with Disabilities reflect disparities in achievement, behavior, and absenteeism as compared to "all students" efforts within this action should produce greater results for these subgroups but will be beneficial to all student groups with the intention of improving feelings of connectivity and attendance rates. This action is also intended to promote a supportive and inviting work environment for those who did not agree or those who did not participate in the survey. We hope that the action will improve the staff results of ensuring that the work environment is supportive and an inviting place to work. This action addresses the needs of students by providing a consistent, structured learning environment even when the teacher is absent. This action is also intended to increase or improve parent feelings of safety and connectedness to the school for their child. See action description.	California Healthy Kids Survey California School Climate Staff Survey Parent Survey P2 Suspension Expulsion Uniform Complaint Reports for the reporting quarters as indicated on the quarterly submission to Merced County Office of Education

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
	feeling safe and connected to the school. These results indicate that forty-six percent of the parent survey participants remain neutral or do not feel that their child is safe and connected to the school. According to the Climate survey 95% of our staff strongly agree and agree that the staff work environment is a supportive and an inviting place to work. **Scope:** LEA-wide		
3.3	**Action:** Supplies Utilized to Create and Maintain Safe, Welcoming Environments and Promote School Connectivity **Need:** The CA dashboard indicates that chronic absenteeism and suspension for Long-Term English Language Learners and academics, suspension, and chronic absenteeism for Students with Disabilities are a concern. There was 0.3% increase in suspension rates for all students. Approximately one-fourth of fifth grade survey participants and half of the 7th grade survey participants do not feel connected to the school or perceive the school as a safe environment. 72% of the 5th graders who took the survey reported "Yes, most of the time" or "Yes, all of the time" on the School Connectedness Questions. 76% of the 5th	The action is provided on an LEA-wide basis. Since Long-Term English Language Learners and Students with Disabilities reflect disparities in achievement, behavior, and absenteeism as compared to "all students" efforts within this action should produce greater results for these subgroups but will be beneficial to all student groups with the intention of improving feelings of connectivity and attendance rates. This action is also intended to promote a supportive and inviting work environment for those who did not agree or those who did not participate in the survey. We hope that the action will improve the staff results of ensuring that the work environment is supportive and an inviting place to work. This action addresses the needs of students by providing a consistent, structured learning environment even when the teacher is absent. This action is also intended to increase or improve parent feelings of safety and connectedness to the school for their child.	California Healthy Kids Survey California School Climate Staff Survey Parent Survey P2 Suspension Expulsion Uniform Complaint Reports for the reporting quarters as indicated on the quarterly submission to Merced County Office of Education

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
	graders who took the survey indicated that they feel safe most and all of the time. 51% of the 7th graders who took the survey reported "Agree" or “Strongly agree" on the School Connectedness Questions. 48% of the 7th graders who took the survey perceived the school as very safe and safe. 74% of the parents who submitted the survey feel their child is safe and connected to the school. 20% of the parents who submitted the survey remained neutral about their child feeling safe and connected to the school. These results indicate that forty-six percent of the parent survey participants remain neutral or do not feel that their child is safe and connected to the school. According to the Climate survey 95% of our staff strongly agree and agree that the staff work environment is a supportive and an inviting place to work. **Scope:** LEA-wide	See action description.	

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
2.5	**Action:** Professional Learning Opportunities - English Learners **Need:** The CAASPP ELA percentage of our English learners performance in meeting or exceeding standard is 22.04% lower than the CAASPP ELA rates for all students and the CAASPP Math percentage of our English learners performance in meeting or exceeding standard is 14.5% lower than the CAASPP Math rates for all students. **Scope:** Limited to Unduplicated Student Group(s)	The action is provided and we hope that English learners with less than 50.04% in CAASPP ELA and 35.84% in CAASPP Math will benefit. However, because of the lower percentage in meeting or exceeding standard of low-income students and English Learners, and because the actions meet needs most associated with academic performances of a socio-economically disadvantaged status and English Learners, we expect that the performance rate for our low-income students will increase significantly more than the average performance of all other students. Our staff indicates a need for increase opportunities for growth and advancement. Professional Development in the area specific to teaching English learners will strengthen the knowledge base and skills for educators working with students that have been identified as English learners so they can best meet the needs of these students. Please see action description.	ELPAC Summative Assessment Results

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

N/A

Additional Concentration Grant Funding

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

WSD plans to use the additional concentration grant add-on funding to lower class sizes. Teachers will provide student instruction in core/content area courses to increase students in meeting/exceeding state standards. WSD also plans to use the funds to retain its existing staff which are Actions 1.1, 2.6, and 3.1.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	Elementary: 1 staff to 45 students; Middle: 1 staff to 67 students
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Elementary: 1 staff to 20 students; Middle: 1 staff to 23 students

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	$20,258,656.00	$8,799,405.00	43.435%	0.000%	43.435%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$11,953,142.00	$160,000.00	$0.00	$0.00	$12,113,142.00	$6,388,413.00	$5,724,729.00

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	Personnel	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,868,879.00	$31,500.00	$3,900,379.00				$3,900,379.00	
1	1.2	Technology Devices and Programs for Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$51,893.00	$51,893.00				$51,893.00	
1	1.3	Achievement Recognition	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$63,000.00	$63,000.00				$63,000.00	
2	2.1	Professional Learning Opportunities	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$40,000.00	$20,000.00	$60,000.00				$60,000.00	
2	2.2	Teacher Collaboration Days	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$36,400.00	$0.00	$36,400.00				$36,400.00	
2	2.3	Paraeducator Collaboration Days	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$17,200.00	$2,000.00	$19,200.00				$19,200.00	
2	2.4	Teacher Induction & Admin. Keys Program	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$60,000.00	$60,000.00				$60,000.00	
2	2.5	Professional Learning Opportunities - English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$17,615.00	$17,615.00				$17,615.00	
2	2.6	Teacher on Special Assignment - Academic Support/Mentoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$208,339.00	$1,500.00	$209,839.00				$209,839.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	Personnel	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,117,595.00	$18,500.00	$2,136,095.00				$2,136,095.00	
3	3.2	Services that Promote Safe, Welcoming Environments and School Connectivity	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$249,583.00	$249,583.00				$249,583.00	
3	3.3	Supplies Utilized to Create and Maintain Safe, Welcoming Environments and Promote School Connectivity	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,149,138.00	$5,149,138.00				$5,149,138.00	
3	3.4	Attendance Support Program	All	No			All Schools	Ongoing	$100,000.00	$60,000.00		$160,000.00			$160,000.00	

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
$20,258,656.00	$8,799,405.00	43.435%	0.000%	43.435%	$11,953,142.00	0.000%	59.003 %	**Total:**	$11,953,142.00
								LEA-wide Total:	$11,935,527.00
								Limited Total:	$17,615.00
								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	**1.1**	Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,900,379.00	
1	**1.2**	Technology Devices and Programs for Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$51,893.00	
1	**1.3**	Achievement Recognition	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$63,000.00	
2	**2.1**	Professional Learning Opportunities	Yes	LEA-wide	English Learners Low Income	All Schools	$60,000.00	
2	**2.2**	Teacher Collaboration Days	Yes	LEA-wide	English Learners Low Income	All Schools	$36,400.00	
2	**2.3**	Paraeducator Collaboration Days	Yes	LEA-wide	English Learners Low Income	All Schools	$19,200.00	
2	**2.4**	Teacher Induction & Admin. Keys Program	Yes	LEA-wide	English Learners Low Income	All Schools	$60,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.5	Professional Learning Opportunities - English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$17,615.00	
2	2.6	Teacher on Special Assignment - Academic Support/Mentoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$209,839.00	
3	3.1	Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,136,095.00	
3	3.2	Services that Promote Safe, Welcoming Environments and School Connectivity	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$249,583.00	
3	3.3	Supplies Utilized to Create and Maintain Safe, Welcoming Environments and Promote School Connectivity	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,149,138.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$12,113,142.00	$8,612,556.00

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**	Teachers on Special Assignment	Yes	$726,799.00	$725,500.00
1	**1.2**	Teachers	Yes	$1,351,857.00	$1,721,949.00
1	**1.3**	Resource Teachers	Yes	$263,943.00	$235,944.00
1	**1.4**	Paraeducators	Yes	$261,022.00	$205,000.00
1	**1.5**	Data Analyst	Yes	$138,446.00	$143,088.00
1	**1.6**	ViewSonic Interactive Boards	Yes	$32,000.00	0
1	**1.7**	Intervention Teachers (RTI)	Yes	$686,322.00	$880,000.00
1	**1.8**	Hapara	Yes	$19,893.00	$19,893.00
1	**1.9**	Teacher on Special Assignment - Assessment and Accountability	Yes	$158,189.00	$162,000.00
1	**1.10**	Achievement Recognition	Yes	$63,000.00	$63,000.00
2	**2.1**	Professional Learning Opportunities	Yes	$60,000.00	$35,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Teacher Collaboration Days	Yes	$36,400.00	$22,500.00
2	2.3	Paraeducator Collaboration Days	Yes	$19,200.00	$14,131.00
2	2.4	Teacher Induction Program	Yes	$14,000.00	$39,000.00
2	2.5	Professional Learning Opportunities - English Learners	Yes	$17,615.00	0
2	2.6	Teacher on Special Assignment - Academic Support/Mentoring	Yes	$207,057.00	209,519.00
3	3.1	Intervention Teacher	Yes	$189,646.00	$16,583.00
3	3.2	Counselors	Yes	$627,260.00	$627,000.00
3	3.3	School Psychologists	Yes	$405,727.00	$238,215.00
3	3.4	Liaisons	Yes	$62,907.00	$47,500.00
3	3.5	Bus Driver/Utility Worker	Yes	$307,468.00	$225,490.00
3	3.6	Student Supervisor	Yes	$8,981.00	$8,978.00
3	3.7	Crossing Guard	Yes	$13,995.00	$5,692.00
3	3.8	School Resource Officer	Yes	$65,000.00	$65,000.00

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)
3	3.9	Speech Language Pathologist	Yes	$214,100.00	$118,250.00
3	3.10	Speech Language Pathologist Assistant	Yes	$179,000.00	$209,500.00
3	3.11	Truant Officer	Yes	$17,145.00	0
3	3.12	Saturday Attendance Class	Yes	$2,500.00	$1,000.00
3	3.13	Absence Line	Yes	$7,000.00	$6,815.00
3	3.14	Band Equipment/Uniforms	Yes	$100,000.00	$40,000.00
3	3.15	Career Pathway/College Week	Yes	$2,000.00	0
3	3.16	Community Involvement Events	Yes	$15,800.00	$12,750.00
3	3.17	Teacher/Student Desks and Chairs	Yes	$53,000.00	$44,720.00
3	3.18	Slurry Seal	Yes	$83,000.00	0
3	3.19	Parent/Community Communication	Yes	$37,343.00	$32,668.00
3	3.20	Unity Day	Yes	$5,000.00	$6,105.00
3	3.21	Visual Arts & Performing Arts	Yes	$20,000.00	$18,000.00
3	3.22	Picnic Tables	Yes	$7,300.00	$1,669.00

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)
3	**3.23**	VOIP Hostings by MCOE	Yes	$14,257.00	$14,257.00
3	**3.24**	Light fixtures on school grounds	Yes	$23,000.00	0
3	**3.25**	Facilities Improvement/Construction	Yes	$5,371,095.00	$2,294,212.00
3	**3.26**	K-5 Music Teacher	Yes	$106,747.00	0
3	**3.27**	Board Certified Behavior Analyst	Yes	$97,128.00	$97,128.00
3	**3.28**	Athletics	Yes	$21,000	$4,500.00

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)
8,612,556	$12,007,842.00	$8,612,556.00	$3,395,286.00	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	1.1	Teachers on Special Assignment	Yes	$726,799.00	725,500.00		
1	1.2	Teachers	Yes	$1,351,857.00	1,721,949.00		
1	1.3	Resource Teachers	Yes	$263,943.00	235,944.00		
1	1.4	Paraeducators	Yes	$261,022.00	205,000.00		
1	1.5	Data Analyst	Yes	$138,446.00	143,088.00		
1	1.6	ViewSonic Interactive Boards	Yes	$32,000.00	0		
1	1.7	Intervention Teachers (RTI)	Yes	$686,322.00	880,000.00		
1	1.8	Hapara	Yes	$19,893.00	19,893.00		
1	1.9	Teacher on Special Assignment - Assessment and Accountability	Yes	$158,189.00	162,000.00		
1	1.10	Achievement Recognition	Yes	63,000.00	63,000.00		
2	2.1	Professional Learning Opportunities	Yes	$60,000.00	35,000.00		
2	2.2	Teacher Collaboration Days	Yes	$36,400.00	22,500.00		
2	2.3	Paraeducator Collaboration Days	Yes	$19,200.00	14,131.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.4	Teacher Induction Program	Yes	$14,000.00	27,000.00		
2	2.5	Professional Learning Opportunities - English Learners	Yes	$17,615.00	0		
2	2.6	Teacher on Special Assignment - Academic Support/Mentoring	Yes	$207,057.00	209,519.00		
3	3.1	Intervention Teacher	Yes	$189,646.00	16,583.00		
3	3.2	Counselors	Yes	$627,260.00	627,000.00		
3	3.3	School Psychologists	Yes	$405,727.00	238,215.00		
3	3.4	Liaisons	Yes	$62,907.00	47,500.00		
3	3.5	Bus Driver/Utility Worker	Yes	$307,468.00	225,490.00		
3	3.6	Student Supervisor	Yes	$8,981.00	8,978.00		
3	3.7	Crossing Guard	Yes	$13,995.00	5,692.00		
3	3.8	School Resource Officer	Yes	$65,000.00	65,000.00		
3	3.9	Speech Language Pathologist	Yes	$108,800.00	118,250.00		
3	3.10	Speech Language Pathologist Assistant	Yes	$179,000.00	209,500.00		
3	3.11	Truant Officer	Yes	$17,145.00	0		
3	3.12	Saturday Attendance Class	Yes	$2,500.00	1,000.00		
3	3.13	Absence Line	Yes	$7,000.00	6,815.00		
3	3.14	Band Equipment/Uniforms	Yes	$100,000.00	40,000.00		
3	3.15	Career Pathway/College Week	Yes	$2,000.00	0		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.16	Community Involvement Events	Yes	$15,800.00	12,750.00		
3	3.17	Teacher/Student Desks and Chairs	Yes	$53,000.00	44,720.00		
3	3.18	Slurry Seal	Yes	$83,000.00	0		
3	3.19	Parent/Community Communication	Yes	$37,343.00	32,668.00		
3	3.20	Unity Day	Yes	$5,000.00	6,105.00		
3	3.21	Visual Arts & Performing Arts	Yes	$20,000.00	18,000.00		
3	3.22	Picnic Tables	Yes	$7,300.00	1,669.00		
3	3.23	VOIP Hostings by MCOE	Yes	$14,257.00	14,257.00		
3	3.24	Light fixtures on school grounds	Yes	$23,000.00	0		
3	3.25	Facilities Improvement/Construction	Yes	$5,371,095.00	2,306,212.00		
3	3.26	K-5 Music Teacher	Yes	$106,747.00	0		
3	3.27	Board Certified Behavior Analyst	Yes	$97,128.00	97,128.00		
3	3.28	Athletics	Yes	21,000.00	4,500.00		

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)
19,755,294	8,612,556	0	43.596%	$8,612,556.00	0.000%	43.596%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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