2026-27 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Winters Joint Unified School District
CDS Code:	57-72702
LEA Contact Information:	Name: Phoebe Girimonte Position: Assistant Superintendent of Educational Services Email: pgirimonte@wintersjusd.org Phone: 530-795-6100
Coming School Year:	2026-27
Current School Year:	2025-26

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2026-27 School Year	**Amount** **Whole Numbers**
Total LCFF Funds	$23,139,604
LCFF Supplemental & Concentration Grants	$3,499,198
All Other State Funds	$7,371,057
All Local Funds	$2,480,269
All federal funds	$1,225,243
Total Projected Revenue	$34,216,173

Total Budgeted Expenditures for the 2026-27 School Year	**Amount** **Whole Numbers**
Total Budgeted General Fund Expenditures	$33,761,192
Total Budgeted Expenditures in the LCAP	$11,315,764
Total Budgeted Expenditures for High Needs Students in the LCAP	$4,757,810
Expenditures not in the LCAP	$22,445,428

Expenditures for High Needs Students in the 2025-26 School Year	**Amount** **Whole Numbers**
Total Budgeted Expenditures for High Needs Students in the LCAP	$4,340,675
Actual Expenditures for High Needs Students in LCAP	$4,770,538

Funds for High Needs Students	**Amount** **[AUTO-CALCULATED]**
2026-27 Difference in Projected Funds and Budgeted Expenditures	$1,258,612
2025-26 Difference in Budgeted and Actual Expenditures	$429,863

Required Prompts(s)	**Response(s)** **[FIELDS WILL APPEAR IF REQUIRED]**
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Budgeted expenditures that are not included in the Local Control and Accountability Plan (LCAP) will be used to fund personnel costs for General and Special Education programs including classified employees, classroom teachers, school administrators, and other support staff. Additionally, operational costs for district functions including technology, human resources,

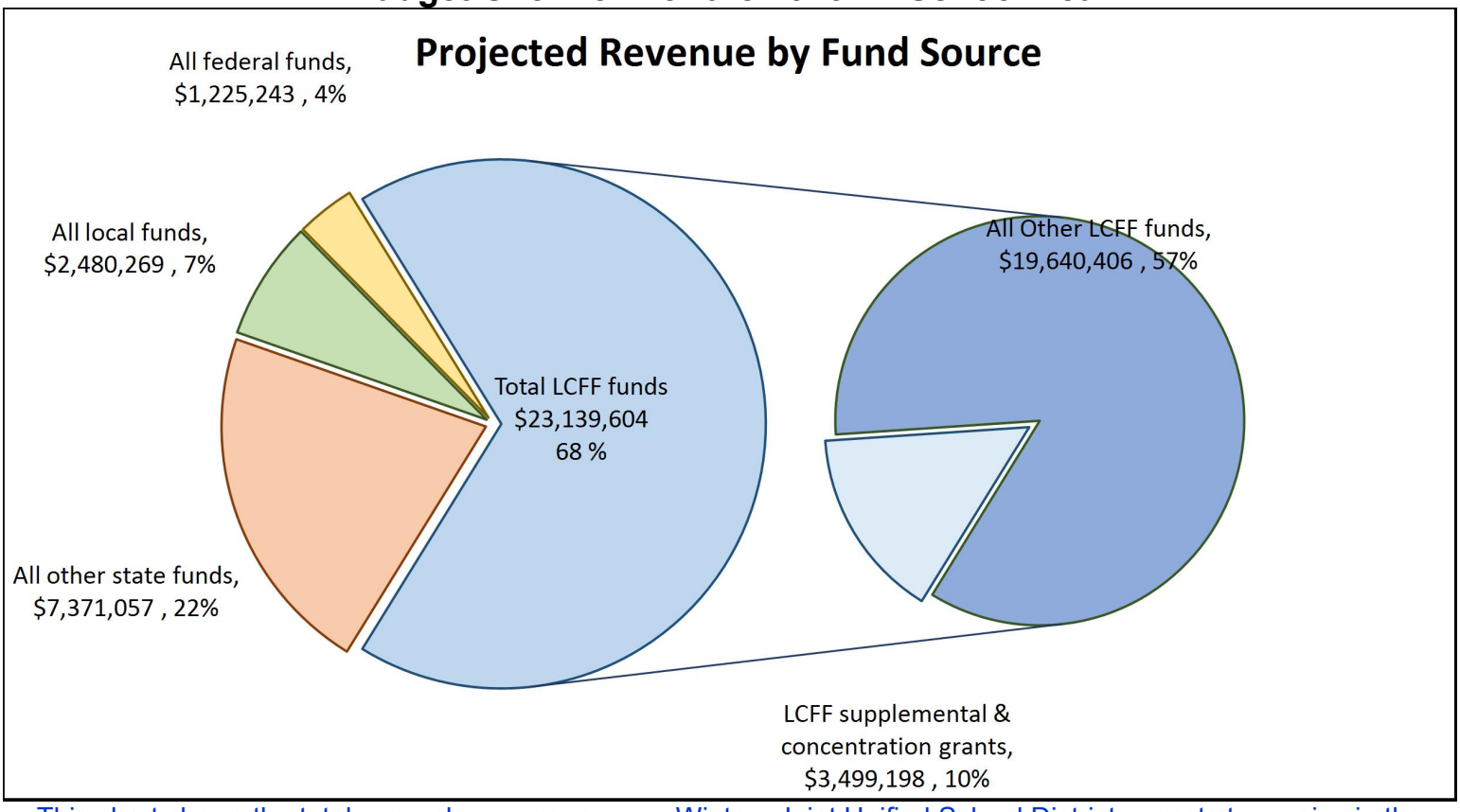
	fiscal services, nutrition, facilities, and maintenance and operations are not represented in the LCAP.

LCFF Budget Overview for Parents

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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

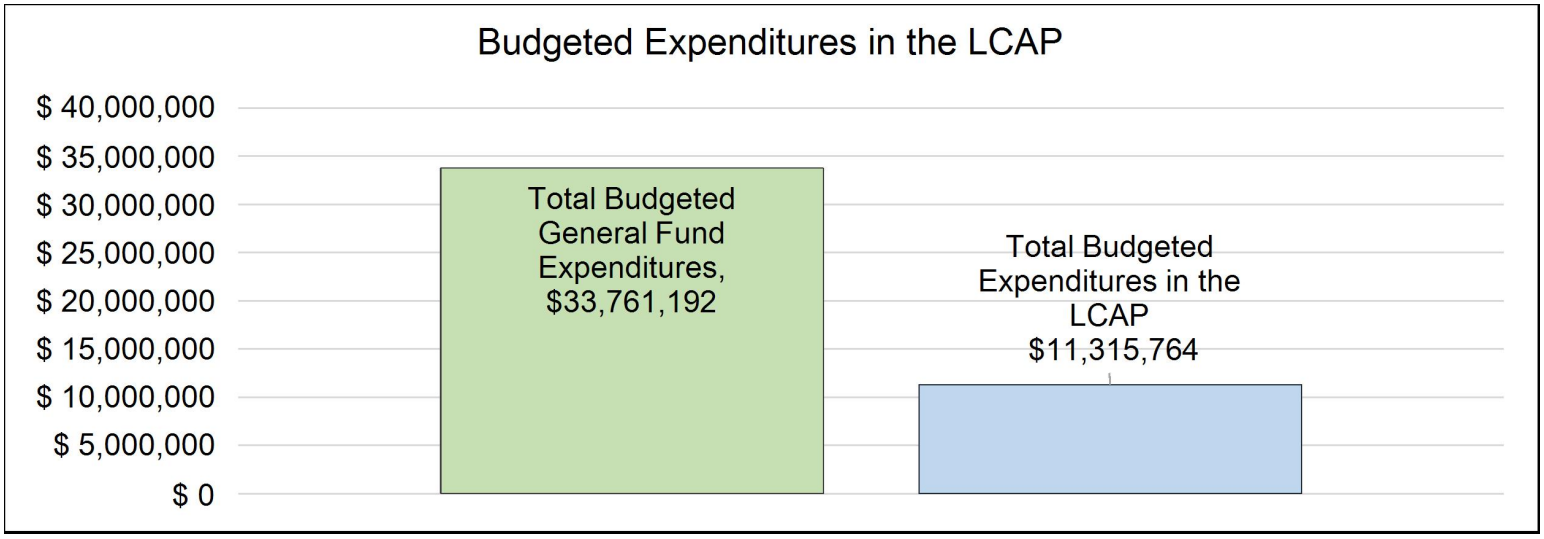


This chart shows the total general purpose revenue Winters Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Winters Joint Unified School District is $34,216,173, of which $23,139,604 is Local Control Funding Formula (LCFF), $7,371,057 is other state funds, $2,480,269 is local funds, and $1,225,243 is federal funds. Of the $23,139,604 in LCFF Funds, $3,499,198 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 Winters Joint Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Winters Joint Unified School District plans to spend $33,761,192 for the 2026-27 school year. Of that amount, $11,315,764 is tied to actions/services in the LCAP and $22,445,428 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

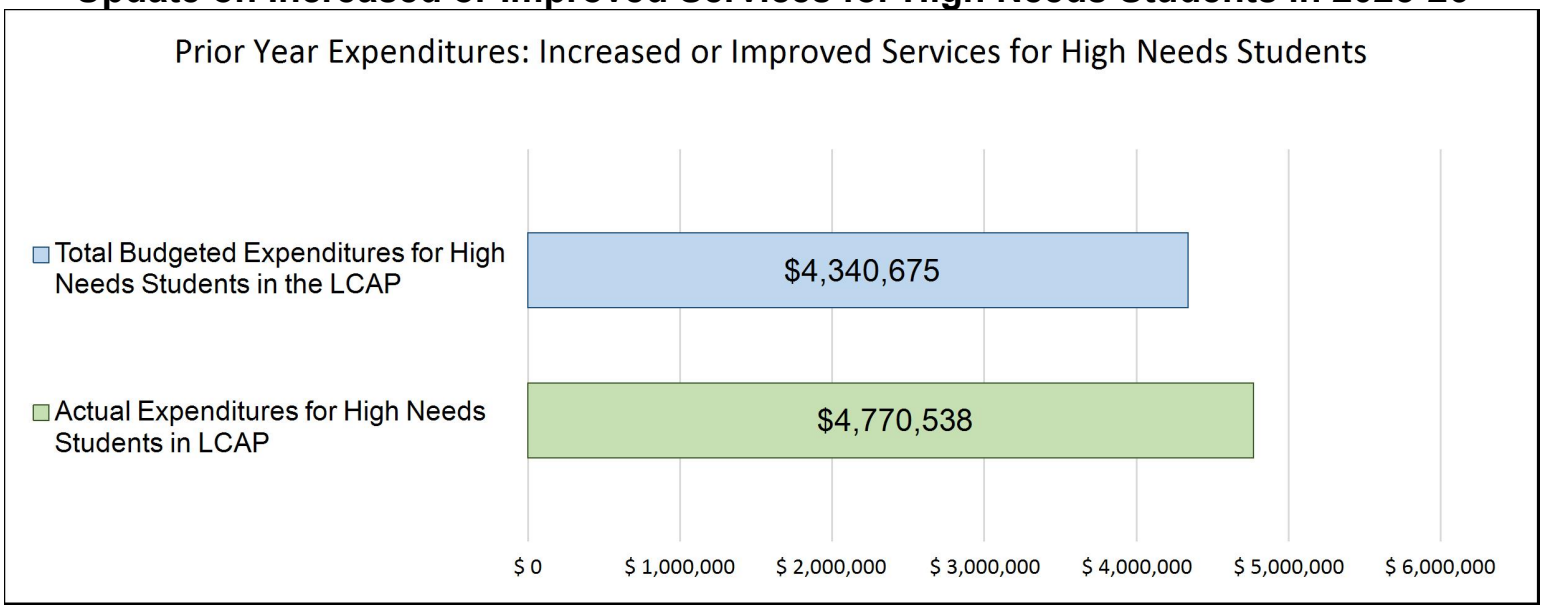
Budgeted expenditures that are not included in the Local Control and Accountability Plan (LCAP) will be used to fund personnel costs for General and Special Education programs including classified employees, classroom teachers, school administrators, and other support staff. Additionally, operational costs for district functions including technology, human resources, fiscal services, nutrition, facilities, and maintenance and operations are not represented in the LCAP.

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

In 2026-27, Winters Joint Unified School District is projecting it will receive $3,499,198 based on the enrollment of foster youth, English learner, and low-income students. Winters Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Winters Joint Unified School District plans to spend $4,757,810 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 Winters Joint Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Winters Joint Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Winters Joint Unified School District's LCAP budgeted $4,340,675 for planned actions to increase or improve services for high needs students. Winters Joint Unified School District actually spent $4,770,538 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Winters Joint Unified School District	Phoebe Girimonte Assistant Superintendent of Educational Services	pgirimonte@wintersjusd.org 530-795-6100

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 Winters Joint Unified School District serves approximately 1636 students within the City of Winters and from the surrounding unincorporated areas of Yolo and Solano counties inclusive of students in preschool through 12th grade. The District's schools include: the Winters State Preschool (Pre-K), Waggoner Elementary (grades TK-2), Shirley Rominger Intermediate (grades 3 - 5), Winters Middle School (grades 6-8), Winters High School (grades 9-12), and Wolfskill Career Readiness Academy (grades 9-12). Wolfskill Career Readiness Academy received Equity Multiplier funds during the 2024-25 school year.

The District student population is approximately 63.9% Hispanic/Latino, 30.1% Caucasian, and 6% other races/ethnicities. 24.1% of students are identified as English Learners and approximately 59.8% of students are socioeconomically disadvantaged. Unhoused students represent 5.3% of the District's enrollment and.1% of students are foster youth.

Winters JUSD is guided by the following commitments:

VISION
Engaging, educating, and empowering every learner.

MISSION
In partnership with families and our community, Winters JUSD provides equitable, inclusive and personalized learning experiences where all students gain the skills and knowledge needed to succeed in, and contribute to, an evolving and complex world.

BOARD PRIORITIES
1. Create safe, welcoming, and inclusive environments
2. Improve student engagement and access
3. Improve supports for Graduate Profile and academic outcomes
4. Organizational operations

EQUITY STATEMENT
Our equity work includes:
1. Purposely disrupting and dismantling barriers for all learners while relentlessly addressing their linguistic, racial, social-economic, identity, and cultural needs
2. Proactively identifying the different assets and needs of each individual
3. Personalization of support and enrichment for learners and families through collective development
4. Monitoring learners' progress on their journey to success

Additionally, the Winters JUSD Graduate Profile outlines a series of cognitive and personal competencies that the District strives to foster in all students throughout their school experience. Ratified by the Board of Trustees in October 2023, this document was co-created with input from students, families, staff, and the community. The prongs of the Winters JUSD Graduate Profile include Critical Thinking, Communication, Collaboration, Creativity, Cultural Awareness, and Community Engagement. Underpinning these aptitudes are the fundamental goals to develop content knowledge and proficiency across all disciplines and the resilience needed to persevere through hard tasks and overcome adversity. The Graduate Profile continues to provide a vision for all Winters JUSD efforts in teaching, learning, and assessment. The District is currently engaged in the work of moving the Graduate Profile "from poster to practice," and identifying opportunities to embed profile competencies in learning experiences, classroom instruction, and assessment practices.

Winters JUSD completed the required Learning Recovery Emergency Block Grant (LREBG) needs assessment and engaged students, staff, families, and other engagement partners in identifying ongoing areas of need resulting from disruptions to student learning. Feedback consistently highlighted the need for greater alignment between instructional practices, assessment systems, and the district's Graduate Profile competencies to increase student engagement, deepen learning, and improve academic outcomes.

To address these needs, unexpended LREBG funds will support LCAP Goal 3, Action 3.12 (Graduate Profile Implementation). This action includes the development of learner progressions, performance assessments, aligned instructional practices, and professional learning designed to strengthen college, career, and civic readiness while supporting academic recovery. The district will monitor the effectiveness of this work using multiple Goal 3 metrics, including the percentage of students meeting or exceeding standards on the CAASPP in English Language Arts and Mathematics (Metric 3.1), College/Career Indicator (CCI) outcomes (Metrics 3.3, 3.4, 3.9, and 3.10), A-G completion rates (Metric 3.2), and implementation metrics related to the development and use of standards-based reporting and Graduate Profile-aligned systems (Metric 3.12). These measures will help determine the extent to which the action is improving student learning, engagement, and readiness for postsecondary success.

Winters JUSD strives to meet the academic, social-emotional, and behavioral needs of all learners through a Multi-Tiered System of Support (MTSS). In particular, Winters JUSD employs a Coordination of Services Team (COST) approach to promote supportive and responsive

interactions between our schools, partnering institutions, students, and families. Each Winters JUSD school facilitates a COST to address the diverse needs of students, remove barriers to success, promote wellness, and supplement the core instructional program to ensure educational equity and access.

The District offers numerous educational programs to ensure all students have opportunities to explore their interests while also developing the skills they will need to pursue future opportunities. The District's Dual Language Immersion (DLI) program in grades K-5 aids students in achieving bilingualism, biliteracy, cultural competency, and academic success in both English and Spanish. Winters Middle School and Winters High School offer the Advancement Via Individual Determination (AVID) program where students receive the additional academic, social, and emotional support needed to succeed in rigorous courses and become college ready. Winters High School and Wolfskill CRA students have access to several Career Technical Education (CTE) pathway programs and in four industry sectors including Agriculture, Culinary Arts, Early Childhood Education, and Engineering. Further, dual enrollment courses are offered within these programs to enhance student access to collegiate credit and postsecondary education.

Winters JUSD students may select from a series of co-cocurricular and extra-curricular activities, including Science Technology Engineering Arts Music (STEAM), music, visual arts, robotics, student leadership, and athletics. Further, the District utilizes the Expanded Learning Opportunities Program (ELOP) grant to offer enhanced after school, intersession, and summer learning programs serving a growing population of students. These programs complement core instruction and focus on improving the academic, social, emotional, and physical experiences of Winters students through interactive and engaging learning activities

A variety of resources are available to support staff in providing a quality education to students. The District receives State and Federal funding for programs including Title I. New educators are supported by a veteran mentor and participation in Induction via an accredited regional consortium comprised of Yolo and Solano schools and the University of California -at Davis. Further, a progressive Professional Growth Cycle (PGC) and commitment to Professional Learning Communities (PLCs) result in a reflective culture focused on lifelong learning for educators and data-informed decision making to improve outcomes for students.

The Winters community has a strong and proud history of continuous support of schools and programs. In November 2014, the Winters community voted to pass Measure R ($15 million) to fund much needed improvements to school facilities and safety upgrades throughout the district. Subsequently, the community passed Measure D ($17 million) in 2016, Measure P ($20 million) in 2018 and in November 2020, the community passed Measure W ($19 million). Measures D, R, and P have resulted in updates to the Shirley Rominger Intermediate School campus and a new high school campus which includes new classroom buildings, new administration building and student union, new track and lighting. Measure W funded a new Physical Education and Music building at Winters High School, completed in the summer of 2023. In 2023-2024, the district finalized a Facilities Master Plan review which outlines how the remaining bond funds will be allocated to address both deferred maintenance and new construction. A new Waggoner Transitional Kindergarten wing along with other site improvements, a Winters Middle School Modular Kitchen, and new roofing and HVAC upgrades at Shirley Rominger Intermediate School were completed during the 2025-26 school year. A variety of deferred maintenance projects will be undertaken in the 2026-27 school year.

Additional community support is offered by District partners including Winters Education Foundation (WEF), Winters Farm to School, Winters Participation Gallery, Rural Innovations in Social Economics (RISE), Woodland Community College, Solano Community College, City of Winters, Winters Chamber of Commerce, Yolo County Library, and Winters service organizations such as Rotary.

The district welcomes family engagement at all levels. Parents can participate in the Parent Teacher Association (PTA), booster clubs, the School Site Council (SSC), the English Learner Advisory Committee (ELAC), the District English Learner Advisory Committee (DELAC), Special Education Parent Advisory Committee (SEPAC), and a district-level LCAP Joint Parent Advisory Committee and Task Force to provide meaningful consultation that informs district decisions. Student voice is another priority that drives district decision-making. A Junior Board of Trustees was established during the 2025-26 school year. This action-oriented youth group works in partnership with site and district leaders and provides student perspective and guidance to the elected Board of Trustees.

Reflections: Annual Performance

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

Staff and engagement partners have reflected on Winters Joint Unified School District's annual performance including a thorough analysis of the 2025 California School Dashboard and local data. The Dashboard offers a comprehensive view of the district's performance in academic achievement, student progress, school climate, and equity.

Strengths:
English Language Arts increased 3.9 points (47.5 points below standard), moving from orange to yellow on the color gauge
English Learner Progress increased by 9% (44.7% of ELs making progress towards English language proficiency), moving from red to yellow on the color gauge
College/Career Indicator increased by 11% (47.2% of students meeting readiness criteria), moving from orange to green on the color gauge; Hispanic/Latino and Socioeconomically disadvantaged students were in the green range of the gauge
Suspension Rate decreased by .5% (3.2% of students suspended for at least one aggregate day in the school year); English Learners, Hispanic/Latino, Long-Term English Learners, and Socioeconomically disadvantaged students were in the green range of the gauge

Areas for Improvement:
While English Language Arts outcomes improved, the average distance in points below standard was 47.5 as compared to the State difference from standard of 8.1 points.
Mathematics increased by 1 point (85.9 points below standard), maintaining an orange rank on the color gauge; all student subgroups were in the Orange or Red range of the gauge.
Graduation Rate decreased by 2% (87.4% comprehensive graduation rate for Winters High School and Wolfskill Career Readiness Academy)

Additionally, as a required component of district reflections on annual performance, Winters JUSD has identified the following information related to student group performance on the 2023 California School Dashboard. This information will remain unchanged during the three-year LCAP cycle (2024-25; 2025-26; 2026-27):

Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
Waggoner Elementary School - none
Shirley Rominger Intermediate School - none

Winters Middle School - Mathematics
Winters High School - English Learner Progress, English Language Arts
Wolfskill Career Readiness Academy - none

Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
English Language Arts - English Learners, Hispanic/Latino, Socioeconomically Disadvantaged, Students with Disabilities
Mathematics - English Learners, Hispanic/Latino, Socioeconomically Disadvantaged
English Learner Progress - English Learners
College/Career - English Learners

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;
Waggoner - none
Shirley Rominger Intermediate School - English Language Arts (English Learners, Students with Disabilities); Suspension Rate (Students with Disabilities, White)
Winters Middle School - English Language Arts (English Learners, Hispanic/Latino, Socioeconomically Disadvantaged, Students with Disabilities); Mathematics (English Learners, Hispanic/Latino, Socioeconomically Disadvantaged, Students with Disabilities)
Winters High School - English Language Arts (Hispanic/Latino, Socioeconomically Disadvantaged); English Learner Progress (English Learners); College/Career (English Learners); Suspension Rate (Students with Disabilities)
Wolfskill Career Readiness Academy - Suspension Rate (Socioeconomically Disadvantaged)

These trends emphasize a need for improved targeted interventions and personalized support within an Multi-Tiered System of Support (MTSS), inclusive practices, Positive Behavior Interventions and Supports (PBIS) practices, and ongoing family outreach and student re-engagement efforts to address disparities and ensure educational equity and positive achievement outcomes.

Local data and metrics also prompted reflection and has informed District planning.

2025 Youth Truth survey results surfaced the following trends:
Highest overall rated theme for students: Engagement (59% positive, +4% from 2024 administration)
Lowest overall rated theme for students: Culture (30% positive, +3% from 2024 administration)
Highest overall rated theme for staff: Relationships (83% positive, -5% from 2024 administration)
Lowest overall rated theme for staff: Culture (50% positive, -11% from 2024 administration)
Highest overall rated theme for families: Relationships (83% positive, -1% from 2024 administration)
Lowest overall rated theme for families: School Safety (58% positive, +1% from 2024 administration)
The 2025 Youth Truth Survey results highlight key trends across students, staff, and families, shedding light on areas of strength and opportunities for growth.

Among students, engagement once again emerged as the highest-rated theme, reflecting their authentic investment in learning and school activities. This suggests that efforts to foster student involvement, whether through instructional strategies, extracurricular opportunities, or student voice initiatives, are making a positive impact. Meanwhile, remained the lowest-rated theme, though it showed a +3% improvement

from the previous year. While students still perceive challenges in the overall school climate, progress indicates that initiatives aimed at fostering inclusivity, safety, and a sense of belonging are beginning to take hold. Continued attention to this area will be important moving forward. Of note, the second lowest rated theme among students was College and Career Readiness ranked at 33%, with no change from the prior administration. As compared to notable gains on the College and Career Readiness Indicator of the California School Dashboard, this incongruity warranted additional investigation. In meeting with members of the Junior Board Future Readiness Subcommittee, staff learned that high school aged students feel additional academic counseling and support is needed particularly in the eighth grade year. These students expressed that they regretted some of their freshman year course selections, realizing later that they had missed the opportunity to complete a CTE pathway or prepare for the most rigorous course of study offered. Additionally, they shared feeling unprepared for the transition to post-secondary life, lacking practical information about the full array of career and collegiate options available, and how to access them. This qualitative feedback will inform improvements in the delivery of career and college counseling and knowledge building at Winters Middle School, Winters High School, and Wolfskill Career Readiness Academy in the coming year.

For staff, relationships remained the highest rated theme, demonstrating that connections among colleagues remain a core strength. However, for a second year in a row, there was a slight decline (-5%) in this area, possibly signaling increasing workplace challenges that may be affecting collaboration and connectedness. Professional development once again ranked as the lowest-rated theme, reflecting concerns about access to meaningful growth opportunities, mentorship, and the resources necessary to enhance effectiveness. Leaders at Winters High School conducted a forum with staff seeking additional information about professional learning needs. Interestingly, teachers communicated that time was the most precious resource related to their professional growth, and the primary feedback was to increase discretionary time during early release days, as opposed to coordinated staff-wide professional development and departmental Professional Learning Communities (PLCs). Administrators and coaches across the district will continue collecting input about teacher experiences and preferences in professional learning to build a responsive plan for the 2026-27 school year. Addressing this gap could play a critical role in improving job satisfaction and retention.

Families once again reported relationships as the most positive theme, showing a +1% increase from the previous year. This suggests that efforts to strengthen connections between families and schools, whether through improved communication, outreach, or community-building initiatives, are making a meaningful difference. However, school safety surfaced as the lowest-rated area. To address this concern, the district has taken multiple measures to further enhance safety protocols. These include the adoption of and districtwide training in the Standard Response Protocol (SRP) crisis response approach, districtwide installation of lock blocks on all classroom doors, implementation of a consistent staff and visitor ID protocol, and installation of cameras at Waggoner Elementary School. Staff will continue to collect feedback from families regarding school safety to monitor how these additional measures impact campus security and community perceptions.

Overall, the survey results point to positive momentum among students and families, with most themes showing growth from the previous year. At the same time, staff feedback indicates decline across the themes of relationships, culture, and school safety. This data reveals that staff input and support must be prioritized.

Another local measure of student performance is standards-aligned Reading and Math diagnostic assessment data. This information is used to guide instruction and site and district program planning. Staff at Waggoner Elementary School, Shirley Rominger Intermediate School, and Winters Middle School implemented the following diagnostic assessments.

Waggoner:
i-Ready Reading data for students in Grade 2 shows that the percentage of students performing at or above grade level increased by 11% from diagnostic number one to number three, while the percentage of students performing two or more years below grade level decreased by 11%. As demonstrated by i-Ready Mathematics diagnostic testing, the percentage of students in Grade 2 performing at or above grade level increased by 8% from diagnostic number one to number three, and the percentage of students performing two or more years below grade level decreased by 6%.

Shirley Rominger:
i-Ready Reading data shows that the percentage of students performing at or above grade level increased by16% from diagnostic number one to number three, while the percentage of students performing two or more years below grade level decreased by 15%. As demonstrated by i-Ready Mathematics diagnostic testing, the percentage of students performing at or above grade level increased by 18% from diagnostic number one to number three, and the percentage of students performing two or more years below grade level decreased by 18%.

Winters Middle School:
The 2025–2026 MDTP results indicate that Winters Middle School students are developing foundational mathematics skills but have not yet achieved consistent mastery of grade-level prerequisite standards. Across grades 6–8, students averaged between 45% and 52% on readiness assessments, with seventh-grade students demonstrating the strongest performance. While many students showed strengths in procedural skills and foundational concepts, more students scored below readiness than demonstrated readiness across key mathematical domains. Persistent challenges in proportional reasoning, functions, algebraic thinking, fractions, and problem-solving suggest the need for targeted intervention and support. Overall, the findings reinforce the importance of a coherent, vertically aligned mathematics pathway focused on conceptual understanding, standards mastery, and preparation for success in high school mathematics. In English Language Arts, teachers have recently adopted Expository Reading and Writing Curriculum (ERWC) and are in the process of developing aligned formative assessments. Comprehensive local assessment data in ELA is not available at this time.

Winters High School:
The 2025–2026 MDTP results indicate that many Winters High School students are advancing into higher-level mathematics courses without fully mastering prerequisite skills. While students are engaging in rigorous coursework and teachers are effectively using diagnostic data to guide instruction, the findings highlight a need to strengthen the mathematics pathway through improved placement practices, mastery of essential standards, and targeted intervention. Doing so will better support student success in advanced mathematics, college readiness, and future career opportunities. As at WMS, English Language Arts teachers have recently adopted Expository Reading and Writing Curriculum (ERWC) and are in the process of developing aligned formative assessments. Comprehensive local assessment data in ELA is not available at this time.

Wolfskill Career Readiness Academy:
In 2024-25 Wolfskill Career Readiness Academy (CRA) qualified for LCFF Equity Multiplier funding. This additional allocation was provided to school sites with prior year non-stability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent. While Wolfskill CRA no longer qualifies to receive these funds, the Equity Multiplier Focus Goal remains a feature of the District's LCAP, outlined in Goal 4: "By the 2026-2027 school year, Wolfskill Career Readiness Academy (CRA) will enhance students' social-emotional competencies and academic performance through supplemental evidence-based social emotional learning curriculum and additional content area instructional support delivered by highly qualified educators."

Implementation of Goal 4 has produced positive results in student behavior and school climate at Wolfskill Career Readiness Academy. The overall suspension rate decreased from 15.8% in 2023 to 6.3% in 2024–2025, while the suspension rate for socioeconomically disadvantaged students declined from 19.4% to 7.4%, indicating strong progress toward the district's targets. Wolfskill CRA has also maintained a 0% expulsion rate for three consecutive years. These outcomes suggest that social-emotional learning supports, restorative practices, and targeted interventions are contributing to a more supportive learning environment. Academic achievement data remain unavailable due to student privacy protections related to the small number of students tested. As a result, it is difficult to determine the impact of instructional supports on student achievement using CAASPP results alone. English Learner progress improved from 35.7% to 44.7% over the past year but remains below the baseline of 48.5% and the Year 3 target of 65%. Overall, Goal 4 is demonstrating positive momentum, particularly in behavioral outcomes, while continued attention is needed to strengthen academic achievement and English Learner progress.

Learning Recovery Emergency Block Grant:
Following completion of the Learning Recovery Emergency Block Grant (LREBG) needs assessment, Winters JUSD identified a continued need to strengthen instructional coherence, standards-based teaching and learning, and meaningful measures of student success. Feedback from students, staff, families, and other engagement partners consistently emphasized the importance of aligning instruction, assessment, and reporting practices with the district's Graduate Profile competencies: Communication, Collaboration, Creativity, Critical Thinking, Cultural Awareness, and Community Engagement.

To address these identified needs, the district will continue to utilize unexpended LREBG funds to support LCAP Goal 3, Action 3.12 (Graduate Profile Implementation). This action is aligned with the allowable use of LREBG funds related to addressing the academic impacts of the COVID-19 pandemic through evidence-based strategies that improve student engagement, instructional quality, and academic outcomes. Recent California School Dashboard results indicate continued opportunities for growth in English Language Arts, Mathematics, College/Career Readiness, and English Learner outcomes. Through professional learning, development of learner progressions, performance assessments, and aligned instructional systems, Action 3.12 is intended to strengthen student engagement, deepen learning, and ensure students have opportunities to demonstrate mastery of both academic standards and Graduate Profile competencies. These efforts are expected to support improved academic achievement, college and career readiness, and equitable outcomes for all students.

Overall, a thorough review of Winters Joint Unified School District's annual performance, drawing from both state and local data sources, has informed decision-making, strategic planning, and ongoing efforts to enhance student outcomes and educational equity, as reflected in the subsequent goals, actions, and fiscal resources detailed within this plan.

Reflections: Technical Assistance

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

The Winters Joint Unified School District was identified as eligible for Differentiated Assistance based on outcomes for the following student groups:

2023-24: English Learners for Academics (ELA/Math), Career and College Indicator
2024-25: English Learners (Math Achievement), English Learners (Chronic Absenteeism)

In partnership with YCOE, Winters Joint Unified School District engaged in several improvement efforts to investigate and address areas of identified need, including:

Communities of Practice:

Winters Joint Unified School District leaders participate in the Weekly Community of Practices offered by YCOE. These include:
Educational Services Leads COP:
Student Services Leads:
ECE Directors:
Multilingual Leads:
CCR Apprenticeship COP:
Integrated System of Care
Instructional Coaches :
Foster/ Homeless Liaison Monthly COP

Integrated Systems of Support

Winters' staff participated in CYBHI mental and behavioral health trainings and monthly meetings.
YCOE provided a wellness coach to provide social-emotional support to students.

Professional Learning

STEAM Leadership Team
Winters JUSD staff participated in the STEAM Leadership Team, contributing to countywide efforts to strengthen STEAM education across Yolo County. Team members collaborated with regional partners to develop a Yolo County resource bank for educators and engaged in planning to align a shared vision for STEAM.
CAL-MSCS Math and Science
Winters JUSD staff participated in both the Science and Math Communities of Practices. Winters JUSD participants collaborated with educators and leaders across the state to deepen their understanding of high-quality instructional practices. Participants also explored strategies to strengthen educator capacity and support continuous improvement in teaching and learning.
Publisher Dinner Series
Hosted a math publisher dinner series that provided educators and district leaders with opportunities to engage with mathematics curriculum publishers. The series created a space for participants to learn about available instructional materials, ask questions, and explore program features.
Math Vendor Fair
Hosted a math vendor fair to provide educators and district leaders with the opportunity to explore a range of approved mathematics curriculum options in a collaborative, hands-on setting. Participants engaged directly with publishers, reviewed instructional materials, and attended presentations by the publishers.
SVMI

Winters JUSD teachers participated in a six-part cohorted learning opportunity series that used research- and evidence-based best practices to leverage instructional rounds models to empower educators in building and sustaining mathematically powerful classrooms that support mathematical content through language and literacy.

CAST Series

Offered a four-part virtual professional learning series to build educator understanding of CAST and effective assessment practices. This series provided participants with opportunities to explore CAST supports and resources, examine how assessment data can inform best instructional practices, and learn strategies for designing assessments that incorporated three-dimensional learning while supporting student and educator readiness for CAST.

How to Select a Curriculum Workshop

YCOE collaborated with Kern COE to provide a virtual workshop session for administrators to be equipped with the tools to evaluate and select high-quality math curricula that promotes student-centered instruction, equity, and deep conceptual understanding. Participants explored essential indicators of effective math programs, including rigor, culturally responsive practices, and support for diverse learners. Participants gained clarity on what to look for in materials and how to make informed, instructionally grounded decisions that aligned with district visions for mathematics education.

Fluent and Fearless Workshop

Educators explored the Kern County Mathematics Toolkit, a practical resource designed to support English Learners and students developing mathematical language and reasoning. Participants learned how to use the toolkit to create inclusive, engaging, and standards-aligned math experiences that strengthened both content understanding and academic language development.

Language and Literacy

QTEL

Winters JUSD had teachers and leaders attend the Quality Teaching for English Learners (QTEL) summer institute in Santa Cruz in the summers of 2024 and 2025. QTEL provides a strong theoretical foundation, a lesson planning model, and examples of instructional activities that create the conditions for language development for English Learners in the context of literacy and content instruction. YCOE funded this opportunity through our EPICC sub-grant.

CRECEMOS Professional Learning Network

Bilingual teachers and paraprofessionals in Winters JUSD are invited to participate in the CRECEMOS PLN, a year-long series focused on teaching in a bilingual setting and leveraging students' bilingualism to support content learning and literacy development. YCOE funds this opportunity through the BTPDP grant, and teachers and paraprofessionals who complete the series receive a stipend for their participation.

Classroom Discourse Professional Learning

YCOE provided a full-day session for Winters JUSD secondary teachers focused on fostering productive classroom discourse in support of student literacy and content learning. Taylor Ferdinandsen from the UC Davis School of Education co-facilitated this session with YCOE's Coordinator of Language and Literacy

CRLP

Winters JUSD teachers are participating in a CRLP-led community of practice focused on classroom discourse and literacy. A Winters JUSD teacher also just attended an Expert Convening focused on CRLP's statewide signature offering, Results for Reading Comprehension. A

Winters JUSD teacher also attended CRLP's Learning How English Works institute at the Sacramento County Office of Education, funded by the EPICC grant. YCOE is also providing funding to support teachers' attendance at two CRLP summer institutes in the summer of 2026.

Coaching and Technical Support:
Winter's instructional coaches are part of the Yolo County Instructional Coaches' Network, which provides coaching support and opportunities for idea-sharing and problem-solving with instructional coaches across the county. In 2025-26, YCOE provided this group with workshops on PBIS (facilitated by Cathie Irwin), advanced coaching (facilitated by Kathy Eisenhower at PCOE), and executive function (facilitated by Nicole Sparapani, UC Davis professor).
YCOE has collaborated with Winters staff to provide access to professional learning courses on Career Technical Education administration, funding, instructional practices, and other related topics for administrators and teachers, as well as hosted training for implementation of the county-wide work-based learning database and management platform.

SELPA:
Winters teachers have participated in the Inclusion Academy being offered by SELPA to support the implementation of First Best Instruction. The professional development addresses best practices in terms of curriculum, legal compliance, effectively and positively addressing behavior issues, and increasing meaningful inclusion. Inclusion professional development for district inclusion teams is provided to increase equity and access for all students. The increase in equity and access will help increase students' academic performance, improve behavior, and increase attendance.
The YCOE SELPA program data analyst meets individually with the Winters district program data analyst to ensure that pupil and staff reports are accurate, which ensures that district staff have accurate information to work with to accurately address the needs of students with disabilities.

Differentiated Assistance Additional Supports

YCOE held multiple DA meetings during the 25-26 school year to review data, identify root cause analysis, and determine supports for the upcoming school year.
YCOE provided funding for Winters to continue with SEAL training
YCOE provided funding for the use of Inform 2 Inspire to support data analysis.
YCOE and Winters JUSD collaborated and developed an implementation and monitoring plan for the three-year LCAP cycle.
YCOE will support Winters JUSD with implementation in 2026-2027 and provide additional technical assistance as needed.

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
Youth Truth Perceptions Survey	The survey was administered between December 2, 2025 and December 19, 2025 to the following groups: Students in grades 3 through 12, Parents/Guardians, Certificated and Classified staff
LCAP Task Force and Parent Advisory Committee (PAC)	The joint LCAP Task Force and Parent Advisory Committee (PAC) included teachers, principals, district administrators, other school personnel, representatives from local bargaining units, students, and parents. This joint Task Force/PAC met on January 13, 2026, March 10, 2026, and May 4, 2026 to monitor implementation of LCAP goals and actions, and provide input on the development of the 2026 LCAP.
Parent Advisory Group Consultation	Members of the District English Learners Advisory Committee (DELAC), and members of the Special Education Parent Advisory Committee (SEPAC) joined the May 4, 2026 joint LCAP Task Force and (PAC) meeting to provide final input on the development of the 2026 LCAP.
Family Engagement Events	The District held multiple family engagement events throughout the school year including Back to School Nights, Lunches on the Lawn, a Family Resource Fair, and Open Houses.

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

Educational partner feedback surrounding each of the three LCAP goals influenced the development of the 2025 LCAP.

A primary engagement strategy was via the Youth Truth perceptions survey. Winters JUSD implemented this comprehensive tool designed to gather feedback on various aspects of the school experience, including academic engagement, school culture, and the overall learning environment. The survey was administered between December 2, 2025 and December 19, 2025 to students in grades three through twelve,

as well as families and staff. 1208 students (95% response rate, +11% from 2024 administration), 169 families (11% response rate, -6% from 2024 administration), and 120 staff (66% response rate, +2% from 2024 administration) completed the survey. Feedback shared by these partners directly impacted decision-making related to the Winters JUSD educational program and prioritized actions within the LCAP.

Winters JUSD facilitated a joint LCAP Task Force and Parent Advisory Committee (PAC) including teachers, principals, administrators, other school personnel, representatives from local bargaining units, students, and parents. This joint Task Force/PAC met on January 13, 2026, and March 10, 2026 to monitor implementation of LCAP goals and actions. The joint committee strategy was implemented to address non-attendance issues that surfaced in 2023-24 and enhance shared understanding among engagement partners about the LCAP and other district initiatives. The joint LCAP Task Force/PAC, members of the District English Learners Advisory Committee (DELAC), and members of the Special Education Parent Advisory Committee (SEPAC) met on May 4, 2026 to provide final input on the development of the 2026 LCAP.

During 2024 LCAP development the district's goals were rephrased and reordered for tiered continuity, and these same goals remained for the 2025 and 2026 development. With these goals, the priorities and metrics associated were also reorganized to ensure that the District meets the State's eight priority areas as follows:

Goal 1: School environments and climates are safe, welcoming, and inclusive places that support all students' success and wellness (Priority 1 - Basic Services, Priority 3 - Parental Involvement, Priority 6 - School Climate)
Goal 2: All students are engaged in school experiences that enhance their learning and growth (Priority 2 - State Standards, Priority 5 - Student Engagement, Priority 7 - Course Access)
Goal 3: All students achieve academic success in a broad course of study and demonstrate college, career, and civic readiness (Priority 4 - Student Achievement, Priority 8 - Student Outcomes).

The LCAP Joint Advisory Committee and Parent Advisory Committee (PAC) provided key feedback that, informed by the 2025 California School Dashboard, student achievement data, and YouthTruth survey data, have shaped enhancements to the 2026 LCAP.

Goal 1:

Improving School Culture & Engagement
While Youth Truth data demonstrates that student engagement has improved, school culture remains an area for growth. The committee emphasized the need for student-led culture-building initiatives, expanded peer mentorship, and enhanced social-emotional learning opportunities to foster inclusivity and belonging. Additional staff training on culturally responsive teaching and educational equity was also a committee priority.

Deepening Family Engagement
Although family-school relationships have strengthened, the committee stressed the importance of more inclusive engagement strategies. The updated LCAP and district strategy for 2025-26 includes expanded multilingual communication, interactive family workshops, and increased opportunities for families to participate in school decision-making to foster deeper partnerships.

Goal 2:

Strengthening Professional Development & Staff Support
With staff expressing a need for greater professional growth opportunities, the 2025 LCAP sustains instructional coaching and colleague mentorship and a comprehensive professional learning plan. This plan will incorporate literacy and mathematics training, professional development related to serving multilingual learners, and supplemental professional development opportunities. Further, the District is committed to strengthening Professional Learning Communities (PLCs) to support collaboration and instructional excellence. In 2024-2025, the district focused on the development of TK-12 essential standards. This work will continue in 2025-26 as staff extend their collaboration to PLC Essential Question #2 and a focus on assessing student progress toward learning the essential standards and demonstrating progress in acquisition of Graduate Profile competencies.

Addressing Chronic Absenteeism
Recognizing attendance as a key factor in student success, the committee recommended continued development of the district's comprehensive approach to reducing chronic absenteeism. The 2025 LCAP continues an Attendance and Engagement Initiative that prioritizes early intervention strategies, individualized support plans, staff support, and incentive programs to promote consistent school participation.

Goal 3:

Enhancing Academic Support & Intervention
While current academic interventions such as Multi-Tiered Systems of Support (MTSS), English Learner support, and reading intervention services provide critical assistance, the committee emphasized the need for earlier identification of struggling students, increased tutoring opportunities, and targeted support for historically underserved student groups. The committee also recommended expanding intervention programs at the secondary level, where students often need additional support in core subjects to remain on track for graduation and postsecondary success. This input informed two new Goal 3 actions linked to the implementation of a primary grade Reading Difficulties Screener and the incorporation of virtual tutoring services for students in grades 3 - 12.

Expanding Career & Technical Education (CTE) & Work-Based Learning Opportunities
With CTE pathways already a funded priority, the committee advocated for broader career exposure and hands-on learning experiences that align with local and regional workforce needs. Recommendations include strengthening partnerships with industry leaders, expanding pre-apprenticeship and apprenticeship opportunities, and integrating real-world projects across CTE pathways. Additionally, they encouraged enhancing access to dual enrollment courses beyond CTE pathways to other courses of study. This input informed revisions to Goal 2 reflecting an enhanced commitment to Career Technical Education and Dual Enrollment supported by a series of supplemental grant streams.

Increasing Equitable Access to College Preparation Programs
The committee strongly advocated for continued investment in AVID and AP test fee support, but noted persistent disparities in college readiness for English Learners and other historically marginalized groups. To address this, they recommended targeted outreach to ensure students and families are aware of and can fully participate in college preparatory opportunities. This includes providing college and financial aid workshops in multiple languages, increasing guidance counselor availability, and expanding mentorship programs that connect students with college and career role models. Further, the committee supports ongoing revision of secondary programs and school schedules to ensure access and equity.

Taken together, these refinements reflect a shared vision—one in which students are supported, challenged, and empowered to reach their full potential. The 2026 LCAP continues to be a collaborative effort driven by the voices of students, families, staff, and the broader community, ensuring that all learners are prepared to succeed in school, career, and civic life.

Finally, as Wolfskill Career Readiness Academy (CRA) qualified for Equity Multiplier funds in fiscal year 2024-2025, the Winters High School and Wolfskill CRA School Site Council drafted a fourth focus goal, actions, and aligned metrics. The goal was tailored to address the suspension rate, the Dashboard indicator where the school was ranked in the lowest performance level, and identified barriers to student achievement.

Goal 4: By the 2026-2027 school year, Wolfskill Career Readiness Academy (CRA) will enhance students' social-emotional competencies and academic performance through supplemental evidence-based social emotional learning curriculum and additional content area instructional support delivered by highly qualified educators.

Through consultation with Wolfskill CRA students, staff, families, the Wolfskill CRA and Winters High School School Site Councils, and district educational partner groups, stakeholders consistently identified student connectedness, social-emotional wellness, and access to mental health supports as critical factors impacting student engagement, attendance, and behavior. This feedback informed the district's decision to utilize Equity Multiplier funding to provide supplemental social-emotional learning and wellness supports, and subsequently guided the district's commitment to sustain these services through community partnerships and supplemental funding sources after Equity Multiplier eligibility ended.

While the school no longer qualifies for Equity Multiplier funding, the district was able to work in partnership with a community-based provider to provide sustained supplemental mental health supports that will continue to enhance students' social emotional wellness during the 2026-27 school year.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	School environments and climates are safe, welcoming, and inclusive places that support all students' success and wellness.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Winters Joint Unified School District (JUSD) has established this goal to create a supportive and nurturing environment that fosters the overall success and well-being of every student. This objective is crucial for ensuring that students feel safe, connected, and valued within the school community, a foundation for academic engagement and achievement. By ensuring fully credentialed teachers, access to standards-aligned materials, and well-maintained facilities, the District provides the conditions for high-quality educational experiences. Inclusive decision-making approaches, prioritizing input from parents, especially those of Unduplicated students, ensures diversity of perspective and partnership to improve student outcomes. Fostering a sense of safety and connectedness among students enhances their emotional and social well-being. The District aims to fulfill students basic needs via Goal 1, provide the requisite conditions for engagement in learning in Goal 2, and actualize academic achievement for all learners in Goal 3.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately Assigned Teachers	% of properly assigned teachers: 2023 - 84.7%	% of properly assigned teachers: 2024 - 77%	TAMO data for 2025 not available at time of LCAP adoption (6/25/26)	By the end of the 2026-2027 school year, Winters JUSD will have an Appropriately Assigned Teacher rate of 90% or higher.	Unknown at this time

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Teacher Induction Participation Rate	% of eligible teachers participating in the Induction Program: 2023-2024 - 100%	% of eligible teachers participating in the Induction Program: 2024-2025 - 100%	% of eligible teachers participating in the Induction Program: 2025-2026 - 100%	By the end of the 2026-2027 school year, the district aims to maintain a 100% participation rate of eligible teachers in the Induction Program, ensuring ongoing professional development and support for new educators.	No change at 100%
1.3	Sufficiency of Standards-Aligned Instructional Materials	% of students with access to standards-aligned instructional materials in Mathematics, Science, History-Social Science, English Language Arts, and English Language Development: 2023 - 100%	% of students with access to standards-aligned instructional materials in Mathematics, Science, History-Social Science, English Language Arts, and English Language Development: 2024 - 100%	% of students with access to standards-aligned instructional materials in Mathematics, Science, History-Social Science, English Language Arts, and English Language Development: 2025 - 100%	By the end of the 2026-2027 school year, the district aims to maintain 100% access to standards-aligned instructional materials in Mathematics, Science, History-Social Science, English Language Arts, and English Language Development for all students, ensuring sustained educational quality and equity.	No change at 100%
1.4	Facilities in Good Repair Ratings	Overall Facilities Inspection Tool (FIT) Rating by School: 2024: Waggoner - "Fair"	Overall Facilities Inspection Tool (FIT) Rating by School: 2025:	Overall Facilities Inspection Tool (FIT) Rating by School: 2026:	By the end of the 2026-2027 school year, the district aims to improve the Overall	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Shirley Rominger - "Good" Winters Middle School - "Good" Winters High School - "Good"	Waggoner - "Fair" Shirley Rominger - "Good" Winters Middle School - "Good" Winters High School - "Good" Wolfskill - "Exemplary"	Waggoner - "Fair" Shirley Rominger - "Good" Winters Middle School - "Good" Winters High School - "Good" Wolfskill - "Exemplary"	Facilities Inspection Tool (FIT) Rating for Waggoner to "Good" and maintain the "Good" rating at Shirley Rominger, Winters Middle School, and Winters High School, ensuring all facilities meet high standards of safety and functionality.	
1.5	Parental Participation in Two-Way Communication	District Communication Platform % Registered Active Parent Accounts: 2023-2024 - 62%	District Communication Platform % Registered Active Parent Accounts: 2024-2025 - 66%	District Communication Platform % Registered Active Parent Accounts: 2025-2026 - 70%	By the end of the 2026-2027 school year, the district aims to increase the percentage of registered active parent accounts on the district communication platform to 85% or higher through enhanced outreach and engagement strategies. The district will promote parent participation specifically for low income, EL, and foster youth by tabling at school	Increase of 8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					events and making home visits as necessary to support families in registering to use the two-way communication platform.	
1.6	Parental Participation for Students with Exceptional Needs	Parent attendance rate in all Initial IEPs, Annual IEPs, and Triennial IEPs: 2022-2023 - 98.4%	Parent attendance rate in all Initial IEPs, Annual IEPs, and Triennial IEPs: 2023-2024 - 99.3%	Parent attendance rate in all Initial IEPs, Annual IEPs, and Triennial IEPs: 2023-2024 - 99.5%	By the end of the 2026-2027 school year, the district aims to maintain or improve the parent attendance rate at all Initial IEPs, Annual IEPs, and Triennial IEPs to 99% or higher, ensuring continued strong engagement and collaboration with families.	Increase of .2%
1.7	Building Relationships between School Staff and Families	% of parents reporting that staff treat them with respect on School Climate Survey: 2023 - 74% Current Stage of Implementation on LCFF Priority 3 Self-Reflection Tool: 3 - Initial Implementation	% of parents reporting that staff treat them with respect on School Climate Survey: 2024 - 87%	% of parents reporting that staff treat them with respect on School Climate Survey: 2025 - 81%	By the end of the 2026-2027 school year, 85% of families will report that staff treat them with respect on School Climate Survey and the district will advance to stage 4 (Full Implementation) on the LCFF Priority 3 Self-	Increase of 7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Reflection Tool, to enhance trusting and respectful relationships with families. The district will promote parent participation specifically for low income, EL, and foster youth in the School Climate Survey by offering support events at each school during the survey administration window.	
1.8	Building Partnerships for Student Outcomes	# of parents participating in Parent Institute for Quality Education (PIQE): 2023-2024 - Data not available Current Stage of Implementation on LCFF Priority 3 Self-Reflection Tool: 3 - Initial Implementation	# of parents participating in Parent Institute for Quality Education (PIQE): 2024-2025: Fall strand - 47 parents, Spring strand - 17 parents	# of parents participating in Parent Institute for Quality Education (PIQE): 2025-2026: Fall strand - , 46 parents Winter strand - 22 parents,	By the end of the 2026-2027 school year, at least 25 parents will participate in each strand of offered PIQE programs and the district will advance to stage 4 (Full Implementation) on the LCFF Priority 3 Self-Reflection Tool, to improve the ways the district works with families to support improved student outcomes. The district will	Increased from 64 parents in 2024-2025 to 68 parents in 2025-2026.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					promote parent participation specifically for low income, EL, and foster youth in PIQE programs by sharing about the program at ELAC/DELAC meetings and via each school's family bulletin.	
1.9	Parental Input for Decision-Making	% of parents providing input on School Climate Survey: 2023 - 157 families (10% response rate) Current Stage of Implementation on LCFF Priority 3 Self-Reflection Tool: 3 - Initial Implementation	% of parents providing input on School Climate Survey: 2024 - 255 Families (17% response rate)	% of parents providing input on School Climate Survey: 2025 - 169 families (11% response rate)	By the end of the 2026-2027 school year, the district aims to increase parent participation in the School Climate Survey to a 25% response rate and advance to stage 4 (Full Implementation) on the LCFF Priority 3 Self-Reflection Tool, enhancing engagement and reflecting comprehensive implementation of community feedback mechanisms. The district will promote parent participation specifically for low	Increase of 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					income, EL, and foster youth in the School Climate Survey by offering support events at each school during the survey administration window.	
1.10	School Connectedness Perceptions	% of students reporting "Agree" or "Strongly Agree" on School Climate Survey: 5th grade: 2023 - 75% 7th grade: 2023 - 60% 9th grade: 2023 - 60% 11th grade: 2023 - 49%	% of students reporting "Agree" or "Strongly Agree" on School Climate Survey: 5th grade: 2023-75% (CHKS) 2024- 68% (Youthtruth - Relationships) 7th grade: 2023 - 60% 2024- 46% (Youthtruth - Belonging and Peer Collaboration) 9th grade: 2023 - 60% 2024- 52% (Youthtruth - Belonging and Peer Collaboration) 11th grade:	% of students reporting "Agree" or "Strongly Agree" on School Climate Survey: 5th grade: 2023-75% (CHKS) 2024- 68% (Youthtruth - Relationships) 2025- 75% (Youthtruth - Relationships) 7th grade: 2023 - 60% 2024- 46% (Youthtruth - Belonging and Peer Collaboration) 2025 - 46% (Youthtruth - Belonging and Peer Collaboration) 9th grade:	By the end of the 2026-2027 school year, the district aims to increase the percentage of students reporting "Agree" or "Strongly Agree" on the School Climate Survey to at least 85% for 5th grade, 70% for 7th grade, 70% for 9th grade, and 65% for 11th grade through targeted initiatives to improve school environment and student engagement. The district will promote parent participation specifically for low income, EL, and foster youth in the School Climate Survey by offering	% of students reporting "Agree" or "Strongly Agree" on School Climate Survey: 5th grade: No change 7th grade: Decrease of 14% 9th grade: Decrease of 1% 11th grade: No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2023 - 49% 2024- 48% (Youthtruth - Belonging and Peer Collaboration)	2023 - 60% 2024- 52% (Youthtruth - Belonging and Peer Collaboration) 2025 - 59% (Youthtruth - Belonging and Peer Collaboration) 11th grade: 2023 - 49% 2024- 48% (Youthtruth - Belonging and Peer Collaboration) 2025 - 49% (Youthtruth - Belonging and Peer Collaboration)	support events at each school during the survey administration window.	
1.11	School Safety Perceptions	% of students reporting "Agree" or "Strongly Agree" on School Climate Survey: 5th grade: 2023 - 43% 7th grade: 2023 - 69% 9th grade: 2023 - 71% 11th grade: 2023 - 65%	% of students reporting "Agree" or "Strongly Agree" on School Climate Survey: 5th grade: 2023 - 43% 2024 - 45% 7th grade: 2023 - 69% 2024 - 55%	% of students reporting "Agree" or "Strongly Agree" on School Climate Survey: 5th grade: 2023 - 43% 2024 - 45% 2025 - 53% 7th grade: 2023 - 69% 2024 - 55%	By the end of the 2026-2027 school year, the district aims to increase the percentage of students reporting "Agree" or "Strongly Agree" on the School Climate Survey "I feel safe at school" to at least 90% for 5th grade, 80% for	5th grade: Increase of 10% 7th grade: No Change 9th grade: Increase of 6% 11th grade: Increase of 14%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			9th grade: 2023 - 71% 2024 - 60% 11th grade: 2023 - 65% 2024 - 49%	2025 - 69% 9th grade: 2023 - 71% 2024 - 60% 2025- 77% 11th grade: 2023 - 65% 2024 - 49% 2025- 79%	7th grade, 80% for 9th grade, and 75% for 11th grade through enhanced initiatives focused on fostering a positive and inclusive school environment. The district will promote parent participation specifically for low income, EL, and foster youth in the School Climate Survey by offering support events at each school during the survey administration window.	
1.12	Suspension Rate	% of students suspended for an aggregate total of one full day anytime during the school year: 2023 - 4.8%	% of students suspended for an aggregate total of one full day anytime during the school year: 2024- 3.7%	% of students suspended for an aggregate total of one full day anytime during the school year: 2025 - 3.2%	By the end of the 2026-2027 school year, the district aims to reduce the percentage of students suspended for an aggregate total of one full day or more during the school year to 3% or lower through proactive behavioral support and intervention programs.	Declined by 1.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	Expulsion Rate	% of students expelled during the school year: 2023 - 0%	% of students expelled during the school year: 2024 - 0.6% (1 student)	% of students expelled during the school year: 2025 - 0.6% (1 student)	By the end of the 2026-2027 school year, the district aims to maintain a 0% expulsion rate, continuing to implement and enhance effective behavioral support programs and restorative practices to manage student conduct.	Increased by 0.6% (1 student)

Goal Analysis [2025-26]

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

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

In the 2025–26 school year, LCAP Goal 1—ensuring school environments and climates are safe, welcoming, and inclusive to support all students' success and wellness—was implemented through a comprehensive set of actions focused on student well-being, academic readiness, staff support, and equitable access to resources.

Winters JUSD invested in smaller class sizes and instructional aides for kindergarten to provide more individualized support and foster stronger teacher-student relationships in early learning environments. The use of Common Core-aligned materials and the continuation of the student technology replacement cycle ensured all students had access to standards-based, high-quality instruction in modern and engaging formats.

To promote positive school climate and mental health, the district implemented Social-Emotional Learning (SEL) School Block Grants, PBIS, and behavioral support services. Counseling and nursing services were sustained to provide students with timely access to wellness and health support, while community school services, centralized at Winters Middle School, improved student and family access to integrated, wraparound supports to meet a broader array of needs.

Adjustment to the district’s prior educational equity professional learning strategy, resulted in the development of a Culture and Climate Design Team including students, parents/guardians, staff, and community members. Additionally, the creation of a student led Junior Board of Trustees provided students with a meaningful opportunity to share their perspectives, inform district decisions, and ensure that school

policies and initiatives reflect the experiences and needs of those they are designed to serve. This shift created opportunities for enhanced student agency and voice and implementation of youth-led prototypes designed to close the empathy gap and reduce discriminatory experiences.

Student engagement was strengthened through activity and athletic stipends, athletic transportation, and inclusive extracurricular opportunities.

Facilities upgrades were planned and prioritized through Facilities Master Plan engagement and implementation, ensuring that the District addresses both major deferred maintenance and plans for specific site improvements including upcoming projects such as the Waggoner Transitional Kindergarten building and the Winters Middle School Cafeteria. The New Teacher Induction Program, offered in partnership with The Yolo-Solano Center for Teacher Credentialing, supported the successful onboarding of new instructors, as aligned with the Winters JUSD priority to attract and retain high-quality teachers.

Together, these coordinated efforts reflected the district's holistic commitment to student success, safety, and inclusion.

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.

Winters JUSD budgeted $71,565 for Activity Stipends (Action 1.8) and spent $136,326. This material difference occurred because, through negotiations with the Winters Association of Educational Administrators (WAEA), activity stipends were converted from fixed dollar amounts to percentages of the certificated salary schedule. As a result, the actual cost of these stipends was significantly higher than originally projected.

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

Actions related to Student Wellness, Engagement, and Safety: 1.3 – SEL School Block Grants, 1.4 – PBIS & Restorative Justice Programs, 1.5 – Behavior Support Services, 1.6 – Counseling Services, 1.7 – Nursing Services, 1.9 – Activity Stipends, 1.10 – Athletic Stipends and Athletic Transportation

Metric(s):
1.10 School Connectedness (improved in 5th and 9th grades, remained stable in 7th and 11th grades)
1.11 School Safety Perception (improved across all grade levels, with notable gains in 9th and 11th grades)
1.12 Suspension Rate (decreased from 4.8% to 3.2%)
1.13 Expulsion Rate (remained at 0.6%, representing one student expelled)

Effectiveness:
Student perceptions of school connectedness showed meaningful improvement in several grade levels. Fifth grade connectedness returned to 75%, matching the baseline, while ninth grade increased from 52% to 59%, nearly returning to baseline levels. Seventh and eleventh grades remained stable, indicating continued need for targeted interventions to strengthen students' sense of belonging, particularly in middle school. Student perceptions of school safety improved significantly across all grade levels. Fifth grade increased from 43% to 53%, ninth grade increased from 71% to 77%, and eleventh grade experienced the largest gain, increasing from 65% to 79%. These improvements

suggest that investments in counseling, restorative practices, extracurricular opportunities, and health services are contributing to safer and more supportive school environments. The suspension rate declined from 4.8% to 3.2%, demonstrating continued progress in reducing exclusionary discipline. The expulsion rate remained at 0.6%, representing one student expelled, indicating that while serious disciplinary incidents remain rare, the district will continue to emphasize prevention and restorative approaches. Overall, these actions have been effective in improving school safety and reducing suspensions, while further efforts are needed to strengthen student connectedness in select grade levels.

Actions related to High Quality Teaching & Instructional Support: 1.1 – Smaller Class Sizes, 1.2 – Common Core Materials, 1.11 – Educational Equity Professional Development, 1.13 – Student Technology Replacement Cycle, 1.14 – New Teacher Induction Program, 1.15 – Instructional Aides for Kindergarten

Metric(s):
1.1 Appropriately Assigned Teachers (2025 data not available at the time of LCAP adoption)
1.2 Induction Participation (maintained at 100%)
1.3 Access to Standards-Aligned Materials (maintained at 100%)
1.4 Facilities in Good Repair (maintained, with all schools rated Good or Exemplary except Waggoner, which remains Fair)

Effectiveness:
All students continue to receive sufficient access to standards-aligned instructional materials, ensuring equitable access to core academic resources across all grade levels. The district maintained a 100% participation rate in the Teacher Induction Program, demonstrating a continued commitment to supporting and developing new educators. While updated data regarding appropriately assigned teachers was not available at the time of LCAP adoption, the district continues to prioritize recruitment and credential alignment to ensure students are taught by appropriately assigned staff. Facilities Inspection Tool ratings remained stable, with Shirley Rominger Intermediate School, Winters Middle School, and Winters High School maintaining “Good” ratings and Wolfskill Career Readiness Academy maintaining an “Exemplary” rating. Waggoner Elementary remained rated as “Fair,” indicating that additional facility improvements are needed. Overall, these actions continue to be effective in maintaining instructional quality, supporting staff development, and ensuring students learn in safe and functional environments.

Actions related to Family and Community Engagement: 1.8 – Community School Services, 1.12 – Facilities Master Plan Engagement and Implementation

Metric(s):
1.5 Parent Communication Platform Use (increased from 62% to 70%)
1.6 IEP Participation (maintained above 99%)
1.7 Respect from Staff (increased from 74% to 81%)
1.8 PIQE Participation (data incomplete for 2025-2026)
1.9 School Climate Survey Response Rate (increased from 10% to 11%)

Effectiveness:

The district continued to make progress in strengthening family engagement and communication. Active parent participation in the district's two-way communication platform increased from 62% to 70%, reflecting expanded outreach and improved access to information. Parent participation in Initial, Annual, and Triennial IEP meetings remained above 99%, demonstrating strong collaboration with families of students with disabilities. Parent perceptions that staff treat them with respect improved substantially from 74% to 81%, although the district remains slightly below its target of 85%. Participation in the School Climate Survey increased modestly from 10% to 11%, indicating a need for continued efforts to broaden representation and engagement, particularly among underrepresented families. PIQE participation data for 2025-2026 was not available at the time of LCAP adoption. Overall, these actions have been effective in improving communication and strengthening relationships with families, while highlighting the importance of continued outreach to increase parent voice in district decision-making.

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

While the District initially planned to continue providing restorative justice training through the International Institute for Restorative Practices (Action 1.4), as previously implemented in 2023–24, it was determined that rather than a partnership with the Yolo Conflict Resolution Center (YCRC), it would be more community-oriented and cost effective to work directly with site staff. In addition, based on reflection on Metric 1.10 (School Connectedness), the District revised Action 1.4 to shift away from broad training toward a more targeted approach focused on direct coaching and collaboration with site leaders. This change will allow each school to receive tailored equity-centered professional development and restorative practices support designed to address its unique student needs and strengthen students' sense of belonging and connection to school.

By embedding coaching and support directly within school sites, the District expects to increase the consistency and effectiveness of restorative practices implementation, resulting in stronger staff capacity and a more responsive approach to improving school climate and student connectedness. As part of Action 1.7, the District utilized Community Schools grant funding to hire a Community School Liaison who will strengthen connections between families, schools, and community-based resources, helping to remove barriers to learning and enhance student and family engagement. The addition of this position strengthens the District's capacity to proactively engage families and coordinate supports, creating a more comprehensive system of care that addresses both academic and non-academic barriers to student success.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Smaller Class Sizes	Maintain smaller class sizes to enhance individualized instruction, improve student engagement, and foster a supportive learning environment, thereby promoting academic achievement and personal growth. This approach is particularly beneficial for English Learners, LTELs, Foster Youth, and students from Low Income households, as it allows for more	$790,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		tailored support, increased teacher-student interaction, and the ability to address specific learning needs and challenges faced by these groups.		
1.2	Common Core Materials	Provide up-to-date Common Core-aligned instructional materials to support rigorous, standards-based education, enhancing student learning outcomes and ensuring consistency in curriculum delivery across all grade levels.	$210,000.00	Yes
1.3	SEL School Block Grants	Utilize SEL Block Grants to implement social-emotional learning programs, fostering students' emotional well-being, resilience, and interpersonal skills, thereby creating a positive and supportive school climate. These programs are especially beneficial for English Learners, LTELs, Foster Youth, and students from Low Income households, as they provide critical support in managing stress, overcoming adversity, and building strong, healthy relationships, which are essential for their overall success and well-being.	$10,000.00	Yes
1.4	PBIS & Restorative Justice Programs	Implement PBIS and Restorative Justice programs to promote positive behavior, reduce disciplinary issues, and build a supportive school community through proactive strategies and conflict resolution.	$0.00	No
1.5	Behavior Support Services	Provide behavior support services to address student behavioral challenges, enhance positive behaviors, and create a conducive learning environment through targeted interventions and support. These services are particularly beneficial for English Learners, LTELs, Foster Youth, and students from Low Income households, as they offer specialized assistance to overcome behavioral barriers, promote positive conduct, and ensure these students have equal opportunities to succeed academically and socially.	$190,959.00	Yes
1.6	Counseling Services	Expand counseling services to support students' mental health, academic guidance, and personal development, fostering a positive school environment and enhancing overall well-being. This expansion is	$970,051.00	Yes

Action #	Title	Description	Total Funds	Contributing
		particularly beneficial for English Learners, LTELs, Foster Youth, and students from Low Income households, as it provides essential resources to address their unique challenges, supports their emotional and academic needs, and promotes equitable access to opportunities for personal growth and academic success.		
1.7	Community School Services	Provide Community School Services to offer integrated academic, health, and social support, fostering strong family and community partnerships and addressing holistic student needs for improved educational outcomes.	$135,000.00	No
1.8	Activity Stipends	Offer activity stipends to support student participation in extracurricular activities, enhancing engagement, skill development, and overall educational experience. These stipends are particularly beneficial for English Learners, LTELs, Foster Youth, and students from Low Income households, as they help remove financial barriers to participation, ensure equitable access to enrichment opportunities, and promote a well-rounded educational experience that supports their social, emotional, and academic growth.	$103,500.00	Yes
1.9	Athletic Stipends and Transportation	Provide athletic stipends and transportation to support student participation in sports, promoting physical health, teamwork, and school spirit. These resources are particularly beneficial for English Learners, Foster Youth, and students from Low Income households, as they help eliminate financial and logistical barriers to participation, ensure equitable access to athletic opportunities, and foster a sense of belonging and community within the school, contributing to their overall well-being and development.	$175,000.00	Yes
1.10	Educational Equity Professional Development	Offer professional development focused on educational equity to equip staff with the skills and knowledge needed to create inclusive, equitable learning environments and close opportunity gaps.	$7,500.00	No

Action #	Title	Description	Total Funds	Contributing
1.11	Facilities Master Plan Engagement and Implementation	Engage Educational Partners in developing and implementing the Facilities Master Plan to ensure modern, safe, and sustainable learning environments. This includes assessing current facilities, prioritizing improvements, and aligning resources to support long-term educational goals and community needs.		No
1.12	Student Technology Replacement Cycle	Implement a student technology replacement cycle to ensure all students have access to up-to-date devices, supporting digital literacy and equitable access to educational resources. Regularly updating technology fosters enhanced learning experiences and prepares students for future academic and career opportunities.	$150,000.00	No
1.13	New Teacher Induction Program	Implement a New Teacher Induction Program to support beginning educators through mentorship, professional development, and collaborative learning. This program aims to enhance teaching effectiveness, improve retention rates, and ensure new teachers are well-prepared to meet the diverse needs of their students.	$60,500.00	No
1.14	Instructional Aides for Kindergarten	Provide instructional aides for kindergarten classrooms to support early childhood education. These aides assist teachers in delivering personalized instruction, managing classroom activities, and addressing individual student needs, thereby fostering a strong foundation for academic and social development. This support is particularly beneficial for English Learners, LTELs, Foster Youth, and students from Low Income households, as it ensures that these students receive the additional attention and resources needed to address their unique challenges, helping to close achievement gaps and promote equitable learning opportunities from the start.	$222,500.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students are engaged in school experiences that enhance their learning and growth.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Winters Joint Unified School District (JUSD) has established this goal to engage all students in meaningful learning experiences that support the development of intellectual mindsets and enhance their growth and agency. By implementing State standards, the District seeks to ensure all students, including English Learners, gain academic knowledge and language proficiency. Providing scaffolds to ensure regular attendance offers a foundation for academic achievement, graduation, and post-secondary success. Offering access to a broad course of study ensures a well-rounded and inclusive education. The District aims to fulfill students basic needs via Goal 1, provide the requisite conditions for engagement in learning in Goal 2, and actualize academic achievement for all learners in Goal 3.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Implementation of Academic Content and Performance Standards	Waggoner Elementary School has identified essential standards in both the traditional instruction pathway and Dual Language Immersion pathway. Shirley Rominger Intermediate School has also conducted this work and memorialized it in a standards-based report card. Winters Middle School and	All 5 schools have identified essential standards. Waggoner Elementary School and Shirley Rominger Intermediate School have created standards based report cards for implementation in 2025-26. Additionally, K-5	All 5 schools have identified essential standards. Waggoner Elementary School and Shirley Rominger Intermediate School have implemented standards based report cards and will continue to refine	By 2026-2027, all schools will implement essential standards, develop aligned scope and sequence documents for each content area, and use standards-based assessment approaches and/or report cards,	Increase from 40% to 100% of schools having identified essential standards. 20% to 40% of schools have created standards based report cards. Increase from 0% t0 40% of schools measuring Graduate Profile skills on a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Winters High School departmental Professional Learning Communities are in various stages of identification of essential standards and development of standards-based reporting approaches.	Dual Language Immersion teachers initiated development of a programmatic standards-based report card that will incorporate essential standards in Spanish language and literacy.	assessments to better align with reported standards. Both elementary schools have embedded Graduate Profile competencies within their standards-based report cards and leaders at Shirley Rominger Intermediate School have drafted Learner Progressions to support staff in assessing student progress toward demonstrating Graduate Profile skills. The 4 comprehensive school sites have developed Innovation Plans to implement systemic shifts that will allow for enhanced learning experiences aligned with both academic content and real-world skills.	ensuring consistent instruction and transparent communication with students and families about students' academic achievement.	summative report card.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Curriculum Alignment to CCSS	Waggoner Elementary School, Shirley Rominger Intermediate School, and Winters High School completed pilots and adoptions of NGSS curriculum in 2022-2023 and 2023-2024. The District has developed an instructional materials adoption plan to ensure curriculum funding is prioritized for updating the most outdated curricula. There is currently one adopted curriculum that precedes the adoption of the CCSS in California in 2010. This is the elementary Social Studies/Social Science curriculum. A vertical team including K-5 teacher representatives, site leaders, and district administration will review the Social Science framework (2024-2025) and select new Social Studies/Social Science curriculum for pilot during the (2025-2026). Adoption is anticipated in the Spring or Fall of	The District continues to update its instructional materials adoption plan to ensure curriculum funding is prioritized for updating the most outdated curricula. In 2024-25, the District initiated Social Studies Framework refresher training for all elementary teachers. This training was delivered by the UC Davis History and Social Science Project and lays the foundation for selection of pilot materials and a curriculum pilot in 2025-26. All secondary Math teachers participated in Math Framework training provided by the Sacramento County Office of Education during 2024-25, and elementary	The District continues to update its instructional materials adoption plan to ensure curriculum funding is prioritized for updating the most outdated curricula. In 2025-26, the District undertook and completed a pilot and adoption process for K-5 Social Studies curriculum in partnership with the UC Davis History and Social Science Project. District leaders attended How to Select Math Curriculum training facilitated by the Kern County Office of Education in the Fall of 2025. The District then sought facilitation support for the development of a secondary mathematics instructional vision and pathway	By 2026-2027, all schools in Winters District will fully implement CCSS-aligned curricula in all subjects, ensuring comprehensive instructional resources reflecting the shifts of the Common Core.	Approximately 33% of elementary teachers received training in the new Math Framework; 100% of all secondary math teachers received training in the new Math Framework; 100% of elementary teachers received refresher training in the Social Science Framework; A new K-5 Social Science curriculum was adopted in the Spring of 2026

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2025. Additionally, all grade levels will receive Math Framework training (2024-2025) and pilot Math curriculum for adoption (2025-2026) in order to ensure materials align with the new Math framework.	teachers had access to two optional Math Framework training sessions facilitated by YCOE in June of 2024. The District anticipates a staggered process for TK-12 Math Curriculum selection following SBE selection of approved publishers in Winter of 2025. Staff will attend publisher presentations in the Spring of 2026 which will initiate staggered pilot and adoption beginning in the 2026-27 school year.	revision process. The District will partner with Riverside County Office of Education in the fall of 2026, and initiate a secondary Mathematics pilot and adoption process in the Winter and Spring of 2025-26.		
2.3	Attendance Rate	Attendance Rate: 2023-2024 Census Day enrollment (1,559) is 94.87%	Attendance Rate: 2024-2025 Census Day enrollment (1636) is 96.14%	Attendance Rate: 2025-2026 Census Day enrollment (1667) is 96.5%	By the end of the 2026-2027 school year, the district aims to increase the attendance rate to 97% or higher, through strategic engagement initiatives and	Increase of 1.63%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					attendance support programs.	
2.4	Chronic Absenteeism	% of students who were absent for 10 percent or more of the instructional days they were enrolled to attend: 2023 - 22.1 2023 - 22.1%	% of students who were absent for 10 percent or more of the instructional days they were enrolled to attend: 2024 - 20%	% of students who were absent for 10 percent or more of the instructional days they were enrolled to attend: 2025 - 15.8%	By the end of the 2026-2027 school year, the district aims to decrease the chronic absenteeism rate to 10% or lower, leveraging a Multi-Tiered System of Support to enhance student attendance and engagement.	Declined 6.3%
2.5	Middle School Drop Out Rate	Middle School Dropout Rate 2023 - 0%	Middle School Dropout Rate 2024 - 0%	Middle School Dropout Rate 2025 - 0%	By the end of the 2026-2027 school year, the district aims to maintain a 0% dropout rate for middle school students through ongoing support and engagement strategies.	No change at 0%
2.6	High School Drop Out Rate	Drop Out Rate 2023 - 13%	Drop Out Rate 2024 - 10.6%	Drop Out Rate 2025 - 12.6%	By the end of the 2026-2027 school year, the district aims to reduce the dropout rate to 8% or lower through targeted intervention programs and student support services.	Decrease of 0.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Graduation Rate	Graduation Rate 2023 - 86.4%	Graduation Rate 2024 - 89.4%	Graduation Rate 2025 - 87.4	By the end of the 2026-2027 school year, the district aims to increase the graduation rate to 90% or higher through enhanced academic support and student engagement initiatives.	Increase of 1%
2.8	Broad Course of Study (Grades 1-5)	Student access to and enrollment in English, Mathematics, Social Sciences, Science, Visual and Performing Arts (VAPA), Health, Physical Education: Waggoner Elementary School/Shirley Rominger Intermediate School: English, Mathematics, Social Sciences, Science, and PE are taught by homeroom teachers. Students participate in a weekly music class taught by a credentialed music teacher and a weekly Science, Technology, Engineering, Arts, and Mathematics (STEAM) class taught by a multiple-subject teacher. The district is	Student access to and enrollment in English, Mathematics, Social Sciences, Science, Visual and Performing Arts (VAPA), Health, Physical Education: Waggoner Elementary School/Shirley Rominger Intermediate School: English, Mathematics, Social Sciences, Science, and PE are taught by homeroom teachers. Students participate in a weekly music class taught by a credentialed music	Student access to and enrollment in English, Mathematics, Social Sciences, Science, Visual and Performing Arts (VAPA), Health, Physical Education: Waggoner Elementary School/Shirley Rominger Intermediate School: English, Mathematics, Social Sciences, and Science are taught by homeroom teachers. Due to an unanticipated resignation during the fall of 2025, students access to	By 2026-2027, students will continue to have access to and enroll in a broad course of study and: Waggoner and Shirley Rominger will expand arts and music education course offerings.	Prop 28 Plan complete to include enhanced STEAM education at elementary schools in 2025-26.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		in the process of developing a plan to leverage Prop 28 funds to expand arts and music education offerings at both elementary schools.	teacher and a weekly Science, Technology, Engineering, Arts, and Mathematics (STEAM) class taught by a multiple-subject teacher. The district completed its Prop 28 plan and will implement the funds to expand arts and music education offerings in 2025-26. The plan includes enhanced STEAM education at Waggoner Elementary School and Shirley Rominger Intermediate School.	weekly music education was halted. In lieu of music, students were provided with weekly Physical Education instruction provided by an intern educator. The district is seeking a credentialed music teacher to reinitiate the K-5 music program in 2026-27. All students at Waggoner and Shirley Rominger participated in a weekly Science, Technology, Engineering, Arts, and Mathematics (STEAM) class taught by a multiple-subject teacher., a component of the district's adopted Prop 28 plan.		
2.9	Broad Course of Study (Grades 6-12)	Student access to and enrollment in English, Social Sciences, Language Other Than English (LOTE), Physical Education,	Student access to and enrollment in English, Social Sciences, Language Other Than English	Student access to and enrollment in English, Social Sciences, Language Other Than English	By 2026-2027, students will continue to have access to and enroll in a broad	Ethnic Studies course and partner course, Personal Finance implemented as semester-long 9th

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Science, Mathematics, Visual and Performing Arts (VAPA), Applied Arts, and Career Technical Education: All students, including English Learners and students with learning disabilities, are enrolled in English, Social Sciences, Physical Education, Science, and Mathematics courses. Currently, 9th graders do not take a Social Science course, however the district is designing and will pilot a semester-long ninth grade Ethnic Studies course in 2024-2025. Additionally, in order for WHS students to access AP Calculus, they must initiate their math course of study in Integrated Math II in ninth grade by skipping Integrated Math I. All middle and high school students have access to VAPA, Applied Arts, and Spanish Language elective courses. Finally, the district is in the process of developing a plan to	(LOTE), Physical Education, Science, Mathematics, Visual and Performing Arts (VAPA), Applied Arts, and Career Technical Education: All students, including English Learners and students with learning disabilities, are enrolled in English, Social Sciences, Physical Education, Science, and Mathematics courses. Currently, 9th graders do not take a Social Science course, however the district has completed the design of a semester-long ninth grade Ethnic Studies course. All freshmen will begin taking this course, and the partner course,	(LOTE), Physical Education, Science, Mathematics, Visual and Performing Arts (VAPA), Applied Arts, and Career Technical Education: All students, including English Learners and students with learning disabilities, are enrolled in English, Social Sciences, Physical Education, Science, and Mathematics courses. All freshmen began taking a semester-long Ethnic Studies course and a semester-long Personal Finance partner course in the 2025-26 school year. As reported in Metric 2.1, plans are underway to address equity barriers within the	course of study and: WMS and WHS teachers will redesign the math pathway to improve continuity and educational equity. WMS and WHS will expand arts and music education course offerings.	grade courses in 2025-26; Prop 28 plan implemented resulting in enhanced secondary music and performing arts offerings in 2025-26.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		leverage Prop 28 funds to expand arts and music education offerings at both comprehensive secondary schools.	Personal Finance, in the 2025-26 school year. Additionally, in order for WHS students to access AP Calculus, they must initiate their math course of study in Integrated Math II in ninth grade by skipping Integrated Math I. Secondary math teachers completed Math Framework training and identified Essential Standards in 2024-25. In 2025-26, a vertical math team will meet to engage in ongoing professional collaboration and visioning related to the secondary math pathway. A point of emphasis will be improving access points to the most rigorous course of study. All middle and high school students have access to	secondary math pathway, with development of a mathematics instructional vision, pathway redesign, and curricular pilot in 2026-27. A vertical math team will collaboratively lead this work. A point of emphasis will be improving access points to the most rigorous course of study. All middle and high school students have access to VAPA, Applied Arts, and Spanish Language elective courses. The district implemented its Prop 28 plan and expanded arts and music education offerings at Winters Middle School, Winters High School, and Wolfskill CRA during the 2025-26 school year.		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			VAPA, Applied Arts, and Spanish Language elective courses. The district completed its Prop 28 plan and will implement the funds to expand arts and music education offerings in 2025-26. This plan includes enhanced music and performing arts offerings at Winters Middle School, Winters High School, and Wolfskill CRA.			
2.10	Broad Course of Study (Alternative Education)	Student access to and enrollment in English, Social Sciences, Language Other Than English (LOTE), Physical Education, Science, Mathematics, Visual and Performing Arts (VAPA), Applied Arts, and Career Technical Education: All Wolfskill CRA students, including English Learners and students with learning disabilities, are enrolled in English, Social	Student access to and enrollment in English, Social Sciences, Language Other Than English (LOTE), Physical Education, Science, Mathematics, Visual and Performing Arts (VAPA), Applied Arts, and Career Technical Education:	Student access to and enrollment in English, Social Sciences, Language Other Than English (LOTE), Physical Education, Science, Mathematics, Visual and Performing Arts (VAPA), Applied Arts, and Career Technical Education:	By 2026-2027, students will continue to have access to and enroll in a broad course of study and: Wolfskill site leaders will improve student access to and enrollment in various elective, CTE, and dual enrollment courses	100% of students received music instruction in 2025-26

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Sciences, Science, and Mathematics courses aligned with their credit recovery needs. Some students have access to and are enrolled in Physical Education, VAPA, Applied Arts, Spanish Language, CTE courses in three industry sectors and seven pathways, and new dual enrollment offerings at the comprehensive co-located site, WHS	All Wolfskill CRA students, including English Learners and students with learning disabilities, are enrolled in English, Social Sciences, Science, and Mathematics courses aligned with their credit recovery needs. Some students have access to and are enrolled in Physical Education, VAPA, Applied Arts, Spanish Language, CTE courses in three industry sectors and seven pathways, and new dual enrollment offerings at the comprehensive co-located site, WHS. Additionally, in 2025-26, via Prop 28 funding, all Wolfskill CRA students will receive a music education course.	All Wolfskill CRA students, including English Learners and students with learning disabilities, are enrolled in English, Social Sciences, Science, and Mathematics courses aligned with their credit recovery needs. Some students have access to and are enrolled in Physical Education, VAPA, Applied Arts, Spanish Language, CTE courses in three industry sectors and seven pathways, and new dual enrollment offerings at the comprehensive co-located site, WHS. In 2025-26, via Prop 28 funding, all Wolfskill CRA students participated in a music education course.	through strategic schedule design.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.11	Broad Course of Study (Career Technical Education)	Student participation in CTE Courses: 2022-2023- 345/443 - 77.8% High school students also have access to CTE courses in three industry sectors and seven pathways. Additionally, WHS has initiated a CCAP agreement with Woodland Community College (WCC) and aligned courses in both the Culinary and Agriculture sectors to WCC courses for dual enrollment.	Student participation in CTE Courses: 2022-2023- 345/443 - 77.8% 2023-2024- 354 / 439 - 80.6% 2024-2025- 387/468 - 82.6%	Student participation in CTE Courses: 2022-2023- 345/443 - 77.8% 2023-2024- 354 / 439 - 80.6% 2024-2025- 387/468 - 82.6%	By the end of the 2026-2027 school year, the district aims to increase the percentage of Career and Technical Education (CTE) courses to 85% and: WHS will expand dual enrollment course offerings WHS will develop an additional industry sector and at least one two-course CTE pathway	Increase of 4.8%
2.12	Broad Course of Study (Students with Exceptional Needs)	State Least Restrictive Environment Targets: % of students spending 80% or more of their day in general education classrooms: 2023 - 90.7% % of students spending less than 40% of their day in general education classrooms: 2023 - 9.3%	State Least Restrictive Environment Targets: % of students spending 80% or more of their day in general education classrooms: 2024 - 77.1% % of students spending less than 40% of their day in general education classrooms: 2024 - 9.7 %	State Least Restrictive Environment Targets: % of students spending 80% or more of their day in general education classrooms: 2025 - 78.5% % of students spending less than 40% of their day in general education classrooms: 2025 - 7.2%	By 2026-2027 the district will increase the percentage of students with exceptional needs spending 80% or more of their day in general education classrooms to 95% and reduce the percentage of students with exceptional needs spending less than 40% of their day in	1.4% increase in students spending 80% or more of their day in general education classrooms decreased by 2.5% decrease in students spending less than 40% of their day in general education classrooms increased by

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					general education classrooms to 5%.	
2.13	EL Access to CCSS & ELD Standards	100% of English Learners have access to CCSS and ELD standards. However at both WMS and WHS, English Learners are required to take a designated ELD elective which impacts their access to choice electives.	100% of English Learners have access to CCSS and ELD standards. However at both WMS and WHS, English Learners are required to take a designated ELD elective which impacts their access to choice electives. WHS experimented with a flexible designated ELD model in 2024-25 utilizing a standards-based supplemental curriculum that emulates the rigor and format of the ELPAC. Staff will continue to explore strategies that improve EL access to the core.	100% of English Learners have access to CCSS and ELD standards. However at both WMS and WHS, English Learners are required to take a designated ELD elective which impacts their access to choice electives. Staff at WMS and WHS have explored dynamic differentiation schedules such as FLEX and WINN to address this barrier, however these models have not proved adequate to deliver the required instructional minutes and rigor necessary to provide a high quality designated ELD program.	By the end of the 2026-2027 school year, the district will maintain 100% access to Common Core State Standards (CCSS) and English Language Development (ELD) standards for all English Learners, ensuring sustained and comprehensive educational support. Additionally: WMS and WHS will improve EL access to elective course offerings.	No change - 100% maintained access
2.14	EL Access to Dual Language Immersion Program	% of English Learners in grades K-6 participating in the Dual	% of English Learners in grades K-6 participating in	% of English Learners in grades K-6 participating in	By the end of the 2026-2027 school year, the district	Increase of 21%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Language Immersion (DLI) Program (grades K-5): 2023-2024 - 50.4%	the Dual Language Immersion (DLI) Program (grades K-5): 2023-2024 - 50.4% 2024-2025 - 62.1 %	the Dual Language Immersion (DLI) Program (grades K-5): 2023-2024 - 50.4% 2024-2025 - 62.1 % 2025-26 - 71.4%	aims to maintain the EL participation rate in the DLI program at 50% or higher, to implement the prescribed program populations (1/3 Spanish-speaking, 1/3 bilingual, 1/3 English-speaking) and expose ELs to the benefits of multilingual education.	

Goal Analysis [2025-26]

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

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

In the 2025–26 school year, Winters Joint Unified School District made strategic progress toward Goal 2 by implementing a broad set of actions that engaged students in inclusive, enriching, and academically rigorous experiences across all grade levels and student groups.

Instructional improvement and professional learning were foundational to this effort. High school English Language Arts teachers participated in targeted professional development to support phased implementation of the Expository Reading and Writing Curriculum (ERWC). In mathematics, secondary teachers and site leaders attended a two-part Math Framework training through the Sacramento County Office of Education, laying the groundwork for pathway development and curriculum pilots. However, elementary implementation was delayed due to challenges in securing a high-quality trainer and limited professional development time; the district will revisit this work following the State's November 2025 curriculum selection. In the interim, elementary educators engaged in Social Science framework training, with curriculum pilots planned for 2025–26.

Instructional Coaches continued to play a vital role across grade spans by facilitating on-site professional learning, co-planning, and modeling best practices. English Learner (EL) supports were expanded through the selection of supplemental EL instructional materials, dedicated English Language Development (ELD) time, and K–5 Dual Language Immersion (DLI) teacher training. Through Action 2.7, the district provided ongoing professional learning in the Sobrato Early Academic Language (SEAL) model, supporting collaborative lesson planning and

integration of research-based engagement strategies. These efforts reflect Winters JUSD's continued commitment to high-quality instruction, multilingualism, and cultural responsiveness.

Expanded learning opportunities were also strengthened. The School Year and Summer Expanded Learning Programs provided critical enrichment and academic support, particularly for students furthest from opportunity. The district maintained strong investments in its TK–12 music program and initiated supplemental arts education programming through Prop 28 funding. A Prop 28 Implementation Plan was adopted in Winter 2024–25, with full school-level allocations and expanded programming scheduled to begin in 2025–26.

Specialized supports and services were sustained and expanded. Participation in the Rural Special Education Collaborative with Esparto USD allowed students with moderate to severe disabilities to access local programming. Speech pathology, specialist services, and both home-to-school and special education transportation continued to provide foundational access and support.

The district's Attendance and Engagement Initiative unified these efforts, addressing chronic absenteeism and fostering deeper school-family partnerships. Key strategies included individualized outreach, progress monitoring, and collaboration with site Coordination of Services Teams (COSTs) to remove attendance barriers. As a Community School, Winters Middle School serves as a hub of support for students and families by connecting them with academic, social-emotional, and community resources, strengthening partnerships and helping create a healthier, more engaged, and more resilient community.

Together, these actions represent a multi-faceted and evolving approach to engaging students in experiences that nurture learning, promote equity, and support lifelong success. While areas of growth remain, Winters JUSD remains committed to making thoughtful, student-centered progress in realizing Goal 2.

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

For Action 2.7, Educating English Learners and Multilingual Learners Professional Development, the District budgeted $9,000 and spent $32,000. This material difference occurred because the district expanded the scope of professional learning beyond the originally planned Dual Language Immersion training. In addition to ongoing Sobrato Early Academic Language (SEAL) Dual Language pedagogy training for Year 1 and Year 2 DLI teachers, the district also implemented a SEAL integrated English Language Development professional learning series for all TK–5 teachers.

For Action 2.8, TK–12 Music Program, the District budgeted $231,208 and spent $149,000. This material difference occurred because expenditures were lower than projected due to staffing vacancies and delayed implementation of Proposition 28 initiatives, including an unexpected resignation that temporarily interrupted portions of the elementary music program.

For Action 2.9, Supplemental Arts Education Support, the District budgeted $252,849 and spent $90,000. This material difference reflects the phased implementation of the district's Proposition 28 plan. Some planned arts programming and staffing enhancements were delayed until the 2026–27 school year, and allowable funds will be carried forward to support full implementation.

For Action 2.11, Summer Expanded Learning Program, the District budgeted $279,616 and spent $500,000. This material difference occurred because the district broadened summer and after-school programming opportunities and served more students than originally anticipated, resulting in increased staffing, transportation, and operational costs.

For Action 2.13, Specialist Services, the District budgeted $365,253 and spent $538,673. This material difference was due to higher-than-anticipated costs for school psychology, occupational therapy, and other specialized contracted services required to meet students' Individualized Education Program (IEP) needs and ensure compliance with mandated services.

For Action 2.14, Speech Pathology Services, the District budgeted $352,169 and spent $509,000. This material difference reflects increased costs for speech-language pathology staffing and contracted services needed to provide all required speech and language services to students with disabilities.

For Action 2.16, Home-to-School Transportation, the District budgeted $665,100 and spent $942,000. This material difference occurred because transportation costs exceeded projections due to increased contracted services, fuel costs, and higher-than-anticipated student transportation needs, including transportation required to support students with disabilities and other specialized programs.

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

Actions related to Instructional Improvement and Curriculum Development:
2.1 ERWC & PD, 2.2 Math Framework PD, 2.3 EL Instructional Materials, 2.4 Designated ELD, 2.5 Instructional Coaches, 2.6 Supplemental PD Events, 2.7 Educating ELs PD

Metric(s):
2.1 Implementation of Standards
2.2 Curriculum Alignment
2.13 EL Access to CCSS/ELD
2.14 EL Access to Dual Language Immersion Program

Effectiveness:
Significant progress has been made in implementing essential standards and standards-based assessment practices across the district. All five schools have identified essential standards, and Waggoner Elementary School and Shirley Rominger Intermediate School successfully implemented standards-based report cards. Both schools also embedded Graduate Profile competencies within report cards, while Shirley Rominger Intermediate School developed learner progressions to support staff in assessing real-world skills. The four comprehensive school sites developed Innovation Plans to guide systemic improvements aligned with both academic content and career-ready competencies. Curriculum alignment efforts advanced substantially with the adoption of a new K–5 Social Studies curriculum and the completion of planning for a secondary mathematics pathway redesign, curriculum pilot, and instructional vision to improve equity and access to rigorous coursework. English Learners continue to maintain 100% access to both Common Core State Standards and English Language Development standards, though designated ELD scheduling at the secondary level continues to limit elective opportunities. Participation of English Learners in the Dual Language Immersion program increased from 50.4% to 71.4%, reflecting strong expansion of multilingual

opportunities. These actions demonstrate meaningful progress in aligning curriculum, strengthening instructional coherence, and expanding equitable access to rigorous and engaging learning experiences.

Actions related to Enrichment and Expanded Learning:
2.8 TK-12 Music, 2.9 Supplemental Arts, 2.10 School Year Expanded Learning, 2.11 Summer Expanded Learning

Metric(s):
2.8–2.11 Broad Course of Study (Grades 1–12, CTE, and Alternative Education)

Effectiveness:
Students across all grade levels continued to access a broad and balanced course of study that includes core academics, Visual and Performing Arts, STEAM, Career Technical Education, and dual enrollment opportunities. At the elementary level, students participated in weekly STEAM instruction, though an unexpected staff resignation temporarily interrupted the district's K–5 music program. The district is actively recruiting a credentialed music teacher to restore elementary music instruction in 2026–27. At the secondary level, implementation of Proposition 28 expanded music and performing arts opportunities at Winters Middle School, Winters High School, and Wolfskill Career Readiness Academy. All ninth-grade students began taking newly developed semester courses in Ethnic Studies and Personal Finance, broadening access to relevant and practical learning experiences. Wolfskill CRA students continued to access CTE, dual enrollment, and elective opportunities tailored to credit recovery needs, and all students participated in music instruction through Prop 28 funding. Career Technical Education participation increased from 77.8% to 82.6%, reflecting continued student interest and expanded access to pathway opportunities. These actions have been effective in strengthening student engagement through diverse academic and enrichment opportunities, while planned pathway redesigns and staffing improvements will further enhance access.

Actions related to Specialized Student Services and Supports:
2.12 Rural Special Ed Collaborative & Adult Living Skills, 2.13 Specialist Services, 2.14 Speech Services, 2.18 Nursing

Metric(s):
2.12 Broad Course of Study – Students with Exceptional Needs

Effectiveness:
The district continued to provide a comprehensive range of services for students with disabilities through the Rural Special Education Collaborative, speech and language services, specialist support, nursing services, and the Adult Living Skills program for students ages 18–22. These services expanded access to local transition opportunities and strengthened support for students with significant needs. Updated Least Restrictive Environment data for 2025 was not available at the time of LCAP adoption; however, the district remains focused on increasing inclusive opportunities and reducing barriers to participation in the general education setting. The continued implementation of the Adult Living Skills program demonstrates the district's commitment to responding to family feedback and ensuring equitable access to postsecondary transition services.

Actions related to Engagement, Access, and Equity Supports:
2.15 Attendance and Engagement Initiative, 2.16 Home-to-School Transportation, 2.17 Special Ed Transportation

Metric(s):
2.3 Attendance Rate
2.4 Chronic Absenteeism
2.5 & 2.6 Dropout Rates
2.7 Graduation Rate

Effectiveness:
District efforts to improve student attendance and engagement continue to yield positive results. The overall attendance rate increased from 94.87% to 96.5%, while chronic absenteeism declined significantly from 22.1% to 15.8%, representing a 6.3 percentage point reduction. The middle school dropout rate remained at 0%, and the high school dropout rate declined slightly from 13% to 12.6%. Although the graduation rate increased from 86.4% to 87.4%, it declined from the prior year's 89.4%, indicating a need for continued focus on credit attainment and targeted interventions for students at risk of not graduating. Overall, these actions—including attendance outreach, transportation access, and tiered supports—have been effective in increasing student participation and reducing chronic absenteeism, while continued efforts are needed to strengthen graduation outcomes and reduce high school dropout rates.

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

Based on reflection on prior practice, several changes have been made to Goal 2 actions for the 2026–27 school year.

For Action 2.2, Math Framework Professional Development, Pathway Design, and Curriculum Pilot, the District has extended the timeline for developing a shared, vertically aligned mathematics instructional vision to guide the secondary mathematics curriculum pilot and selection process. During the 2026–27 school year, a grades 6–12 vertical mathematics team will lead this work to ensure that curriculum decisions are grounded in a common understanding of effective mathematics instruction and equitable pathways to advanced coursework. This extended planning process will strengthen the District's approach by ensuring that future curriculum and pathway decisions are coherent across grade levels, aligned to the California Mathematics Framework, and responsive to identified student learning needs, ultimately supporting improved mathematics achievement and access to advanced coursework.

For Action 2.6, Supplemental Professional Development, the District will shift from a centralized professional development model to a more site-based approach focused on each school's Innovation Plan. These plans are aligned to the Winters JUSD Graduate Profile and are intended to support school-specific strategies for enhancing student learning experiences, strengthening instructional practices, and promoting the development of future-ready competencies. By aligning professional learning more closely to site-identified priorities, the District expects to increase staff engagement, improve implementation of instructional strategies, and strengthen each school's ability to address its unique student learning needs.

For Actions 2.10 and 2.11, School Year Expanded Learning Program and Summer Expanded Learning Program, the District will expand programming opportunities beginning in 2026–27. With the acquisition of After School Education and Safety (ASES) funding, Winters Middle School will launch a new after-school program serving students in grades 6–8. In addition, the District will pilot an Attendance Recovery program for students participating in the Expanded Learning Opportunities Program (ELOP), providing students and families with additional opportunities to address absences and improve attendance outcomes. These expanded opportunities will strengthen the District's approach

by increasing student access to academic support, enrichment experiences, and attendance interventions, helping to improve both engagement and learning outcomes.

For Action 2.15, Attendance and Engagement Initiative, the District determined that prior attendance strategies were not sufficient to fully address student and family needs. Although attendance improved over the prior three-year trend, internal 2025–26 data indicate that the District's overall attendance rate declined to 93.35%. In response, the District will reinvest time and resources into both proactive and responsive attendance and engagement strategies, including enhanced outreach, improved data monitoring, and targeted interventions to address barriers to regular school attendance. This revised approach is expected to strengthen the District's ability to identify attendance concerns earlier, coordinate supports more effectively, and address the underlying causes of chronic absenteeism, resulting in improved student attendance and engagement.

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	Expository Reading and Writing Curriculum (ERWC) and PD	Implement the Expository Reading and Writing Curriculum (ERWC) and provide professional development for teachers to enhance students' critical thinking, reading, and writing skills. This curriculum prepares students for college-level coursework and improves overall literacy and communication abilities. This support is particularly beneficial for English Learners, LTELs, Foster Youth, and students from low-Income households, as the training helps teachers gain strategies to scaffold instruction, build vocabulary, and support language development within rigorous college-preparatory content.	$3,000.00	No
2.2	Math Framework PD, Pathway Design, & Curriculum Pilot	Offer professional development on the Math Framework, design clear pathways for student progression, and pilot new curricula to improve math instruction. These initiatives aim to enhance mathematical understanding, ensure alignment with standards, and support student achievement in mathematics. This support is particularly beneficial for English Learners, LTELs, Foster Youth, and students from low-income households, as it provides teachers with strategies to address diverse learning needs, creates clear and accessible learning pathways, and ensures that these students receive high-quality, equitable instruction to help close achievement gaps in mathematics.	$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	EL Instructional Materials	Provide high-quality instructional materials specifically designed for English Learners to support language development and academic achievement. These resources aim to enhance comprehension, vocabulary, and content knowledge, ensuring EL students succeed in all subject areas. By offering tailored materials that address the unique linguistic and academic needs of English Learners and LTELs, this initiative helps to improve their understanding of core subjects, boost their confidence, and promote greater engagement in the learning process, ultimately leading to higher academic performance and success.	$30,000.00	Yes
2.4	Designated English Language Development	Implement designated English Language Development (ELD) sessions to provide targeted instruction for English Learners, focusing on language acquisition and proficiency. These sessions aim to enhance students' communication skills and support their success in academic content areas. By providing structured, dedicated time for language development, ELD sessions help English Learners and LTELs build the essential language skills needed to comprehend and engage with grade-level content, participate actively in classroom activities, and achieve academic success across all subjects.	$0.00	Yes
2.5	Instructional Coach and Elementary Support TOSA	Hire and retain Instructional Coach/Elementary Support Teacher on Special Assignment (TOSA) to provide ongoing professional development, support effective teaching practices, and enhance instructional strategies. These staff work collaboratively with teachers to improve student outcomes and ensure high-quality education across all grade levels. This support is particularly beneficial for English Learners, LTELs, Foster Youth, and students from low-income households, as it can help teachers implement strategies tailored to the unique needs of these students. By focusing on differentiated instruction, language development, and trauma-informed practices, coach(es)/the Elementary Support TOSA can enhance educational equity, ensuring that all students, especially those from vulnerable populations, receive the support they need to succeed academically and personally.	$278,150.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Supplemental Professional Development	Organize supplemental professional development events to offer teachers additional training and resources. These events aim to enhance instructional skills and introduce innovative teaching methods. This support is particularly beneficial for English Learners, LTELs, Foster Youth, and students from low-income households, as the trainings support educators in meeting diverse student needs through inclusive, response, and culturally affirming practices that improve both academic and social-emotional outcomes.	$65,000.00	No
2.7	Educating ELs & Multilingual Learners PD	Provide professional development for educating English Learners, LTELs, and multilingual learners, focusing on effective strategies and best practices. This training aims to enhance teachers' skills, promote inclusive instruction, and improve academic outcomes for students from diverse linguistic backgrounds.	$6,000.00	No
2.8	TK-12 Music Program	Develop and support a comprehensive TK-12 music program to enrich students' educational experiences through music education. This program aims to foster creativity, improve academic performance, and enhance cultural awareness and appreciation among students. This support is particularly beneficial for English Learners, Foster Youth, and students from Low Income households, as music education provides an inclusive platform for self-expression, helps bridge language barriers, and offers opportunities for positive social interactions. By engaging in music, these students can develop a sense of belonging and achievement, which can contribute to their overall academic and personal growth.	$230,000.00	Yes
2.9	Arts Education Support	Provide arts education support to enhance creative opportunities for students. This includes supplemental instruction, additional resources, materials, and programs aimed at fostering artistic skills, encouraging self-expression, and enriching the overall educational experience.	$448,500.00	No

Action #	Title	Description	Total Funds	Contributing
2.10	School Year Expanded Learning Program	Implement a School Year Expanded Learning Program to offer additional academic and enrichment opportunities outside regular school hours. This program aims to support student achievement, provide a safe environment, and foster personal and social development.	$1,530,804.00	No
2.11	Summer Expanded Learning Program	Develop a Summer Expanded Learning Program to provide academic support and enrichment activities during the summer break. This program aims to mitigate learning loss, enhance student engagement, and promote continuous educational growth.	$504,000.00	No
2.12	Rural Special Education Collaborative and Adult Living Skills Program	Provide specialized programs for students with disabilities within the community of Winters. The Rural Special Education Collaborative allows for small school districts to share resources, expertise, and best practices. This collaboration aims to enhance services for students with special needs in rural areas, ensuring equitable access to quality education and support. The Adult LIving Skills program supports students with disabilities ages 18-22 and focuses on independent living, vocational training, and community-based instruction. The program prepares students for life beyond school through real-world experiences and skill development.	$309,500.00	No
2.13	Specialist Services	Provide specialist services, including occupational therapy, physical therapy, and psychological services to address diverse student needs. These services aim to enhance students' educational experiences and overall well-being, supporting their academic and personal development.	$540,000.00	No
2.14	Speech Pathology Services	Offer speech pathology services to support students with communication disorders. These services aim to improve speech and language skills, enhance academic performance, and promote effective communication, ensuring students can fully participate in their educational experiences.	$500,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.15	Attendance and Engagement Initiative	Attendance and Engagement Initiative: Implement strategies to improve student attendance and participation, fostering a positive school culture and maximizing learning opportunities for all students in Winters JUSD.		No
2.16	Home to School Transportation	Provide safe, reliable transportation for all students to and from school, ensuring equal access to educational opportunities and supporting consistent attendance by addressing transportation barriers. This service is particularly beneficial for English Learners, Foster Youth, and students from Low Income households, as it removes a significant barrier to education, ensuring these students can attend school regularly and on time. Consistent attendance is crucial for academic success, and reliable transportation helps promote stability and equity in accessing educational resources and opportunities.	$735,000.00	Yes
2.17	Special Education Transportation	Ensure specialized transportation services for students with disabilities, facilitating access to appropriate educational programs and support services, and promoting their academic success and well-being. This service is particularly beneficial as it ensures that students with disabilities can attend school regularly and access the specialized resources they need without transportation barriers. By providing reliable and tailored transportation, we support their consistent attendance, inclusion in school activities, and equitable access to educational opportunities, contributing to their overall academic and personal development.	$480,000.00	No
2.18	Nursing Services	Enhance nursing services to address student health needs, manage chronic conditions, and promote overall wellness, ensuring a healthy school environment conducive to learning. This enhancement is particularly beneficial for English Learners, Foster Youth, and students from Low Income households, as it provides vital health support, helps manage health-related barriers to learning, and ensures these students have access to necessary medical care, contributing to their overall academic and personal success.	$410,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students achieve academic success in a broad course of study and demonstrate college, career, and civic readiness.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Winters Joint Unified School District (JUSD) has established this goal to ensure all students achieve academic success and demonstrate readiness for college, careers, and civic life. The District strives for all students to perform at or above grade level on standardized assessments, complete UC/CSU A-G courses, complete Career Technical Education (CTE) pathways and dual enrollment courses, accelerate via Advanced Placement (AP) classes, and realize the competencies outlined in the Winters JUSD Graduate Profile. This goal also encompasses English Learner outcomes and a commitment to support all ELs in their journey to biliteracy, English proficiency, and reclassification. The District aims to fulfill students basic needs via Goal 1, provide the requisite conditions for engagement in learning in Goal 2, and actualize academic achievement for all learners in Goal 3.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	State Summative Assessment (CAASPP)	% Met or Exceeded Standard: 2022-2023 ELA - 32% 2022-2023 MATH - 21.25% 2022-2023 SCIENCE - 30.22%	% Met or Exceeded Standard: 2023- 2024 ELA - 31.03% 2023- 2024 MATH - 21.71% 2023- 2024 SCIENCE - 23.38%	% Met or Exceeded Standard: 2024- 2025 ELA - 34.7% 2024- 2025 MATH - 21.89% 2024- 2025 SCIENCE - 25.21%	By the end of the 2026-2027 school year, the district aims to increase the percentage of students who meet or exceed standards in English Language Arts (ELA) to 45%, in Mathematics to 35%, and in Science to 45%	ELA - Increase of 2.7% MATH - Increase of 0.64% SCIENCE - Decrease of 5.01%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					through targeted instructional strategies and enhanced support for student learning.	
3.2	A-G Completion Rate	A-G Completion Rate: 2022-2023 - 34.4%	A-G Completion Rate: 2023-2024 - 27.4%	A-G Completion Rate: 2024-2025 - 30.7%	By the end of the 2026-2027 school year, the district aims to increase the A-G completion rate to 60%, enhancing academic guidance and support to ensure more students are eligible for University of California and California State University admissions.	Decrease of 3.7%
3.3	CTE Completion Rate	CTE Completion Rate 2022-2023 - 35.9%	CTE Completion Rate 2023-2024 - 15.9%	CTE Completion Rate 2024-2025 - 20.02%	By the end of the 2026-2027 school year, the district aims to increase the Career Technical Education (CTE) Pathway Completion Rate to 50%, through enhanced curriculum development, increased	Decrease of 15.88%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					enrollment in CTE courses, and stronger support for students pursuing technical careers.	
3.4	Combined A-G & CTE Completion Rate	% of Students Completing A-G Requirements and CTE Course Requirements: 2022-2023 - 11.7%	% of Students Completing A-G Requirements and CTE Course Requirements: 2023-2024 - 5.3%	% of Students Completing A-G Requirements and CTE Course Requirements: 2024-2025- 10.2%	By the end of the 2026-2027 school year, the district aims to increase the percentage of students completing both A-G requirements and CTE requirements to 25%, through integrated academic and technical education support, enhanced guidance services, and expanded pathway opportunities.	Decrease of 1.5%
3.5	English Learner (EL) Performance on State Summative Assessment (CAASPP)	% ELs Met or Exceeded Standards: ELA - 7.43% Math - 8.37%	% ELs Met or Exceeded Standards: 2023-2024- ELA - 4% 2023- 2024 Math - 4.97%	% ELs Met or Exceeded Standards: 2024-2025- ELA - 5.39% 2024- 2025 Math - 4.77%	By the end of the 2026-2027 school year, the district aims to increase the percentage of English Learners (ELs) meeting or exceeding standards to 20% in English Language Arts	2024-2025 ELA decrease of 2.04% Math decrease of 3.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					(ELA) and 20% in Mathematics. This will be achieved through targeted language support, differentiated instruction, and strategic academic interventions.	
3.6	English Learner Progress Indicator	% of ELs making progress towards English proficiency as reported on the CA School Dashboard: 2022-2023 - 48.5%	% of ELs making progress towards English proficiency as reported on the CA School Dashboard: 2023-2024 - 35.7%	% of ELs making progress towards English proficiency as reported on the CA School Dashboard: 2024-2025 - 44.7%	By the end of the 2026-2027 school year, the district aims to increase the percentage of English Learners (ELs) making progress towards English proficiency to 65%, through enhanced language acquisition programs, individualized support, and continuous progress monitoring.	Decrease of 3.8%
3.7	English Learner (EL) Reclassification Rate	English Learner (EL) Reclassification Rate 2023-2024 - 10.05%	English Learner (EL) Reclassification Rate 2024-2025 - 10.17%	English Learner (EL) Reclassification Rate 2025-26 - 10.3%	By the end of the 2026-2027 school year, the district aims to increase the English Learner (EL) Reclassification Rate to 20%, through targeted	Increase of 0.25%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					language acquisition programs, enhanced instructional support, and regular progress monitoring.	
3.8	Standards Based Grading Practices	# of Winters JUSD TK-12 schools that have developed and implemented standards-based grading practices and report cards: 2023-2024 - 1 of 5 Winters JUSD schools (Shirley Rominger Intermediate School) has developed and implemented a standards-based report card.	# of Winters JUSD TK-12 schools that have developed and implemented standards-based grading practices and report cards: 2024-2025 - 2 of 5 Winters JUSD elementary schools (Waggoner Elementary School and Shirley Rominger Intermediate School) have developed standards based report cards. Waggoner will begin implementation of the standards based report cards beginning 2025-26. Additionally, K-5 Dual Language Immersion	# of Winters JUSD TK-12 schools that have developed and implemented standards-based grading practices and report cards: 2025-2026 - 2 of 5 Winters JUSD elementary schools (Waggoner Elementary School and Shirley Rominger Intermediate School) implemented a standards based report card. K-5 Dual Language Immersion teachers also implemented a programmatic standards-based report card incorporating essential	By the end of the 2026-2027 school year, all 5 Winters JUSD TK-12 schools will develop and implement standards-based grading practices and report cards to provide focused feedback on student achievement of outcomes and learning goals.	Improvement of 20%; Qualitative improvement in standards based grading practices at WMS and WHS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			teachers initiated development of a programmatic standards-based report card that will incorporate essential standards in Spanish language and literacy.	standards in Spanish language and literacy. Teachers at WMS and WHS formed a Community of Practice after receiving training from Grading for Equity. Some teachers at each site implemented standards based grading in 2025-26.		
3.9	Advanced Placement (AP) Pass Rate	Advanced Placement (AP) Pass Rate 2022-2023 160 Exams Overall Passing - 42% 2D Art - 75% Biology - 62% Calculus - 0% Computer Sci- 40% Drawing - 33% English Lang- 47% English Lit- 60% Physics - 0% Spanish - 100% US Gov - 35% US History - 11%	Advanced Placement (AP) Pass Rate 2023-2024 177 Exams Overall Passing - 45% 2D Art - 0% Biology - 52.6% Calculus - 33.3% Computer Sci- 100% Drawing - 50% English Lang- 29.8% Macroeconomics - 46.2% Physics - 0% Spanish - 94.1% US Gov - 53.3% US History - 48.4%	Advanced Placement (AP) Pass Rate 2024-2025 228 Exams Overall Passing - 51% 2D Art - 50% Biology - 52.6% Calculus - 38.4% Chemistry - 55.5% Computer Sci- 70% Drawing - 50% English Lang- 38% English Lit - 82% Macroeconomics - 57.1% Spanish - 85% US Gov - 33% US History - 50%	By the end of the 2026-2027 school year, the district aims to increase the overall Advanced Placement (AP) pass rate to 60%, with specific subject goals as follows: raise Calculus and Physics from 0% to at least 50%, improve US History to 30%, and enhance scores in Computer Science, Drawing, English Language, and US Government by 20	Increase of 68 exams Overall Passing - increase of 9% 2D Art - Decrease of 25% Biology - Decrease of 9.4% Calculus - Increase of 38.4% Chemistry - first offering Computer Sci- decrease of 30% Drawing -Increase of 17% English Lang- Decrease of 9% Macroeconomics - increase of 9% Physics - No change at 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					percentage points each, while maintaining high performance in Spanish and improving performance in other subjects. This will be achieved through targeted support, enhanced preparation, and access to quality instructional resources.	Spanish - Decrease of 15% US Gov - Decrease of 2%% US History - Increase of 39%
3.10	Early Assessment Program (EAP) Readiness	Early Assessment Program (EAP) Readiness % Met or Exceeded Standards: 2022-2023 ELA - 32.99% 2022-2023 Math - 12.24%	2023- 2024 ELA - 31.03% 2023- 2024 MATH - 21.71%	2024- 2025 ELA - 34.7% 2024- 2025 MATH - 21.89%	By the end of the 2026-2027 school year, the district aims to increase the percentage of students meeting or exceeding standards on the Early Assessment Program (EAP) to 50% in English Language Arts (ELA) and 30% in Mathematics, through enhanced curricular support, targeted intervention programs, and increased preparation for	ELA - Increase of 2.7% MATH - Increase of 0.64%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					college readiness assessments.	
3.11	Physical Fitness Test (PFT)	PFT Participation Rate: 2022-2023: 5th Grade - 97.2% 7th Grade - 98.3% 9th Grade - 97.0%	PFT Participation Rate: 2023-2024: 5th Grade - 97.2% 7th Grade - 100% 9th Grade - 93.0%	PFT Participation Rate: 2024-2025: 5th Grade - 98.06% 7th Grade - 97.66% 9th Grade - 97.04%	By the end of the 2026-2027 school year, the district aims to increase the percentage of students participating in the PFT at all required grade levels to 100% to assist students in establishing lifelong habits of regular physical activity	PFT Participation Rate: 5th Grade - Increase of 0.86% 7th Grade - Decrease of 0.64% 9th Grade - Increase of 0.4%
3.12	Senior Capstone	% of High School Seniors Achieving Meets or Exceeds Expectations on the Senior Capstone Project: 2022-2023 - 100%	% of High School Seniors Achieving Meets or Exceeds Expectations on the Senior Capstone Project: 2023-2024 - 100%	% of High School Seniors Achieving Meets or Exceeds Expectations on the Senior Capstone Project: 2024-2025 - 100% Additionally, Winters JUSD has undertaken a collaborative revision by subcommittee of the Capstone project to enhance its alignment with the Winters JUSD Graduate Profile. The result of this collaboration is the	By the end of the 2026-2027 school year, the district aims to maintain a rate of 100% of high school seniors meeting or exceeding standards on the Senior Capstone Project to promote student comprehension and demonstration of the competencies outlined in the Winters JUSD Graduate Profile (i.e. Critical	No change at 100%; Adoption of a Capstone (G) elective course for 2026-27

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				implementation of a (G) elective Capstone course for all Seniors in 2026-27 that will enhance students' opportunities to demonstrate their proficiency in profile competencies and better align the Capstone experience with the characteristics of a High Quality Performance Assessment.	Thinking, Collaboration, Cultural Awareness, Communication, Creativity, and Community Engagement).	

Goal Analysis [2025-26]

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

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

In 2025–26, Winters Joint Unified School District implemented a comprehensive set of strategies to advance LCAP Goal 3, ensuring that all students—especially those furthest from opportunity—achieve academic success and are prepared for college, career, and civic life. The District's work focused on expanding equitable access to a broad course of study, strengthening foundational skills, and aligning instructional practices with future-ready competencies.

At the core of implementation was a strong Multi-Tiered System of Support (MTSS) and Coordination of Services Teams (COST), which helped schools respond to students' academic and behavioral needs through data-informed intervention planning and collaboration. These systems continued from the prior year and allowed for earlier identification of learning gaps and more targeted support.

To increase postsecondary readiness, the District utilized College Career Readiness School Block Grants, funded key college and career preparation staff, and expanded dual enrollment through College and Career Access Pathways (CCAP). These efforts gave students real access to college-level coursework while still in high school. The AVID program continued to strengthen student organization, inquiry, and writing skills, especially for first-generation college-goers. District payment of AP test fees helped remove financial barriers for low-income

students seeking access to advanced coursework. Additionally, the district finalized a partnership agreements with the K16 Collaborative and California Colleges Guidance Initiative (CCGI), enhancing data-sharing, student access to college and career guidance resources, and direct admission to California Universities.

Career Technical Education (CTE) remained strong, with investments in staffing, supplies, and stipends across seven pathways and three industry sectors, where students explored hands-on, career-aligned coursework. In addition, Graduate Profile implementation continued to build coherence across grade levels, with a focus on critical thinking, collaboration, and civic engagement.

Targeted academic support services also played a central role. Reading intervention and diagnostic programs in reading and math helped address learning gaps, while expanded library services gave students increased access to literacy-rich resources. The student assessment, data management, and reporting system enabled timely monitoring of student progress and alignment of instructional decisions with academic goals.

The K–5 Dual Language Immersion (DLI) program continued to thrive, promoting bilingualism, biliteracy, and cultural competency. However, some adjustments were made in the implementation of proposed actions:

The planned Secondary EL Research Partnership and Teacher Community of Practice, which was designed to focus on the needs of dually identified students (those classified as both English Learners and students with disabilities), did not take place. The UC Davis researcher who had initiated the proposal withdrew due to unanticipated personal circumstances.

Despite these adjustments, the District maintained a strong commitment to English Learner support through continued implementation of the EL data and program management platform and the ongoing efforts of site-level teams.

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.

Several material differences were noted between budgeted and actual expenditures for actions within Goal 3 due to program expansion, staffing adjustments, and strategic implementation decisions.

For Action 3.3, College and Career Preparation Support Positions and Initiatives, the District budgeted $130,000 and spent $160,000. This material difference reflects expanded investments in staffing and initiatives designed to strengthen college and career readiness, including enhanced coordination of counseling, postsecondary planning, and Career Technical Education supports.

In Action 3.4, College and Career Access Pathways (Dual Enrollment), the District budgeted $241,972 but spent $166,723. This material difference occurred because some planned dual enrollment courses and partnership activities were implemented at a lower cost than originally anticipated, while still maintaining and expanding student access to college coursework.

For Action 3.5, AVID Program, the District budgeted $175,000 and spent $206,000. This material difference reflects increased expenditures for staffing, professional development, and program resources necessary to sustain and expand AVID implementation and support students in developing college readiness skills.

For Action 3.7, CTE Pathway Teachers, Supplies, and Stipends, the District budgeted $901,789 and spent $979,509. This material difference occurred because of continued expansion of Career Technical Education pathways, increased instructional supply costs, and additional staffing and stipend expenditures needed to support program growth and improve access to high-quality career-connected learning experiences.

For Action 3.10, Reading Intervention Support, the District budgeted $291,160 and spent $408,188. This material difference reflects expanded staffing and instructional resources to address persistent literacy needs and accelerate reading achievement for students requiring targeted intervention.

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

Actions related to College, Career, and Civic Readiness Programs:
3.2 College Career Readiness Block Grants, 3.3 College and Career Prep Support Positions, 3.4 Dual Enrollment, 3.5 AVID, 3.6 AP Test Fees, 3.7 CTE Pathway Teachers, Supplies, and Stipends, 3.12 Graduate Profile Implementation

Metric(s):
3.2 A–G Completion Rate (increased from 27.4% to 30.7%)
3.3 CTE Completion Rate (increased from 15.9% to 20.02%)
3.4 Combined A–G & CTE Completion Rate (increased from 5.3% to 10.2%)
3.9 AP Pass Rate (2024-25 data not available at the time of LCAP adoption; prior year overall pass rate increased from 42% to 45%)
3.10 EAP Readiness (ELA increased from 32.0% to 34.7%; Math increased from 21.25% to 21.89%)
3.12 Senior Capstone Project (maintained at 100%)

Effectiveness:
Actions aimed at expanding college, career, and civic readiness are demonstrating positive momentum. The A–G completion rate increased from 27.4% to 30.7%, the CTE pathway completion rate rose from 15.9% to 20.02%, and the percentage of students completing both A–G and CTE requirements nearly doubled from 5.3% to 10.2%. These gains suggest that expanded dual enrollment opportunities, AVID implementation, college and career advising, and strengthened CTE pathways are helping more students complete rigorous and career-connected programs of study. Early Assessment Program readiness improved modestly in both English Language Arts and mathematics, indicating incremental growth in college readiness. Student success in the Senior Capstone Project remained strong, with 100% of seniors meeting or exceeding expectations, and the district adopted a new A–G approved Capstone course to further align this culminating experience to the Winters JUSD Graduate Profile. While updated Advanced Placement results for 2024–25 were not available at the time of LCAP adoption, district investments in AP fee coverage and instructional supports continue to remove barriers to advanced coursework. Overall, these actions have been effective in increasing access to and completion of college and career pathways while strengthening alignment between academic achievement and future-ready competencies.

Actions related to Academic and Language Intervention Supports:
3.1 Multi-Tiered System of Support (MTSS) & COST, 3.8 English Learner Specialist, 3.9 Cross-Disciplinary Inquiry Team, 3.10 Reading Intervention Support, 3.11 Additional Library Services, 3.16 Dual Language Immersion (DLI)

Metric(s):
3.1 CAASPP (ELA increased from 32.0% to 34.7%; Math increased from 21.25% to 21.89%; Science decreased from 30.22% to 25.21%)
3.5 EL CAASPP (ELA decreased from 7.43% to 5.39%; Math decreased from 8.37% to 4.77%)
3.6 English Learner Progress Indicator (increased from 35.7% to 44.7%)
3.7 EL Reclassification Rate (increased from 10.17% to 10.3%)

Effectiveness:
District investments in MTSS, reading intervention, expanded library services, and targeted English Learner supports produced mixed but encouraging results. Overall CAASPP performance improved in English Language Arts and mathematics, with ELA increasing to 34.7% and mathematics increasing slightly to 21.89%. Science performance improved from the prior year, rising from 23.38% to 25.21%, though it remains below the 2022–23 baseline. English Learner academic performance on CAASPP remains an area of concern, with both ELA and mathematics results below baseline levels. However, the percentage of English Learners making progress toward English proficiency increased substantially from 35.7% to 44.7%, recovering much of the prior year decline, and the reclassification rate increased slightly to 10.3%. The Dual Language Immersion program continued to expand and support bilingualism, biliteracy, and cultural competence for multilingual learners. Although the planned Secondary EL Research Partnership and Teacher Community of Practice did not occur due to unforeseen circumstances, the district maintained a strong commitment to English Learner success through ongoing use of its EL data and program management platform and site-based collaboration. These actions provide a strong foundation for future gains, though continued attention is needed to improve academic achievement for English Learners.

Actions related to Assessment, Progress Monitoring, and Instructional Tools:
3.13 Reading/Math Diagnostic & Instructional Programs, 3.14 Student Assessment, Data Management, & Reporting System, 3.15 EL Data and Program Management Platform

Metric(s):
3.1 CAASPP
3.5 EL CAASPP
3.6 English Learner Progress Indicator
3.8 Standards-Based Grading (expanded from one school to two schools, with implementation of standards-based practices beginning at the secondary level)
3.10 EAP Readiness
3.11 Physical Fitness Test Participation

Effectiveness:
The district's investment in diagnostic assessments, progress monitoring tools, and data systems has strengthened its ability to track student learning and align instruction to standards. Standards-based grading practices expanded significantly, with both Waggoner Elementary School and Shirley Rominger Intermediate School implementing standards-based report cards, a Dual Language Immersion report card introduced in Spanish language and literacy, and Communities of Practice established at Winters Middle School and Winters High School following Grading for Equity training. EAP readiness improved in both English Language Arts and mathematics, indicating modest gains in students' preparedness for college-level coursework. Physical Fitness Test participation remained consistently high across grades 5, 7, and

9, reflecting strong engagement in physical education and wellness. While assessment and data systems have enhanced visibility into student progress, academic outcomes suggest that further support is needed to ensure that data-driven practices translate into accelerated gains for all student groups. Overall, these tools continue to provide essential infrastructure for instructional improvement and more responsive decision-making.

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

Based on reflection on prior practice and feedback gathered through the District's needs assessment processes, several changes have been made to Goal 3 actions for the 2026–27 school year.

For Action 3.4, College and Career Access Pathways (Dual Enrollment), the District will utilize Golden State Pathways Program (GSPP) planning funds to support summer collaboration between Agricultural Education and Computer Science/Engineering teachers to begin designing an Agricultural Production pathway. This work builds upon a year of thoughtful master schedule redesign intended to better align course offerings with student interests and course request data, and reflects the District's commitment to expanding relevant and engaging college and career pathways. **This planning effort will strengthen the District's approach by creating more coherent and responsive career pathways that align with local workforce needs, student interests, and postsecondary opportunities, increasing student engagement and access to college and career preparation.**

For Action 3.9, Secondary Cross-Disciplinary Dually Identified Student Inquiry Team, the District will implement a new multilingual learner shadowing protocol informed by professional learning provided through the English Learner Roadmap Power in Collaboration Across California (EPiCC) Collaborative and the Sacramento County Office of Education (SCOE). The English Learner Teacher on Special Assignment and Secondary Instructional Coach will lead this work, which is designed to deepen educators' understanding of multilingual learners' assets, classroom experiences, and linguistic needs. Findings from these observations will inform recommendations to strengthen instructional practices and improve outcomes for English Learners, including those who are dually identified for special education services. **This enhanced process will strengthen the District's ability to identify and address instructional barriers, resulting in more equitable access to rigorous learning opportunities and improved support for multilingual learners and dually identified students.**

For Action 3.10, Reading Intervention Support, the District will return to historical staffing levels of 2.0 Reading Intervention Teachers in 2026–27 due to reduced revenues associated with enrollment and average daily attendance coming in lower than projected. These teachers will serve both Waggoner Elementary School and Shirley Rominger Intermediate School, ensuring that reading intervention remains available in both English and Spanish for students in grades TK–5. In addition to direct student services, the intervention teachers will provide coaching to general education teachers to strengthen Tier I instructional practices and support early intervention within the classroom. **By maintaining intervention services while expanding support for classroom teachers, the District expects to strengthen early literacy outcomes through a more sustainable model that builds schoolwide instructional capacity and supports students before learning gaps become more significant.**

For Action 3.12, Graduate Profile Implementation, the District will significantly increase funding in response to feedback gathered through the Learning Recovery Emergency Block Grant (LREBG) needs assessment, which identified Graduate Profile implementation as a key priority. Each school has developed a Site Innovation Plan aligned to the Graduate Profile and will require additional collaboration time, materials,

and resources to support implementation. This increased investment reflects the District's commitment to embedding future-ready competencies into daily instruction and school culture. **The additional resources will strengthen implementation consistency across schools and support the integration of Graduate Profile competencies into classroom instruction, student experiences, and schoolwide practices.**

For Action 3.13, Reading/Math Diagnostic and Instructional Programs, the District will reduce its investment in digital instructional technology programs in response to ongoing feedback from families and the community regarding the need to limit student screen time, particularly in the elementary grades. The District will continue to utilize assessment tools that provide high-quality diagnostic information while emphasizing balanced instructional approaches that include more direct teacher-led and hands-on learning experiences. **This adjustment will strengthen the District's instructional approach by ensuring that technology is used strategically to inform teaching while preserving opportunities for direct instruction, collaboration, and hands-on learning experiences that support deeper student engagement and understanding.**

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	Multi-Tiered System of Support and Coordination of Services	Implement a Multi-Tiered System of Support (MTSS) and coordinate services to address academic, behavioral, and social-emotional needs. This framework aims to provide targeted interventions, promote student success, and ensure a cohesive approach to supporting all students. This support is particularly beneficial for English Learners, Foster Youth, and students from Low Income households, as it offers a structured and comprehensive approach to identifying and addressing their unique challenges. By providing tiered interventions tailored to their specific needs, MTSS helps ensure these students receive the appropriate resources and support to thrive academically, behaviorally, and emotionally.	$10,000.00	Yes
3.2	College Career Readiness Elementary and Middle School Block Grants	Utilize College Career Readiness Elementary and Middle School Block Grants to fund programs and initiatives that prepare students for post-secondary education and careers. These grants support career exploration, academic readiness, and skill development, ensuring students are well-equipped for future success. This funding is particularly beneficial for English Learners, Foster Youth, and students from Low Income households, as it provides targeted resources and opportunities to	$7,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		overcome barriers to college and career readiness. By offering specialized support, mentorship, and access to career pathways, these grants help ensure that all students, regardless of their background, have the tools and guidance necessary to achieve their post-secondary goals and succeed in their chosen careers.		
3.3	College and Career Preparation Support Position and Initiatives	Create support positions and initiatives focused on college and career preparation to guide students through post-secondary planning, career exploration, and skill development. These efforts aim to ensure students are well-prepared for future academic and career opportunities. This support is particularly beneficial for English Learners, Foster Youth, and students from Low Income households, as it provides personalized guidance and resources to navigate the complexities of post-secondary planning. By addressing the unique challenges these students face, the initiatives help to bridge gaps in knowledge and access, ensuring equitable opportunities for all students to achieve their academic and career aspirations.	$161,000.00	No
3.4	College and Career Access Pathways (Dual Enrollment)	Establish College and Career Access Pathways, such as dual enrollment programs, to provide high school students with opportunities to earn college credits while still in high school. These pathways support academic advancement, career exploration, and college readiness, enhancing students' post-secondary success.	$209,300.00	No
3.5	AVID Program	Implement the AVID (Advancement Via Individual Determination) program to equip students with the skills and strategies necessary for college readiness and success. AVID provides academic support, mentorship, and college preparation, empowering students to achieve their full potential and pursue higher education opportunities. This program is particularly beneficial for English Learners, Foster Youth, and students from Low Income households, as it offers tailored support to overcome educational barriers, fosters a college-going culture, and provides resources and guidance to navigate the path to higher education. By focusing on these groups, AVID helps ensure that all students have the opportunity to succeed academically and reach their post-secondary goals.	$211,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	AP Test Fees	Cover Advanced Placement (AP) test fees for students to promote access to college-level coursework and enhance college readiness. By removing financial barriers, students can take AP exams, earning college credit and demonstrating mastery in rigorous academic subjects, thus expanding post-secondary opportunities. This support is particularly beneficial for English Learners, Foster Youth, and students from Low Income households, as it ensures that financial constraints do not hinder their ability to participate in advanced coursework. By providing this opportunity, we help these students build strong academic resumes, improve their chances of college admission, and reduce the cost of higher education through earned college credits.	$25,000.00	Yes
3.7	CTE Pathway Staff and Stipends	Allocate resources for Career Technical Education (CTE) pathway ataff and stipends to support hands-on learning experiences and skill development in various career fields. This investment enhances student preparation for post-secondary education and careers, fostering workforce readiness and economic success. This support is particularly beneficial for English Learners, Foster Youth, and students from Low Income households, as it provides equitable access to high-quality vocational training and career exploration opportunities. By investing in CTE, we help these students develop practical skills, gain valuable work experience, and create pathways to stable, well-paying careers, thereby promoting their long-term economic success and empowerment.	$463,000.00	Yes
3.8	English Learner Specialist	Employ an English Learner (EL) Specialist to provide targeted support and resources for EL students and their teachers. This specialist facilitates language acquisition, cultural proficiency, and academic success for EL students, specialized supports for LTEL students, ensuring equitable access to education and fostering inclusive learning environments.	$100,000.00	No
3.9	Secondary Cross-Disciplinary Dually	Form a dedicated team of general education teachers, special education teachers, EL specialists, and instructional coaches at the middle and high	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Identified Student Inquiry Team	school levels. This team will: Analyze student data (language proficiency, IEP goals, formative assessments); Conduct case studies on dually identified students and LTELs; Identify trends, barriers, and strengths in current instructional practices; Recommend a professional learning plan including evidence-based strategies to serve English Learners and Students with Disabilities as informed by classroom observations and student and family experiences.		
3.10	Reading Intervention Support	Implement reading intervention support to address the diverse literacy needs of students. This initiative provides targeted instruction, resources, and interventions to improve reading proficiency, comprehension, and overall literacy skills, ensuring all students have the opportunity to succeed academically. This support is particularly beneficial for English Learners, Foster Youth, and students from Low Income households, as it offers specialized assistance tailored to their unique challenges, helping to close literacy gaps and promote equitable access to high-quality education. By addressing these students' specific literacy needs, the initiative fosters improved academic performance and long-term educational success.	$280,000.00	No
3.11	Additional Library Services	Enhance library services by providing additional resources, programming, and support to promote literacy, research skills, and lifelong learning. This initiative aims to create a vibrant and inclusive library environment that fosters a love of reading and supports academic achievement for all students. By addressing the deficits shown on the California School Dashboard, enhanced library services particularly benefit English Learners, LTELs, Foster Youth, and students from Low Income households, offering equitable access to books, technology, and educational programs. This support helps close achievement gaps, promotes literacy development, and ensures all students have the tools and opportunities necessary to excel academically and develop a lifelong passion for learning.	$328,000.00	Yes
3.12	Graduate Profile Implementation	Define desired skills, knowledge, and attributes for graduates, and align curriculum and programs to develop these competencies, preparing students for college, careers, and citizenship. This initiative aims to ensure all students, including English Learners, Foster Youth, and students from	$115,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Low Income households, acquire the necessary skills and knowledge for future success. By addressing the deficits shown on the California School Dashboard, this approach promotes equitable access to a well-rounded education, helping to close achievement gaps. Through a focused alignment of curriculum and programs, we ensure that every student is equipped with the critical thinking, problem-solving, and interpersonal skills needed to thrive in higher education, the workforce, and as engaged citizens. This action will be funded in part with unexpended Learning Recovery Emergency Block Grant (LREBG) funds. This use of funds is aligned with the allowable uses identified in Education Code Section 32526(c)(2), including professional development, instructional materials, and programs designed to improve student outcomes. The action addresses needs identified through the District's LREBG needs assessment and annual data review, including the need to improve academic achievement, strengthen instructional practices, and expand equitable access to high-quality educational opportunities for all students.		
3.13	Reading/Math Diagnostic & Instruction Programs	Implement diagnostic and instruction programs for reading and math to identify student needs and provide targeted interventions. These programs aim to enhance individual student performance, support personalized learning, and improve overall academic outcomes in literacy and numeracy. This support is particularly beneficial for all students, including English Learners, LTELs, Foster Youth, and students from Low Income households, as it addresses learning gaps and promotes equity by providing customized instruction based on individual needs. By using data from the California School Dashboard, these programs will help reconcile academic deficits, ensuring that all students have the opportunity to achieve proficiency in essential skills.	$40,000.00	Yes
3.14	Student Assessment, Data Management, & Reporting System	Establish a comprehensive student assessment, data management, and reporting system to track academic progress, inform instruction, and support data-driven decision-making. This system enhances the ability to monitor student performance, identify areas for improvement, and ensure accountability in meeting educational goals. By providing timely and	$12,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		accurate data, the system supports all students, including English Learners, LTELs, Foster Youth, and students from socioeconomically disadvantaged households, by identifying learning gaps, personalizing instruction, and targeting interventions to address specific needs. Utilizing insights from the California School Dashboard, this approach aims to reconcile academic deficits and promote equitable educational outcomes for all students.		
3.15	EL Data and Program Management Platform	Implement an EL data and program management platform to track English Learner progress, streamline program administration, and support targeted interventions. This platform aims to enhance instructional effectiveness, ensure compliance, and improve outcomes for English Learners. By providing real-time data and insights, the platform helps educators identify areas where English Learners and LTELs need additional support, tailor instruction to meet their specific needs, and monitor their progress towards language proficiency and academic achievement. This targeted approach ensures that English Learners receive the resources and interventions necessary to succeed in their educational journey.		Yes
3.16	K-5 Dual Language Immersion Program	Develop and implement a Dual Language Immersion (DLI) program to promote bilingualism, biliteracy, and cross-cultural understanding. This program aims to enhance academic achievement and prepare students for a diverse global society. By providing instruction in both English and a partner language, the DLI program supports English Learners by strengthening their native language skills while improving English proficiency. This approach not only enhances overall academic performance but also fosters a deeper cultural appreciation and understanding, equipping English Learners with the skills and knowledge needed to thrive in a multicultural world.	$233,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By the end of the 2026-2027 school year, Wolfskill Career Readiness Academy (CRA) will enhance students' social-emotional competencies and academic performance through supplemental evidence-based social emotional learning curriculum and additional content area instructional support delivered by highly qualified educators. This will be measured by: • a 5% annual increase in students meeting or exceeding standards on the ELA and Mathematics CAASPP • a 4% annual decrease in the student suspension rate for all students • a .5.5% annual decrease in the student suspension rate for Socioeconomically Disadvantaged students • a 5% annual improvement in English Learners (ELs) making progress toward English Language proficiency or maintaining the highest level on the ELPAC [a majority of Wolfskill CRA ELs are Long-Term ELs (LTELs] • maintaining a 0% expulsion rate	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Winters JUSD drafted this goal for Wolfskill CRA to enhance students' social-emotional competencies and academic performance by 2026-2027. This decision was based on state Dashboard and local data, prioritizing evidence-based social-emotional learning curriculum and additional instructional support from highly qualified educators. The goal was identified through consultation with educational partners. Metrics include an increase in ELA and Math CAASPP scores, a 4% annual decrease in student suspension rates, a 5.5% annual decrease in suspension rates for socioeconomically disadvantaged students, and maintaining a 0% expulsion rate, ensuring focused attention on specific student needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	State Summative Assessment (CAASPP)	% of Wolfskill CRA students who Met or Exceeded Standard: 2022-2023 ELA - 0% 2022-2023 MATH - 0%	% of Wolfskill CRA students who Met or Exceeded Standard: 2023-2024 ELA - 0% 2023-2024 MATH - 0%	In order to protect student privacy, data is suppressed because fewer than 11 students tested.	By the end of the 2026-2027 school year, the district aims to increase the percentage of Wolfskill CRA students who meet or exceed standards in English Language Arts (ELA) to 15% and in Mathematics to 15%, through targeted instructional strategies and enhanced support for student learning.	No change at 0%
4.2	Suspension Rate (All Students)	% of Wolfskill CRA students suspended for an aggregate total of one full day anytime during the school year: 2023 - 15.8%	% of Wolfskill CRA students suspended for an aggregate total of one full day anytime during the school year: 2023- 2024 - 8.6%	% of Wolfskill CRA students suspended for an aggregate total of one full day anytime during the school year: 2024- 2025 - 6.3%	By the end of the 2026-2027 school year, the district aims to reduce the percentage of Wolfskill CRA students suspended for an aggregate total of one full day or more during the school year to 3% or lower through proactive behavioral support and intervention programs.	Decrease of 9.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Suspension Rate (Socioeconomically Disadvantaged Students)	% of Socioeconomically Disadvantaged Wolfskill CRA students suspended for an aggregate total of one full day anytime during the school year: 2023 - 19.4%	% of Socioeconomically Disadvantaged Wolfskill CRA students suspended for an aggregate total of one full day anytime during the school year: 2024- 2025 - 9.4%	% of Socioeconomically Disadvantaged Wolfskill CRA students suspended for an aggregate total of one full day anytime during the school year: 2023- 2024 - 7.4%	By the end of the 2026-2027 school year, the district aims to reduce the percentage of Socioeconomically Disadvantaged Wolfskill CRA students suspended for an aggregate total of one full day or more during the school year to 3% or lower through proactive behavioral support and intervention programs.	Decrease of 12%
4.4	English Learner Progress Indicator	% of ELs making progress towards English proficiency as reported on the CA School Dashboard: 2022-2023 - 48.5%	% of ELs making progress towards English proficiency as reported on the CA School Dashboard: 2023-2024 - 35.7%	% of ELs making progress towards English proficiency as reported on the CA School Dashboard: 2024-2025 - 44.7%	By the end of the 2026-2027 school year, the district aims to increase the percentage of English Learners (ELs) making progress towards English proficiency to 65%, through enhanced language acquisition programs, individualized support, and continuous	Decrease of 3.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					progress monitoring.	
4.5	Expulsion Rate	% of Wolfskill CRA students expelled during the school year: 2023 - 0%	% of Wolfskill CRA students expelled during the school year: 2023- 2024 - 0%	% of Wolfskill CRA students expelled during the school year: 2024- 2025 - 0%	By the end of the 2026-2027 school year, the district aims to maintain a 0% expulsion rate at Wolfskill CRA, continuing to implement and enhance effective behavioral support programs and restorative practices to manage student conduct.	No change at 0%

Goal Analysis [2025-26]

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

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

During the 2025-2026 school year, Wolfskill Career Readiness Academy (CRA) made progress toward the goal of enhancing students' social-emotional competencies and academic performance through targeted supports. While there were some substantive differences between the planned actions and their actual implementation, the overarching goal remained central to decision-making and resource allocation.

The initial plan included the purchase of a supplemental evidence-based social-emotional learning (SEL) curriculum for $4,000 (Action 4.1). However, after further consultation with educational partners and a review of available options, the school elected to partner with La Casa de Cultura CHUC, a local organization with a focus on empowering students through cultural identity, leadership, and student-centered learning strategies. This shift allowed for a more dynamic and community-rooted approach to SEL, providing direct services that aligned with the goal of increasing student engagement and fostering social-emotional growth. The cost of this partnership was $6,000, exceeding the original allocation but delivering more personalized and culturally responsive support.

Action 4.2, to enhance differentiated instruction, was implemented as planned. The $46,000 budgeted for this purpose was used to provide supplemental staffing via a .5 FTE math teacher. This position provided targeted support for students needing additional instruction in

mathematics and helped address learning gaps identified through both local assessments and CAASPP data. The presence of this teacher enabled more flexible groupings, increased individualized instruction, and a lower student-to-teacher ratio in math classes.

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.

Based on reflection on prior practice, the District has refined the implementation of Goal 4 for the 2026–27 school year to emphasize experiential, relationship-based learning opportunities that promote student engagement, belonging, and social-emotional growth at Wolfskill Career Readiness Academy.

For Action 4.1, Supplemental Social Emotional Learning Curriculum, the District will continue to implement a responsive and engaging approach to social-emotional learning rather than relying solely on a purchased curriculum. In 2026–27, Wolfskill CRA will expand partnerships and programs that provide students with meaningful, hands-on experiences connected to the community. These include a partnership with Tree Davis to support environmental stewardship and leadership development, the continued implementation of the school garden program, and collaboration with the Adult Living Skills (ALS) Program through a buddy classroom model that fosters mentoring, inclusion, and peer relationships. In addition, through Proposition 28 funding, all Wolfskill CRA students will continue to have access to music education. Together, these experiences provide authentic opportunities for students to build self-awareness, collaboration skills, responsibility, and a stronger sense of connection to school.

Action 4.2, Supplemental Content Area Differentiated Instruction, will continue to focus on personalized academic support delivered by highly qualified educators. This action remains aligned to the goal of improving academic achievement while ensuring that students experience an engaging and supportive educational environment that addresses both their academic and social-emotional needs.

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

Action 4.1 – Supplemental Social Emotional Learning (SEL) Curriculum

Metric(s):
Suspension Rate (All Students):
2023: 15.8% 2025: 6.3% (-9.5%)

Suspension Rate (Socioeconomically Disadvantaged Students):
2023: 19.4% 2025: 7.4% (-12.0%)

Expulsion Rate:
2023, 2024, and 2025: 0% (maintained)

Effectiveness:
The implementation of Action 4.1, including the continued partnership with La Casa de Cultura CHUC in lieu of the initially planned supplemental SEL curriculum, has yielded substantial improvements in student behavior and school climate at Wolfskill Career Readiness Academy. The overall suspension rate declined from 15.8% to 6.3%, while the suspension rate for socioeconomically disadvantaged

students decreased from 19.4% to 7.4%. These significant reductions indicate that culturally responsive programming, leadership development, and student-centered approaches are helping students build stronger relationships, improve emotional regulation, and remain engaged in school. The school also maintained a 0% expulsion rate for the third consecutive year, demonstrating that restorative practices and proactive behavioral supports are effectively fostering a safe and inclusive learning environment. These outcomes suggest that the partnership is making a meaningful contribution to student wellness and engagement, and the district will continue to identify sustainable funding sources to preserve and strengthen this work.

Action 4.2 – Supplemental Content Area Differentiated Instruction

Metric(s):
State Summative Assessment (CAASPP) – Wolfskill CRA:
ELA: 2022-2023 – 0% ? 2024-2025 – Data suppressed to protect student privacy
Math: 2022-2023 – 0% ? 2024-2025 – Data suppressed to protect student privacy

English Learner Progress Indicator (CA School Dashboard):
2022-2023: 48.5%
2023-2024: 35.7%
2024-2025: 44.7% (-3.8% from baseline; +9.0% from prior year)

Effectiveness:
Action 4.2 continued to provide highly individualized instructional support to students who often enter Wolfskill CRA significantly below grade level and with interrupted educational experiences. Due to the school's small testing population, 2024-2025 CAASPP results are suppressed to protect student privacy, limiting the ability to draw conclusions about changes in ELA and mathematics achievement. However, the percentage of English Learners making progress toward English proficiency increased from 35.7% to 44.7%, recovering much of the prior year decline and demonstrating encouraging growth for a student population composed largely of Long-Term English Learners. These results suggest that differentiated instruction, targeted language support, and close monitoring of student progress are having a positive impact, although continued refinement of instructional practices and language development strategies will be necessary to achieve the district's long-term academic goals.

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.

Wolfskill CRA did not qualify for Equity Multiplier funding in 2026-27. As such, Goal 4, an Equity Multiplier Focus Goal, will not continue as a funded target in the 2026-27 school year. Nonetheless, staff have reflected about and analyzed 2025–2026 implementation to determine the efficacy of the funded actions and potential alternative pathways to meet student needs.

First, while the original plan called for the adoption of a supplemental SEL curriculum (Action 4.1), the successful partnership with La Casa de Cultura CHUC prompted a shift in implementation approach. Given the strong student engagement, culturally responsive programming, and positive anecdotal feedback, the district will identify other funding streams to sustain this partnership in 2026-27. Rather than framing SEL support solely around curriculum adoption, the revised approach will broaden the scope to include direct services that empower

students, promote leadership, and strengthen social-emotional competencies through community-based programming. **This shift will strengthen the District's approach by providing students with authentic, culturally responsive learning experiences that foster engagement, belonging, leadership development, and social-emotional growth in ways that extend beyond traditional curriculum-based interventions.**

Although the hiring of a part-time math teacher (Action 4.2) provided valuable instructional support, math achievement data indicates a continued need for expanded intervention. One out of six students scored proficient on the CAASPP Math assessment, which underscores the importance of consistent, high-quality instruction. There is no alternative funding source to sustain a .5 FTE supplemental teacher in 2026-27. Regardless, the district is exploring other options to increase instructional time or provide additional academic interventions, such as math lab periods, embedded tutoring, or expanded instructional minutes in math. **While the District is unable to continue the supplemental staffing model, these alternative strategies are intended to strengthen academic supports by targeting intervention resources more directly to students with the greatest needs and increasing access to mathematics instruction and assistance throughout the school day.**

Although Equity Multiplier funding is no longer available, the District remains committed to addressing the needs identified through Goal 4 and will continue to leverage supplemental, concentration, grant, and community partnership resources to sustain and strengthen supports for Wolfskill CRA students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Supplemental Social Emotional Learning Curriculum	Implementing Supplemental SEL Curriculum: Integrate evidence-based SEL materials to enhance emotional intelligence, social skills, and well-being among students, fostering a positive school climate and supporting academic success; Enhancing opportunities for interpersonal communication and productive language among ELs and LTELs.	$0.00	No
4.2	Supplemental Content Area Differentiated Instruction	Enhancing Differentiated Instruction: Provide targeted support for struggling students, including ELs and LTELs, and resources to address diverse learning needs, ensuring equitable access to content and promoting academic growth across various subject areas.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

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
$$3,499,198	$177,127

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
19.577%	0.000%	$0.00	19.577%

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:** Smaller Class Sizes **Need:** Local data from student perception surveys (Metric 1.10 and Priority 6, School Climate) demonstrates that engagement was the lowest ranked domain within school connectedness among youth, especially those in the Unduplicated population. Students from low socioeconomic backgrounds may require more	This action addresses the needs of SED, EL, and Foster Youth students as evidenced by Metric 1.10 and Priority 6. Providing smaller class sizes can significantly address the needs of Unduplicated students by creating an environment that offers more personalized and effective instruction, which can be instrumental in overcoming the unique challenges these groups face. In smaller groups, ELs have more opportunities to practice speaking and listening in English, engage in class discussions, and receive immediate feedback.	Metric 1.10 - School Connectedness Perceptions

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
	individualized instructional approaches due to gaps in prior educational experiences. Foster youth often experience instability and trauma. English Learners have language acquisition needs and require increased practice opportunities for productive language. **Scope:** Schoolwide	Foster youth often experience instability and trauma. This action is being provided on a schoolwide basis in grades K-5 to facilitate more supportive and engaging environments environments, allowing teachers to build stronger, more trusting relationships with these students and facilitate better communication between educators and parents/guardians.	
1.2	**Action:** Common Core Materials **Need:** Students identified as low income, English Learners, and foster youth often experience interrupted access, variability in prior instruction, and additional barriers to consistent academic support. **Scope:** LEA-wide	Providing up-to-date, Common Core-aligned instructional materials meets the needs of unduplicated pupils by ensuring access to high-quality, standards-based curriculum that supports grade-level learning for all students. For English Learners, these materials often include built-in language supports, scaffolds, and differentiated resources that promote both content understanding and language development. For low-income students and foster youth, consistent access to current instructional materials helps reduce disparities in learning opportunities, ensuring they are not disadvantaged by outdated or incomplete resources. Overall, these materials support equitable access, academic rigor, and continuity of instruction, helping to improve outcomes for students who may face additional barriers to success.	Metric 1.3 - Sufficiency of Standards-Aligned Instructional Materials
1.3	**Action:** SEL School Block Grants **Need:** Local data from student perception surveys (Metric 1.10, Metric 1.11, and Priority 6, School Climate) demonstrates that	This action addresses the needs of SED, EL, and Foster Youth students as evidenced by Metric 1.10, Metric 1.11, and Priority 6, School Climate. Implementing SEL School Block Grants addresses the needs of Unduplicated Pupils by promoting students' social and emotional well-being. SEL curricula can incorporate diverse cultural	Metric 1.10 - School Connectedness Perceptions Metric 1.11 - School Safety Perceptions

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
	engagement was the lowest ranked domain within school connectedness among youth, especially those in the Unduplicated population. Obtaining and utilizing SEL School Block Grants in Winters JUSD is essential to support students' social and emotional well-being. EL students need to develop essential communication skills, aiding their language acquisition and increasing their confidence in using a new language. Foster youth often face emotional instability due to their circumstances. SEL programs provide tools for emotional regulation, helping them manage trauma and stress. SEL provides strategies for managing the stress and anxiety associated with economic hardship, enabling these students to focus better on their academic and personal goals. **Scope:** LEA-wide	perspectives, helping ELs feel more understood and accepted, which enhances their sense of belonging and engagement in school. Learning to manage emotions helps ELs navigate the challenges of adjusting to a new language and culture, reducing stress and anxiety. SEL fosters interpersonal skills that help foster youth build and maintain positive relationships with peers and adults, which is crucial given their often transient living situations. SEL programs teach coping strategies and resilience, empowering foster youth to overcome challenges and setbacks they may encounter both in and out of school. SEL helps students from disadvantaged backgrounds develop strong social skills, improving their ability to interact positively and build supportive networks. By addressing emotional and social barriers to learning, SEL can increase engagement and motivation among socioeconomically disadvantaged students, leading to better academic outcomes. This action is being offered on a districtwide basis as it fosters positive school climates, enhances student relationships, and creates a supportive environment that promotes engagement, safety, and a sense of belonging for all students and members of the educational community.	
1.5	**Action:** Behavior Support Services **Need:** The Suspension Rate (Metric 1.12) on the 2023 California School Dashboard was 4.8% (of students suspended at least one day). English Learners and Socioeconomically Disadvantaged students, along with	This action addresses the needs of SED, EL, and Foster Youth students as evidenced by Metric 1.12, Metric 1.13. Implementing Behavior Support Services addresses district-wide needs by providing targeted interventions for students with additional needs and resulting behavioral challenges. These services are being provided on a districtwide basis to all students, with a focus on enhancing outcomes for unduplicated pupils by	Metric 1.12 - Suspension Rate Metric 1.13 - Expulsion Rate

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
	Hispanic/Latino youth were ranked in the yellow section of the color gauge. Additionally, suspension and loss of instructional time have a disproportionate impact on vulnerable populations and perpetuate opportunity gaps. **Scope:** LEA-wide	offering culturally responsive interventions, stable and consistent support regardless of school placement, trauma-informed care, and equitable access to resources that will help to address both language and economic barriers. By supporting positive behavior and providing resources for effective behavior management districtwide, students will have consistent and equitable access to safe, supportive, and inclusive school environments conducive to learning, engagement, and overall well-being.	
1.6	**Action:** Counseling Services **Need:** Local data from student perception surveys (Metric 1.10, Metric 1.11, and Priority 6, School Climate) demonstrates that engagement was the lowest ranked domain within school connectedness among youth, especially those in the Unduplicated population. Obtaining and utilizing Counseling Services is crucial to support students' mental health and well-being. These services provide essential resources for addressing social-emotional needs, offering guidance, and promoting resilience, ultimately fostering a positive school climate and enhancing students' overall academic success and personal development. Unduplicated pupils face unique and significant challenges that necessitate robust counseling services including but not limited to language barriers, cultural adjustment, trauma and displacement, academic instability, emotional and	This action addresses the needs of SED, EL, and Foster Youth students as evidenced by Metric 1.10, Metric 1.11, and Priority 6, School Climate. . Unduplicated pupils often come from backgrounds characterized by economic instability or displacement. Counseling services that are trauma-informed can provide these students with the specialized supports they need to process and cope with their experiences. Counselors can also help create personalized academic plans that account for the unique challenges and interruptions in schooling that unduplicated youth may face. This action is being provided on a districtwide basis as counseling services help students build self-esteem and confidence, empowering them to overcome challenges and succeed in their personal and academic lives.	Metric 1.10 - School Connectedness Perceptions Metric 1.11 - School Safety Perceptions

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
	psychological challenges, stress management and emotional development. **Scope:** LEA-wide		
1.8	**Action:** Activity Stipends **Need:** Local data from student perception surveys (Metric 1.10, Metric 1.11, and Priority 6, School Climate) demonstrates that engagement was the lowest ranked domain within school connectedness among youth, especially those in the Unduplicated population. Unduplicated pupils, often face unique challenges that affect their feelings about school connectedness and participation in activities. **Scope:** LEA-wide	This action addresses the needs of SED, EL, and Foster Youth students as evidenced by Metric 1.10, Metric 1.11, and Priority 6. Offering activity stipends for staff addresses the needs of unduplicated pupils because it allow for the creation of an environment where unduplicated pupils feel connected, supported, and actively engaged in the school community, ultimately leading to better academic outcomes and personal development. This action is being offered on a districtwide basis to foster student engagement, cultivate a sense of belonging, and promote a vibrant school culture that enhances safety and overall well-being for students and the educational community.	Metric 1.10 - School Connectedness Perceptions Metric 1.11 - School Safety Perceptions
1.9	**Action:** Athletic Stipends and Transportation **Need:** Local data from student perception surveys (Metric 1.10, Metric 1.11, and Priority 6, School Climate) demonstrates that engagement was the lowest ranked domain within school connectedness among youth, especially those in the Unduplicated population. Unduplicated pupils, often face	This action addresses the needs of SED, EL, and Foster Youth students as evidenced by Metric 1.10, Metric 1.11, and Priority 6. Offering athletic stipends and transportation addresses the needs of unduplicated pupils because it ensures equitable access to extracurricular opportunities. It supports Unduplicated student athletes by removing financial barriers, encouraging participation, fostering team camaraderie, and promoting physical health and well-being in a supportive educational environment. This action is	Metric 1.10 - School Connectedness Perceptions Metric 1.11 - School Safety Perceptions

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
	unique challenges that affect their feelings about school connectedness, school safety, and participation in athletics. **Scope:** Schoolwide	being offered on a districtwide basis as it allows for diverse experiences for students to succeed outside the classroom and feel connected, supported, and actively engaged in the school community, ultimately leading to better academic outcomes and personal development.	
1.14	**Action:** Instructional Aides for Kindergarten **Need:** Local data from student perception surveys (Metric 1.10, Metric 1.11, and Priority 6, School Climate) demonstrates that engagement was the lowest ranked domain within school connectedness among youth, especially those in the Unduplicated population. Unduplicated pupils, often face unique challenges that affect their feelings about school connectedness and school safety. **Scope:** Schoolwide	This action addresses the needs of SED, EL, and Foster Youth students as evidenced by Metric 1.10, Metric 1.11, and Priority 6. Providing Instructional Aides for Kindergarten classrooms supports early childhood development for Unduplicated pupils, who benefit from additional support, personalized instruction, and caring adult mentors to ensure they have equitable access to learning opportunities and can thrive both academically and socially. This action is being implemented on a schoolwide basis to improve the adult to student ratio for the youngest learners, offering more opportunities for students to develop positive relationships with adults and promote academic readiness for subsequent grade levels.	1.10 - School Connectedness Perceptions 1.11 - School Safety Perceptions
2.2	**Action:** Math Framework PD, Pathway Design, & Curriculum Pilot **Need:** Data collected through the Local Indicator reflection process on Priority 1, Basic Services and Conditions and Priority 7, Access to a Broad Course of Study, demonstrates that Unduplicated Pupils face unique challenges	This action addresses the needs of SED, EL, and Foster Youth students as evidenced by Metric 2.2, Metric 2.8, and Metric 2.9. Unduplicated students benefit from up to date curricula including supplemental resources targeted to support English Learners and inclusive, differentiated teaching practices that benefit historically underserved student populations. Further, ongoing professional development ensures that teachers stay updated on best practices and new strategies,	2.2 - Curriculum Alignment to CCSS 2.8 - Broad Course of Study (Grades 1-5) 2.9 - Broad Course of Study (Grades 6-12)

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
	that require up to date Common Core State Standards (CCSS) aligned curriculum and highly trained staff to effectively address their needs. **Scope:** LEA-wide	which can be particularly beneficial in addressing the diverse needs of the unduplicated population. This action is being provided on a districtwide basis as it supports CCSS aligned curricula and instruction, reflecting shifts of the recently State Board of Education (SBE) adopted Math Framework and promotes a focus on conceptual understanding and problem-solving skills that can be applied in different contexts to real-world situations.	
2.5	**Action:** Instructional Coach and Elementary Support TOSA **Need:** During the 2023-2024 school year, walk-through data demonstrates 88.5% alignment of instructional activities and academic standards/content objectives and 82% rate of standards-aligned lesson plan observation. Continuous improvement in implementation of a essential standards aligned lessons and adopted curriculum surfaced as an identified need in the Local Indicator (Priority 2) reflection process. **Scope:** LEA-wide	This action addresses the needs of SED, EL, and Foster Youth students as evidenced by Metric 2.1 and Metric 2.2. Providing Instructional Coaches in Winters JUSD is vital for enhancing teacher effectiveness and improving student learning outcomes. Unduplicated students face unique challenges that require highly trained staff to effectively address their needs through adept teaching, differentiated instruction, and culturally relevant pedagogy. Through professional development, collaborative planning, modeling, data analysis, and ongoing feedback, coaches can help teachers enhance their instructional practices and improve student outcomes for students in the Unduplicated population. This action is being implemented on a districtwide basis as coaching support helps to ensure that each teacher is supported and each student accesses a high quality education.	2.1 - Implementation of Academic Content and Performance Standards 2.2 - Curriculum Alignment to CCSS
2.8	**Action:** TK-12 Music Program **Need:** Through the Local Indicator reflection process (Priority 7) and Prop 28 engagement process,	This action addresses the needs of SED, EL, and Foster Youth students as evidenced by Metric 2.8 and Metric 2.9.Music education programs enhance cognitive development, support emotional well-being, foster cultural identity, and promote social skills. Students from the Unduplicated population	2.8 - Broad Course of Study (Grades 1-5) 2.9 - Broad Course of Study (Grades 6-12)

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
	implementing a TK-12 Music Program to enhance each student access to a broad course of study in Winters JUSD arose as an priority and identified need. **Scope:** LEA-wide	are far less likely than their peers to access music education outside of the context of school. Providing music education across the grade span ensures that all students have the opportunity to benefit from this enrichment experience, regardless of their socio-economic background. This action is being provided on a districtwide basis to offer a holistic education and enhance students' cognitive and creative development.	
2.16	**Action:** Home to School Transportation **Need:** All student groups on the 2023 California School Dashboard performed in the yellow range of the color gauge for Chronic Absenteeism. Additionally, the attendance rate as measured on 2023-2024 Census Day enrollment (1,559) was 94.87%. Among students in the Unduplicated population, attendance rates are lower, demonstrating a need for additional supports and services. **Scope:** LEA-wide	This action addresses the needs of SED, EL, and Foster Youth students as evidenced by Metric 2.3 and Metric 2.4. Students in the Unduplicated population are more likely to experience the barriers of unreliable, inconsistent, or inaccessible transportation. Providing transportation ensures that Unduplicated pupils can attend school regularly, regardless of their transportation limitations. This action is being implemented on a districtwide basis to reduce absenteeism and improve engagement for all learners.	Metric 2.3 - Attendance Rate Metric 2.4 - Chronic Absenteeism
2.18	**Action:** Nursing Services **Need:** All student groups on the 2023 California School Dashboard performed in the yellow range of the color gauge for Chronic Absenteeism. Additionally, the attendance rate as measured on 2023-2024 Census Day	This action addresses the needs of SED, EL, and Foster Youth students as evidenced by Metric 2.3 and Metric 2.4. Expanding nursing services in schools can provide numerous benefits for unduplicated pupils, including promoting health and well-being, addressing both immediate health concerns, and providing support for long-term health needs. Regular screenings for vision, hearing, and other health issues can identify	Metric 2.3 - Attendance Rate Metric 2.4 - Chronic Absenteeism

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
	enrollment (1,559) was 94.87%. Among students in the Unduplicated population, attendance rates are lower, demonstrating a need for additional supports and services. **Scope:** LEA-wide	problems early, allowing for timely interventions, with many unduplicated pupils only receiving health care while on campus. Collectively, these services enhance student wellness, decreasing chronic absenteeism and and improving rates of attendance. This action is being provided on a districtwide basis to foster improved student engagement for all groups and enhance the overall well-being of the educational community.	
3.1	**Action:** Multi-Tiered System of Support and Coordination of Services **Need:** State Summative Assessment (CAASPP) outcomes within the Academic Performance Indicator on the 2023 California School Dashboard reveal opportunity gaps in both English Language Arts and Mathematics outcomes for Unduplicated pupils. Similarly, A-G completion rates are lower for students in the Unduplicated population versus their peers. English Learner outcomes reported via the 2023 ELPI show that the District is performing in the orange section of the color gauge with 48.5% of ELs making progress, a decline of 3.8%. **Scope:** LEA-wide	This action addresses the needs of SED, EL, and Foster Youth students as evidenced by Metric 3.1, Metric 3.2, Metric 3.5, Metric 3.6, and Metric 3.7. A Multi-Tiered System of Support (MTSS) and Coordination of Services Teams (COSTs) address unique challenges experienced by Unduplicated Pupils including linguistic factors, cultural barriers, non-stability, diminished access to resources, and disproportionality in achievement outcomes. through the implementation of high-quality core instruction and specialized instruction based on needs (i.e. targeted language interventions, trauma-informed practices, behavioral interventions, after-school tutoring, etc.). Administering MTSS on a district-wide basis addresses students' needs comprehensively by ensuring that all learners receive systematic support tailored to their individual needs, from universal interventions to specialized services. This broad implementation enhances consistency in teaching and interventions, improves resource allocation, and fosters a collaborative environment among educators, leading to better academic, behavioral, and social-emotional outcomes across the entire student body. This comprehensive approach also facilitates data-driven decision-making, essential for continuous improvement and	3.1 - State Summative Assessment (CAASPP) 3.2 - A-G Completion Rate 3.5 - EL Performance on State Summative Assessment (CAASPP) 3.6 - EL Progress Indicator 3.7 - EL Reclassification Rate

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
		accountability. Additionally, COST supports culturally responsive problem-solving, continuous and coordinated care via service integration, and proactive allocation of supplemental resources that address the unique needs of students in the UPC. COSTs are provided on a districtwide basis to promote equitable practices, resource optimization, data-informed decision-making, and seamless transitions as students move from one school to another.	
3.2	**Action:** College Career Readiness Elementary and Middle School Block Grants **Need:** Students in the UPC, and all learners, performed in the Very Low, or Low bar of the College and Career Indicator on the 2023 California School Dashboard. **Scope:** LEA-wide	This action addresses the needs of SED, EL, and Foster Youth students as evidenced by Metric 3.2, Metric 3.3, Metric 3.4, Metric 3.19, and Metric 3.10. College and Career Readiness Grants help Winters JUSD provide supplemental programs to ensure English Learners, Foster Youth, and Socio-Economically Disadvantaged students receive necessary guidance on college exploration, career interest surveys, college applications, financial aid, and career planning. These grants help student sin the UPC access the information and support needed to pursue higher education and career opportunities. These grants address district-wide needs by funding essential resources and programs, ensuring all students explore opportunities that promote their future college and career success.	3.2 - A-G Completion Rate 3.3. - CTE Completion Rate 3.4 - Combined A-G & CTE Completion Rate 3.9 - Advanced Placement (AP) Pass Rate 3.10 - Early Assessment Program (EAP) Readiness
3.5	**Action:** AVID Program **Need:** Outcomes on the College and Career Readiness Indicator of the 2023 California School Dashboard, demonstrate that English Learners performed in the "Very Low" range and Socioeconomically Disadvantaged	This action addresses the needs of SED, EL, and Foster Youth students as evidenced by Metric 3.2, Metric 3.3, Metric 3.4, Metric 3.9, and Metric 3.10. The AVID college and career readiness program meets the identified needs of students in the UPC and addresses educational inequities. The AVID program is also beneficial to a wide range of learners because it equips students with the skills, knowledge, and confidence needed to succeed	3.2 - A-G Completion Rate 3.3. - CTE Completion Rate 3.4 - Combined A-G & CTE Completion Rate 3.9 - Advanced Placement (AP) Pass Rate 3.10 - Early Assessment Program (EAP) Readiness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students performed in the "Low" range. Students in the Unduplicated Population have unique needs to close college and career readiness opportunity gaps. These needs include specialized instruction focused on acquiring academic language skills, support in accessing rigorous instruction, guidance on navigating the education system, clear and accessible information about career pathways and financial aid, stable and consistent mentorship to support academic planning, and personalized guidance to pursue their postsecondary aspirations. **Scope:** Schoolwide	academically and pursue their college and career aspirations. The program's comprehensive support system ensures that students across the district are well-prepared to face future challenges and achieve their full potential.	
3.6	**Action:** AP Test Fees **Need:** Students in the Unduplicated Pupil count were ranked in the "Very Low" and "Low" performance levels on the College and Career Indicator of the 2023 California School Dashboard. These students are also underrepresented in Advanced Placement courses. Non-participation in AP courses places UPC students at an academic disadvantage compared to their peers and perpetuates opportunity gaps. Further, students in the UPC are more likely to experience financial constraints that require their families to prioritize essential needs over educational expenses.	This action addresses the needs of SED, EL, and Foster Youth students as evidenced by Metric 3.9. Funding AP test fees for students in the Unduplicated Count helps level the educational playing field, offering them the opportunity to advance academically and participate in courses that prepare them for the rigors of postsecondary education, increase their access to scholarship opportunities, and afford them collegiate credit at the high school level. Providing support for AP test fees schoolwide improves course participation and ensures that all students have access to advanced placement assessments and are not inhibited by financial barriers. This action empowers all learners to pursue rigorous academic paths, enhance their college readiness, and achieve at their full potential.	3.9 - Advanced Placement (AP) Pass Rate

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: Schoolwide		
3.7	**Action:** CTE Pathway Staff and Stipends **Need:** The 2022-2023 CTE completion rate was 35.9% and the combined A-G & CTE Completion rate was 11.7%. Rates among students in the UPC were disproportionately lower than those of their peers. Students in the UPC require targeted career guidance to address opportunity gaps stemming from language barriers, instability, and socioeconomic hardship. These students also benefit from heightened exposure to career options including relevant hands-on learning experiences. **Scope:** Schoolwide	This action addresses the needs of SED, EL, and Foster Youth students as evidenced by Metric 3.3 and Metric 3.4. CTE pathways teachers, supplies, and stipends support students in the UPC by providing inclusive and equitable access to career awareness and exploration, offering robust support for work-based learning, and developing early community partnerships that increase the likelihood of internships, apprenticeships, job placements, and future CTE study at the postsecondary level. CTE programs are also beneficial to all students as they offer practical, vocational education, enhancing students' job readiness, broadening their career options, and supporting local industries by developing skilled workers.	3.3. - CTE Completion Rate 3.4 - Combined A-G & CTE Completion Rate
3.11	**Action:** Additional Library Services **Need:** The 2023 California School Dashboard English Language Arts metric within the Academic Performance Indicator demonstrates that students in the UPC (English Leaners and Socioeconomically Disadvantaged Students) performed in the red, lowest performing, section of the color	This action addresses the needs of SED, EL, and Foster Youth students as evidenced by Metric 3.1, Metric 3.5, Metric 3.6, and Metric 3.7. Implementing additional Library Services addresses the needs of Unduplicated Pupils by improving access to culturally relevant multilingual materials, literacy support programs, portable resources, family literacy programs, and improved access to resources. This action is provided on a district-wide basis to ensure school libraries are vital school centers that enhance literacy	3.1 - State Summative Assessment (CAASPP) 3.5 - EL Performance on State Summative Assessment (CAASPP) 3.6 - English Learner Progress Indicator 3.7 - English Learner (EL) Reclassification Rate

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
	gauge. Local data also demonstrates opportunity gaps in literacy development between UPC students and their peers. **Scope:** LEA-wide	outcomes and promote a culture of reading and life-long learning for all students.	
3.13	**Action:** Reading/Math Diagnostic & Instruction Programs **Need:** The 2023 California School Dashboard English Language Arts metric within the Academic Performance Indicator demonstrates that students in the UPC (English Leaners and Socioeconomically Disadvantaged Students) performed in the red, lowest performing, section of the color gauge. The Math metric within the Academic Performance Indicator demonstrates that these same groups performed in red, lowest performing, section of the color gauge. Local data also demonstrates opportunity gaps in literacy and mathematics development between UPC students and their peers. **Scope:** LEA-wide	This action addresses the needs of SED, EL, and Foster Youth students as evidenced by Metric 3.1, Metric 3.5, Metric 3.6, and Metric 3.7. Providing Reading/Math Diagnostic and Instruction Programs in Winters addresses areas of need for Unduplicated Pupils identified within the 2023 California School Dashboard in ELA and Math. These formative assessments pinpoint individual student needs and support personalized development through adaptive learning paths. Additionally, these programs provide educators with timely data to offer targeted support in order to address skill gaps, and promote academic growth. As ELA and Mathematics outcomes are critical to all students academic success, this action is being offered on a districtwide basis ensuring all students receive data-informed differentiation.	3.1 - State Summative Assessment (CAASPP) 3.5 - EL Performance on State Summative Assessment (CAASPP) 3.6 - English Learner Progress Indicator 3.7 - English Learner (EL) Reclassification Rate
3.14	**Action:** Student Assessment, Data Management, & Reporting System **Need:**	This action addresses the needs of SED, EL, and Foster Youth students as evidenced by Metric 3.1, Metric 3.5, Metric 3.6, and Metric 3.7. Providing a Student Assessment, Data Management, and Reporting System is essential for accelerating the	3.1 - State Summative Assessment (CAASPP) 3.5 - EL Performance on State Summative Assessment (CAASPP)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The 2023 California School Dashboard English Language Arts metric within the Academic Performance Indicator demonstrates that students in the UPC (English Leaners and Socioeconomically Disadvantaged Students) performed in the red, lowest performing, section of the color gauge. The Math metric within the Academic Performance Indicator demonstrates that these same groups performed in red, lowest performing, section of the color gauge. Local data also demonstrates opportunity gaps in literacy and mathematics development between UPC students and their peers. **Scope:** LEA-wide	academic achievement of Unduplicated Pupils and closing the opportunity gaps demonstrated on the 2023 California School Dashboard. This action is being implemented on a districtwide basis as it supports data informed decision-making and improving educational outcomes for all learners. This action streamlines data management, enhances accountability, and enables educators to tailor instruction to foster student success and continuous school improvement.	3.6 - English Learner Progress Indicator 3.7 - English Learner (EL) Reclassification Rate
3.16	**Action:** K-5 Dual Language Immersion Program **Need:** Academic performance data from the 2023 California School Dashboard demonstrates that ELs performed in the red section of the color gauge for both English Language Arts and Mathematics (CAASPP). On the English Learner Progress Indicator, the District maintained progress for English Learners, with 48.5% of ELs making progress, a decline of 3.8% from the prior year. Additionally, the English Learner (EL) Reclassification Rate for 2023-2024 was 10.05%. **Scope:**	This action addresses the needs of Unduplicated students, especially English Learners, as evidenced by Metric 3.5, Metric 3.6 and Metric 3.7. English Learners benefit from programs that simultaneously develop proficiency in both their native language and English, leading to bilingualism and biliteracy. Further, such inclusive environments celebrate diversity and incorporate students' cultural backgrounds to help ELs feel valued and respected, promoting self-identity and engagement in learning. This action is being implemented on a school-wide basis in grades K-5 as Dual Language Immersion programs promote cognitive flexibility, problem-solving skills, and overall academic performance among all learners. Further, such programs support the District's vision for educational equity and the Cultural Awareness domain of the Winters JUSD Graduate Profile.	Metric 3.5 - EL Performance on State Summative Assessment (CAASPP) Metric 3.6 - English Learner Progress Indicator Metric 3.7 - English Learner Reclassification Rate

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
	Schoolwide		

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
2.3	**Action:** EL Instructional Materials **Need:** Through the Local Indicator reflection process, it was determined that while English Learners have access to Common Core aligned materials and designated English Language Development curriculum that meets the standard, ELs would still benefit from enhanced instructional materials to accelerate their language acquisition and enrich their learning. **Scope:** Limited to Unduplicated Student Group(s)	This action addresses the needs of English Learners as evidenced by Metric 2.13. Additional English Learner Instructional materials will benefit ELs by heightening the language accessibility and cultural relevance of classroom resources. This action will also support grade level learning through the use of supports such as visual aids, graphic organizers, and adaptable materials, ensuring language barriers do not hinder content mastery.	2.13 - EL Access to CCSS & ELD Standards
2.4	**Action:** Designated English Language Development **Need:** Through the Local Indicator reflection process, it was determined that while English Learners have access to a Broad Course of Study,	This action addresses the needs of English Learners as evidenced by Metric 2.13 and the qualitative improvement calculation described in Metric(s) to Monitor Effectiveness. Implementing Designated ELD addresses the needs of English Learners by providing targeted, explicit instruction focused on developing English language skills.	Metric 2.13 - EL Access to CCSS & ELD Standards The planned qualitative improvement in services in Action 2.4 (Designated English Language Development) is 2.5%.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	including designated English Language Development, this program is essential to improving services for English Learners and striving toward desired outcomes including closing opportunity gaps and achieving English proficiency. **Scope:** Limited to Unduplicated Student Group(s)	This approach supports academic language and literacy, creates a supportive learning environment, integrates content-based instruction, and is culturally and linguistically responsive. Through ongoing assessment and specialized educator training, Designated ELD ensures that ELs receive the necessary support to succeed academically and develop their English proficiency.effectively.	The staffing required to implement a high quality designated ELD program is 4.084 FTE teachers across the grade span. The methodology used to calculate this FTE is .15 FTE of each elementary classroom teacher who teaches designated ELD and the actual FTE for each secondary teacher who teaches designated ELD (i.e. based on number of sections taught). The cost associated with this FTE was $421,035.25, which when divided by the District's total LCFF funding equates to a 2.5% qualitative improvement.
3.15	**Action:** EL Data and Program Management Platform **Need:** The 2023 California School Dashboard shows that English Learners performed in the red, or lowest performing section of the color gauge, in the English Learner Progress Indicator at Winters High School, and in the orange, or second lowest performing section of the color gauge in the English Learner Progress Indicator at Winters Middle School. This demonstrates a need for improved monitoring of English Learner Progress, especially in the upper grades when students are at risk of	This action addresses the needs of SED, EL, and Foster Youth students as evidenced by Metric 3.5, 3.6, and 3.7. Implementing an EL Data and Program Management Platform enhances monitoring and support for English Learners (ELs). By providing data-driven insights, this action enables targeted interventions, improves integrated and designated English Language Development program effectiveness, and promotes timely reclassification, enhancing equity and inclusion for English Learners.	3.5 - EL Performance on State Summative Assessment (CAASPP) 3.6 - English Learner Progress Indicator 3.7 - English Learner Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	being designated as long-term English Learner (LTELs) (i.e. have been enrolled in a U.S. School for six years or more without being reclassified as fluent English proficient). **Scope:** Limited to Unduplicated Student Group(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.

Winters JUSD is committed to supporting foster youth, English Learners, and low-income students by increasing and offering improved services that support programs beyond the academic base. Through review of supporting research, experience, and best practices, WJUSD has determined the actions described in the LCAP are the most effective use of funds to meet the District's goals for unduplicated pupils and has established processes to ensure that supplemental funds are principally directed and utilized in a manner that benefits the intended student groups. In addition to the services provided to all students listed above, the district also provides additional supports above LCFF funding which increase the services provided to unduplicated students.

In the 2022 CAASPP assessment, English Learners scored 79.8 points below standard in ELA and 111.8 points below standard in math. There is a critical need to address EL academic achievement. Actions 1.2 and 1.3 support the K-5 Developmental Bilingual Education (DBE)/Dual Language Immersion (DLI) program and supplemental bilingual education supplies. This program supports English Learner students with the goal of student biliteracy and proficiency in both English and Spanish. Action 1.4 supports the acquisition of supplemental instructional materials for English Learners in all educational settings, including Spanish language texts and resources to facilitate accelerated language acquisition.

At the secondary level, Winters JUSD will offer and expand the Advancement Via Individual Determination (AVID) program to benefit the unduplicated student population (Action 1.14). Winters High School will offer four sections of the AVID elective and Winters Middle School will offer two sections of the AVID elective, where students receive the additional academic, social, and emotional support that will help them succeed in the most rigorous courses. Research shows that 76% of AVID seniors are from a low socioeconomic status background, and 86% are underrepresented students, yet these students outperform their peers in completing A-G requirements and college acceptance rates.

Considering average teacher salary and statutory costs across the grade spans, a 1.94% qualitative contribution of staff time will be devoted to offering designated English Language Development instruction in the 2023-2024 school year. Action 1.18 represents this improvement in services provided to and specifically focused on English Learners.

There is also a need to ensure that services and supports for English Learners, as outlined in the Winters JUSD English Learner Master Plan, are afforded the priority they deserve and require. To do so, the District will provide ongoing professional development of ELD standards and research-based instructional strategies to teachers with a focus on implementing ELD best practices in the classroom (Action 2.7). Winters JUSD will also continue to provide an EL Specialist (Action 2.8) to improve academic outcomes for all EL students. The EL Specialist will work with administrators, instructional coaches and staff to provide leadership for teachers by planning, organizing, mentoring and facilitating change to improve the instructional program for English Learners. The EL Specialist will ensure EL students receive a coordinated set of services that promote the acquisition of English and grade level achievement in all core areas.

To actively monitor and provide timely intervention and support that accelerates the EL reclassification process, Winters JUSD will continue to utilize an EL program data and instructional planning platform (Action 2.9). This tool allows educators to manage complex EL program requirements, build their capacity to serve multilingual learners, and empower English Learners with the academic language necessary for success in school.

To ensure that families, especially the parents and guardians of unduplicated student groups, have a point of contact, the district will provide a Bilingual Family Liaison (Action 3.12). This dedicated employee will work with school staff to help parents get the information and assistance they need to support their children at home and to ensure their children's success in school. The Bilingual Family Liaison will serve as a connection between teachers, parents, students, support staff, and the community facilitating communication about educational programs, services, and student issues in areas such as attendance, academics, behavior and health. The Bilingual Family Liaison will provide related outreach, support, and guidance services.

Additional Concentration Grant Funding

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

The additional concentration grant add-on funds will help support 31.55 FTE of instructional aides throughout Winters JUSD including:

Waggoner: 9.96 FTE Instructional Aides
Shirley Rominger Intermediate School: 4.69 FTE Instructional Aides
Winters Middle School: 3.96 FTE Instructional Aides
Winters High School: 11.31 FTE Instructional Aides

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	n/a	1 : 29.08

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 certificated staff providing direct services to students	n/a	1 : 14.83

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	$17,874,042	$3,499,198	19.577%	0.000%	19.577%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,354,140.00	$2,793,053.00	$1,558,500.00	$610,071.00	$11,315,764.00	$9,714,264.00	$1,601,500.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Smaller Class Sizes	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Waggoner Elementary & Shirley Rominger Intermediate K-5		$790,000.00	$0.00	$790,000.00				$790,000.00	
1	1.2	Common Core Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$210,000.00	$80,000.00	$130,000.00			$210,000.00	
1	1.3	SEL School Block Grants	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.4	PBIS & Restorative Justice Programs	All	No			All Schools		$0.00	$0.00			$0.00		$0.00	
1	1.5	Behavior Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$132,459.00	$58,500.00	$190,959.00				$190,959.00	
1	1.6	Counseling Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$880,051.00	$90,000.00	$693,051.00	$255,000.00		$22,000.00	$970,051.00	
1	1.7	Community School Services	All	No			Specific Schools: Winters Middle School 6-8		$135,000.00	$0.00		$135,000.00			$135,000.00	
1	1.8	Activity Stipends	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$103,500.00	$0.00	$103,500.00				$103,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.9	Athletic Stipends and Transportation	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Winters Middle School, Winters High School 6-12		$162,000.00	$13,000.00	$175,000.00				$175,000.00	
1	1.10	Educational Equity Professional Development	All	No			All Schools		$0.00	$7,500.00	$7,500.00				$7,500.00	
1	1.11	Facilities Master Plan Engagement and Implementation	All	No			All Schools									
1	1.12	Student Technology Replacement Cycle	All	No			All Schools		$0.00	$150,000.00	$150,000.00				$150,000.00	
1	1.13	New Teacher Induction Program	All	No			All Schools		$60,500.00	$0.00	$60,500.00				$60,500.00	
1	1.14	Instructional Aides for Kindergarten	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Waggoner Elementary School K		$222,500.00	$0.00	$222,500.00				$222,500.00	
2	2.1	Expository Reading and Writing Curriculum (ERWC) and PD	All	No			Specific Schools: Winters High and Winters Middle School 9-12		$0.00	$3,000.00	$3,000.00				$3,000.00	
2	2.2	Math Framework PD, Pathway Design, & Curriculum Pilot	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$15,000.00	$15,000.00				$15,000.00	
2	2.3	EL Instructional Materials	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$30,000.00	$30,000.00				$30,000.00	
2	2.4	Designated English Language Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	2.5
2	2.5	Instructional Coach and Elementary Support TOSA	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools		$278,150.00	$0.00	$212,800.00	$65,350.00			$278,150.00	

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
			Low Income			Low Income										
2	2.6	Supplemental Professional Development	All	No			All Schools		$0.00	$65,000.00		$65,000.00			$65,000.00	
2	2.7	Educating ELs & Multilingual Learners PD	All	No			All Schools		$6,000.00	$0.00				$6,000.00	$6,000.00	
2	2.8	TK-12 Music Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$230,000.00	$0.00	$230,000.00				$230,000.00	
2	2.9	Arts Education Support	All	No			All Schools		$448,500.00	$0.00	$356,500.00	$92,000.00			$448,500.00	
2	2.10	School Year Expanded Learning Program	All	No			Specific Schools: Waggoner Elementary School, Shirley Rominger Intermediate School, Winters Middle School TK - 8		$1,347,804.00	$183,000.00		$1,241,233.00		$289,571.00	$1,530,804.00	
2	2.11	Summer Expanded Learning Program	All	No			All Schools		$442,000.00	$62,000.00		$387,000.00		$117,000.00	$504,000.00	
2	2.12	Rural Special Education Collaborative and Adult Living Skills Program	Students with Disabilities	No			Specific Schools: Winters Middle School, Winters High School 6-12		$271,500.00	$38,000.00			$309,500.00		$309,500.00	
2	2.13	Specialist Services	Students with Disabilities	No			All Schools		$540,000.00	$0.00	$80,000.00		$460,000.00		$540,000.00	
2	2.14	Speech Pathology Services	Students with Disabilities	No			All Schools		$400,000.00	$100,000.00			$500,000.00		$500,000.00	
2	2.15	Attendance and Engagement Initiative	All	No			All Schools									
2	2.16	Home to School Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$385,000.00	$350,000.00	$735,000.00				$735,000.00	
2	2.17	Special Education Transportation	Students with Disabilities	No			All Schools		$400,000.00	$80,000.00	$480,000.00				$480,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.18	Nursing Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$395,000.00	$15,000.00	$121,000.00		$289,000.00		$410,000.00	
3	3.1	Multi-Tiered System of Support and Coordination of Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$10,000.00	$0.00	$10,000.00				$10,000.00	
3	3.2	College Career Readiness Elementary and Middle School Block Grants	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$7,500.00	$7,500.00				$7,500.00	
3	3.3	College and Career Preparation Support Position and Initiatives	All	No			All Schools		$161,000.00	$0.00		$161,000.00			$161,000.00	
3	3.4	College and Career Access Pathways (Dual Enrollment)	All	No			All Schools		$209,300.00	$0.00	$195,830.00	$13,470.00			$209,300.00	
3	3.5	AVID Program	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Winters Middle School, Winters High School 6-12		$185,000.00	$26,500.00	$175,000.00			$36,500.00	$211,500.00	
3	3.6	AP Test Fees	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Winters High School 9-12		$0.00	$25,000.00	$25,000.00				$25,000.00	
3	3.7	CTE Pathway Staff and Stipends	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Winters High School 9-12		$463,000.00	$0.00	$330,000.00	$133,000.00			$463,000.00	
3	3.8	English Learner Specialist	English Learners	No			All Schools		$100,000.00	$0.00	$53,000.00			$47,000.00	$100,000.00	
3	3.9	Secondary Cross-Disciplinary Dually Identified Student Inquiry Team	English Learners	No			Specific Schools: Winters High School; Winters High School 6-12		$0.00	$10,000.00				$10,000.00	$10,000.00	
3	3.10	Reading Intervention Support	All	No			Specific Schools: Waggoner		$280,000.00	$0.00	$210,000.00			$70,000.00	$280,000.00	

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
							Elementary School, Shirley Rominger Intermediate School K-5									
3	3.11	Additional Library Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$328,000.00	$0.00	$328,000.00				$328,000.00	
3	3.12	Graduate Profile Implementation	All	No			All Schools		$115,000.00	$0.00		$115,000.00			$115,000.00	
3	3.13	Reading/Math Diagnostic & Instruction Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$40,000.00	$28,000.00			$12,000.00	$40,000.00	
3	3.14	Student Assessment, Data Management, & Reporting System	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$12,500.00	$12,500.00				$12,500.00	
3	3.15	EL Data and Program Management Platform	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools									
3	3.16	K-5 Dual Language Immersion Program	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Waggoner Elementary School, Shirley Rominger Intermediate School K-5		$233,000.00	$0.00	$233,000.00				$233,000.00	
4	4.1	Supplemental Social Emotional Learning Curriculum	All	No			Specific Schools: Wolfskill CRA 10-12		$0.00	$0.00		$0.00			$0.00	
4	4.2	Supplemental Content Area Differentiated Instruction	All	No			Specific Schools: Wolfskill CRA 10-12		$0.00	$0.00		$0.00			$0.00	

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
$17,874,042	$3,499,198	19.577%	0.000%	19.577%	$4,757,810.00	2.500%	29.119 %	**Total:**	$4,757,810.00
								LEA-wide Total:	$2,777,310.00
								Limited Total:	$30,000.00
								Schoolwide Total:	$1,950,500.00

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**	Smaller Class Sizes	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Waggoner Elementary & Shirley Rominger Intermediate K-5	$790,000.00	
1	**1.2**	Common Core Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$80,000.00	
1	**1.3**	SEL School Block Grants	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
1	**1.5**	Behavior Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$190,959.00	
1	**1.6**	Counseling Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$693,051.00	
1	**1.8**	Activity Stipends	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$103,500.00	

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	1.9	Athletic Stipends and Transportation	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Winters Middle School, Winters High School 6-12	$175,000.00	
1	1.14	Instructional Aides for Kindergarten	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Waggoner Elementary School K	$222,500.00	
2	2.2	Math Framework PD, Pathway Design, & Curriculum Pilot	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	
2	2.3	EL Instructional Materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$30,000.00	
2	2.4	Designated English Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$0.00	2.5
2	2.5	Instructional Coach and Elementary Support TOSA	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$212,800.00	
2	2.8	TK-12 Music Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$230,000.00	
2	2.16	Home to School Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$735,000.00	
2	2.18	Nursing Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$121,000.00	
3	3.1	Multi-Tiered System of Support and Coordination of Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
3	3.2	College Career Readiness Elementary and Middle School Block Grants	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,500.00	
3	3.5	AVID Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Winters Middle School, Winters High School	$175,000.00	

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 (%)
						6-12		
3	3.6	AP Test Fees	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Winters High School 9-12	$25,000.00	
3	3.7	CTE Pathway Staff and Stipends	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Winters High School 9-12	$330,000.00	
3	3.11	Additional Library Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$328,000.00	
3	3.13	Reading/Math Diagnostic & Instruction Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$28,000.00	
3	3.14	Student Assessment, Data Management, & Reporting System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,500.00	
3	3.15	EL Data and Program Management Platform	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		
3	3.16	K-5 Dual Language Immersion Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Waggoner Elementary School, Shirley Rominger Intermediate School K-5	$233,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$10,409,442.00	$11,277,993.15

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**	Smaller Class Sizes	Yes	$695,250.00	750,000.00
1	**1.2**	Common Core Materials	No	$230,153.00	188,535.27
1	**1.3**	SEL School Block Grants	Yes	$10,000.00	10,000.00
1	**1.4**	PBIS & Restorative Justice Programs	No	$0.00	0.00
1	**1.5**	Behavior Support Services	Yes	$191,000.00	204,000.00
1	**1.6**	Counseling Services	Yes	$631,531.00	661,000.00
1	**1.7**	Community School Services	No	$225,000.00	244,776.00
1	**1.8**	Activity Stipends	Yes	$71,565.00	136,326.00
1	**1.9**	Athletic Stipends and Transportation	Yes	$314,112.00	329,452.00
1	**1.10**	Educational Equity Professional Development	No	$10,000.00	0.00
1	**1.11**	Facilities Master Plan Engagement and Implementation	No	0.00	0.00

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	1.12	Student Technology Replacement Cycle	No	$0.00	0.00
1	1.13	New Teacher Induction Program	No	$65,000.00	70,050.00
1	1.14	Instructional Aides for Kindergarten	Yes	$211,260.00	217,000.00
2	2.1	Expository Reading and Writing Curriculum (ERWC) and PD	No	$5,000.00	58.10
2	2.2	Math Framework PD, Pathway Design, & Curriculum Pilot	Yes	$6,000.00	0.00
2	2.3	EL Instructional Materials	Yes	$30,000.00	2,305.73
2	2.4	Designated English Language Development	Yes	$0.00	0.00
2	2.5	Instructional Coach and Elementary Support TOSA	Yes	$299,033.00	256,020.00
2	2.6	Supplemental Professional Development	No	$57,000.00	65,000.00
2	2.7	Educating ELs & Multilingual Learners PD	No	$9,000.00	32,000.00
2	2.8	TK-12 Music Program	Yes	$231,208.00	149,000.00
2	2.9	Supplemental Arts Education Support	No	$252,849.00	90,000.00
2	2.10	School Year Expanded Learning Program	No	$1,539,154.00	1,500,000.00

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	2.11	Summer Expanded Learning Program	No	$279,616.00	500,000.00
2	2.12	Rural Special Education Collaborative and Adult Living Skills Program	No	$351,601.00	391,062.00
2	2.13	Specialist Services	No	$365,253.00	538,673.00
2	2.14	Speech Pathology Services	No	$352,169.00	509,000.00
2	2.15	Attendance and Engagement Initiative	No	$5,000.00	0.00
2	2.16	Home to School Transportation	Yes	$665,100.00	942,000.00
2	2.17	Special Education Transportation	No	$509,861.00	486,000.00
2	2.18	Nursing Services	Yes	$347,804.00	391,000.00
3	3.1	Multi-Tiered System of Support and Coordination of Services	Yes	$10,000.00	10,000.00
3	3.2	College Career Readiness Elementary and Middle School Block Grants	Yes	$7,500.00	7,500.00
3	3.3	College and Career Preparation Support Positions and Initiatives	No	$130,000.00	160,000.00
3	3.4	College and Career Access Pathways (Dual Enrollment)	No	$241,972.00	166,723.00
3	3.5	AVID Program	Yes	$175,000.00	206,000.00
3	3.6	AP Test Fees	Yes	$20,000.00	25,860.00

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	**3.7**	CTE Pathway Teachers, Supplies, and Stipends	Yes	$901,789.00	979,509.00
3	**3.8**	English Learner Specialist	No	$154,877.00	150,612.00
3	**3.9**	Secondary Cross-Disciplinary Dually Identified Student Inquiry Team	No	$5,000.00	60.47
3	**3.10**	Reading Intervention Support	No	$291,160.00	408,188.00
3	**3.11**	Additional Library Services	Yes	$304,326.00	285,268.00
3	**3.12**	Graduate Profile Implementation	No	$0.00	17,086.58
3	**3.13**	Reading/Math Diagnostic & Instruction Programs	Yes	$53,000.00	59,765.00
3	**3.14**	Student Assessment, Data Management, & Reporting System	Yes	$12,000.00	12,329.00
3	**3.15**	EL Data and Program Management Platform	Yes	$20,160.00	20,160.00
3	**3.16**	K-5 Dual Language Immersion Program	Yes	$122,139.00	105,674.00
4	**4.1**	Supplemental Social Emotional Learning Curriculum	No	$0.00	0.00
4	**4.2**	Supplemental Content Area Differentiated Instruction	No	$0.00	0.00

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)
$3,494,040.00	$4,340,675.00	$4,770,538.00	($429,863.00)	2.500%	3.500%	1.000%

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	Smaller Class Sizes	Yes	$695,250.00	750000		
1	1.3	SEL School Block Grants	Yes	$10,000.00	10000		
1	1.5	Behavior Support Services	Yes	$130,000.00	156652		
1	1.6	Counseling Services	Yes	$479,875.00	567763		
1	1.8	Activity Stipends	Yes	$71,565.00	136326		
1	1.9	Athletic Stipends and Transportation	Yes	$314,112.00	329452		
1	1.14	Instructional Aides for Kindergarten	Yes	$211,260.00	217000		
2	2.2	Math Framework PD, Pathway Design, & Curriculum Pilot	Yes	$6,000.00	0		
2	2.3	EL Instructional Materials	Yes	$30,000.00	0		
2	2.4	Designated English Language Development	Yes	$0.00		2.5	3.5
2	2.5	Instructional Coach and Elementary Support TOSA	Yes	$267,313.00	226344		
2	2.8	TK-12 Music Program	Yes	$231,208.00	149000		
2	2.16	Home to School Transportation	Yes	$665,100.00	942000		

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	**2.18**	Nursing Services	Yes	$115,144.00	122048		
3	**3.1**	Multi-Tiered System of Support and Coordination of Services	Yes	$10,000.00	10000		
3	**3.2**	College Career Readiness Elementary and Middle School Block Grants	Yes	$7,500.00	7500		
3	**3.5**	AVID Program	Yes	$175,000.00	206000		
3	**3.6**	AP Test Fees	Yes	$20,000.00	25860		
3	**3.7**	CTE Pathway Teachers, Supplies, and Stipends	Yes	$389,723.00	483509		
3	**3.11**	Additional Library Services	Yes	$304,326.00	285268		
3	**3.13**	Reading/Math Diagnostic & Instruction Programs	Yes	$53,000.00	19982		
3	**3.14**	Student Assessment, Data Management, & Reporting System	Yes	$12,000.00	0		
3	**3.15**	EL Data and Program Management Platform	Yes	$20,160.00	20160		
3	**3.16**	K-5 Dual Language Immersion Program	Yes	$122,139.00	105674		

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)
17258758	$3,494,040.00	0	20.245%	$4,770,538.00	3.500%	31.141%	$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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