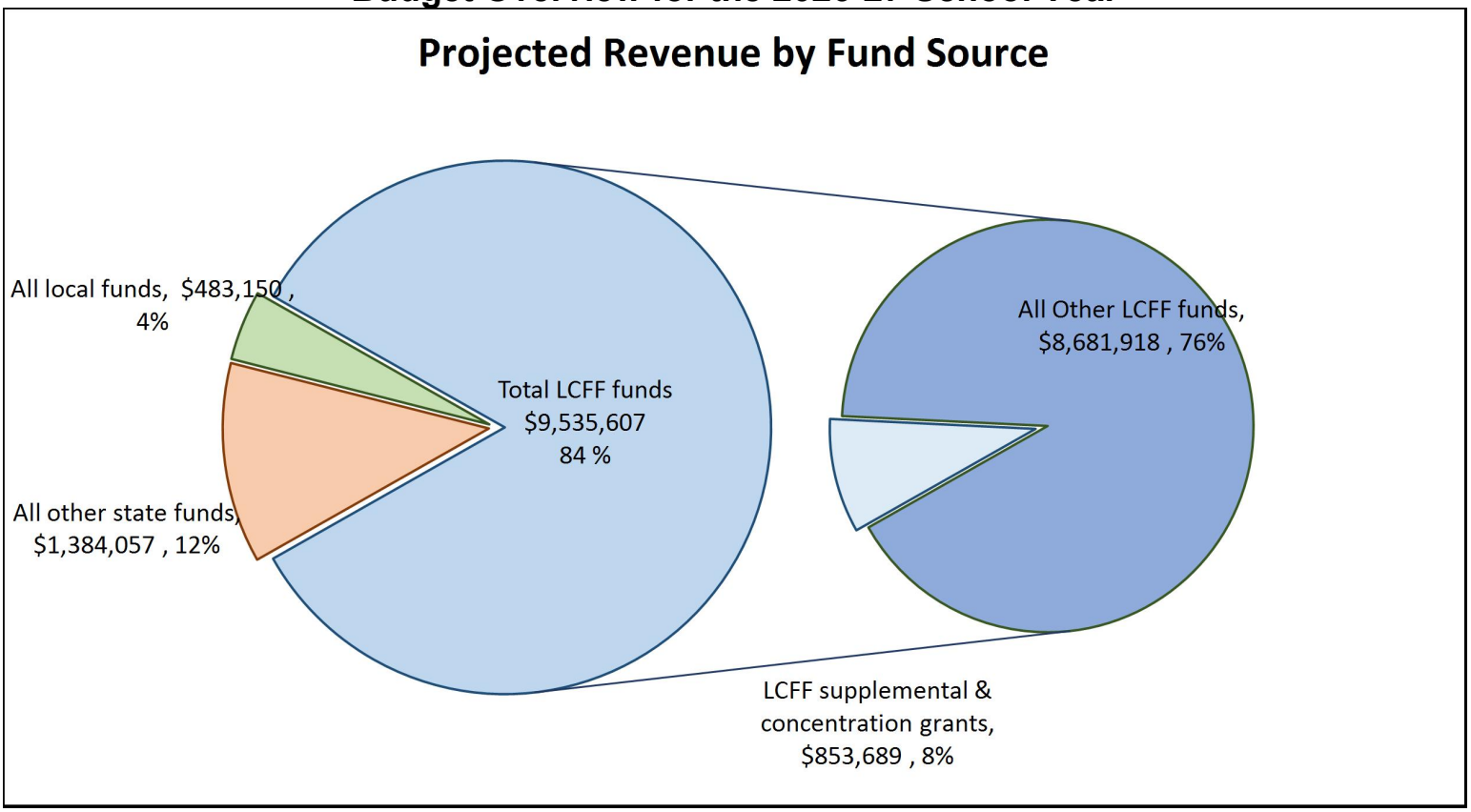
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: WASHINGTON CHARTER SCHOOL
CDS Code: 33-67058-6031959
School Year: 2026-27
LEA contact information:
Lisa Longoria Ph.D.
Principal
Lisa.Longoria@desertsands.us
760-862-4350

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



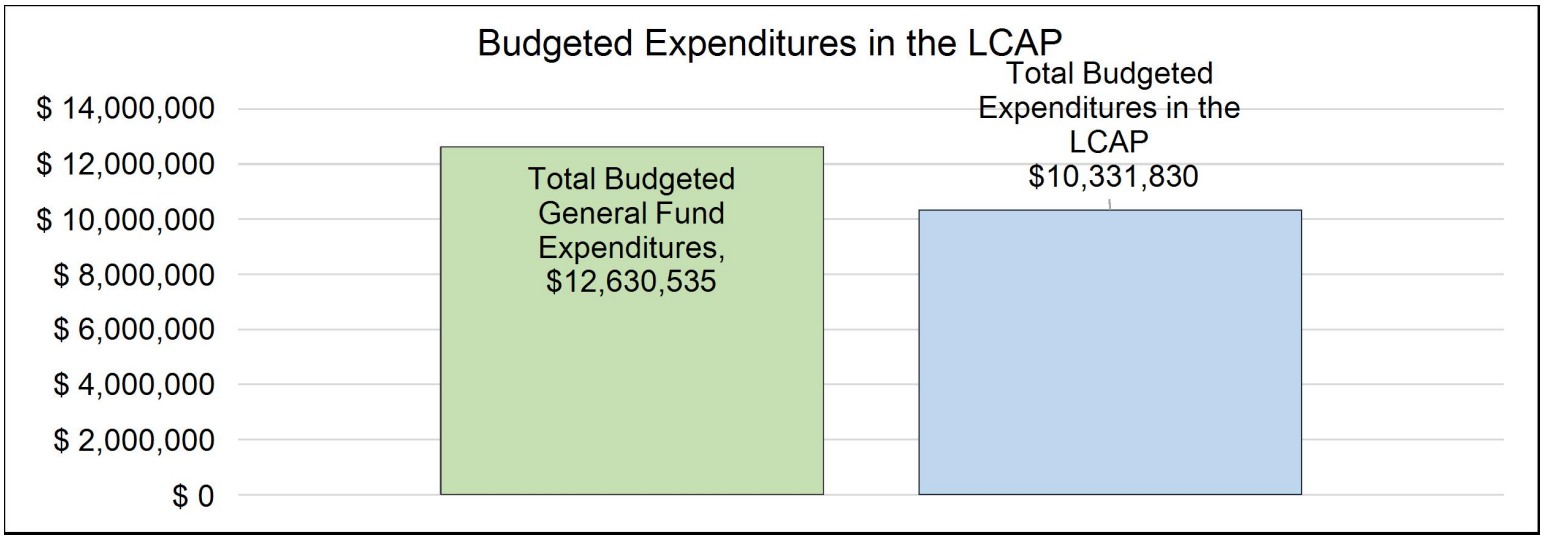
This chart shows the total general purpose revenue WASHINGTON CHARTER SCHOOL expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for WASHINGTON CHARTER SCHOOL is $11,402,814, of which $9,535,607.00 is Local Control Funding Formula (LCFF), $1,384,057.00 is other state funds, $483,150.00 is local funds, and $0.00 is federal funds. Of the $9,535,607.00 in LCFF Funds,

$853,689.00 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 WASHINGTON CHARTER SCHOOL 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: WASHINGTON CHARTER SCHOOL plans to spend $12,630,535.00 for the 2026-27 school year. Of that amount, $10,331,830.00 is tied to actions/services in the LCAP and $2,298,705 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

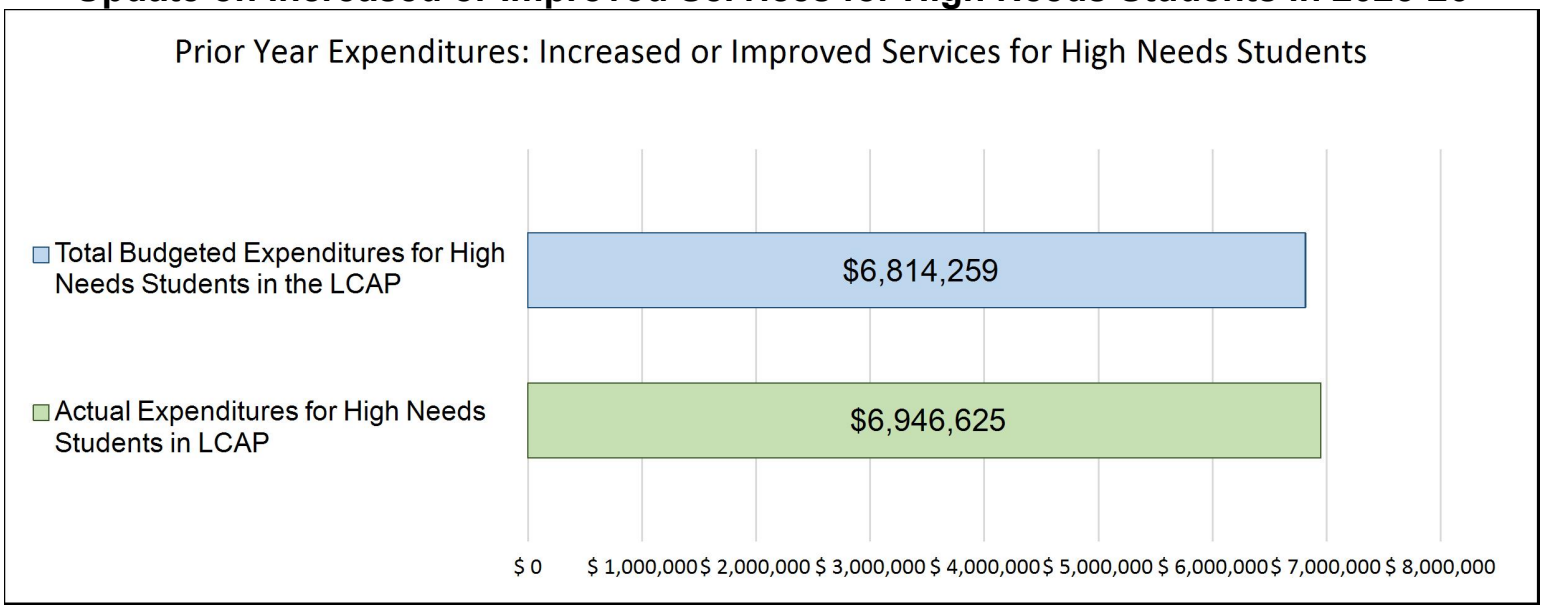
Budget expenditures not included in the LCAP include utilities, encroachments and STRS On Behalf

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

In 2026-27, WASHINGTON CHARTER SCHOOL is projecting it will receive $853,689.00 based on the enrollment of foster youth, English learner, and low-income students. WASHINGTON CHARTER SCHOOL must describe how it intends to increase or improve services for high needs students in the LCAP. WASHINGTON CHARTER SCHOOL plans to spend $7,046,571.00 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 WASHINGTON CHARTER SCHOOL budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what WASHINGTON CHARTER SCHOOL 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, WASHINGTON CHARTER SCHOOL's LCAP budgeted $6,814,259.00 for planned actions to increase or improve services for high needs students. WASHINGTON CHARTER SCHOOL actually spent $6,946,625.00 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $132,366 had the following impact on WASHINGTON CHARTER SCHOOL’s ability to increase or improve services for high needs students:

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
WASHINGTON CHARTER SCHOOL	Lisa Longoria Ph.D. Principal	lisa.longoria@desertsands.us 760-862-4350

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.

Washington Charter School is located in Riverside County. The school has been a charter school since 1994 when the initial petition was approved by the Desert Sands Unified School District Board of Education. There have been subsequent five year renewals of our charter. In June 2021 the DSUSD BOE unanimously approved the WCS Charter renewal petition for an additional seven years. To receive a renewal of seven years a number of metrics and criteria were met by the school. Due to Covid, this timeline was extended to a renewal in 2028. Washington Charter School currently serves 757 students, approximately 554 families. Students from throughout the Coachella Valley attend Washington Charter. The school's preferred admissions area was frozen when the first petition was approved in 1994. A large majority of families reside in the preferred admissions area of Washington Charter School. The grade levels served are TK- 5th. Washington Charter School is considered a dependent charter school. Of the 757 students attending Washington Charter, 48% are Caucasian, 38% are Hispanic or Latino, 7% are multi-racial, 5% are Asian, 1% are African American and 51% of the students at WCS qualify for the free and reduced lunch program. English Learners currently comprise 6% of our population. To the best of our records for the 25-26 school year, 1 student has been identified as foster children. Additional background information and statistics regarding Washington Charter School are located in our SARC and/or the Washington Charter School website. The education team at Washington Charter School is composed of hard working and dedicated teachers, support staff, two full time school counselors, instructional coach, project teacher, assistant principal and principal. This dynamic group works in close partnership to effectively meet the needs of students, parents, and community. As a charter school the staff has significant input with regard to curriculum and school operations.

Reflections: Annual Performance

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

Goal 1: Conditions of Learning & Pupil Outcomes

Washington Charter School continued to prioritize providing all students with access to rigorous instruction, highly qualified staff, targeted interventions, and well rounded educational opportunities during the 2025–2026 school year. Overall, the school maintained many areas of strength, particularly in staffing, instructional resources, enrichment opportunities, and overall schoolwide academic performance. At the same time, Dashboard and local data revealed continued challenges related to subgroup performance, English Learner progress, and the need for deeper instructional support systems for at risk students.

Washington Charter School maintained 100% appropriately assigned and fully credentialed teachers and continued ensuring that all students had access to standards aligned instructional materials. These outcomes reflect the school's continued investment in recruitment, retention, professional development, instructional coaching, and curriculum implementation. The school also continued expanding enrichment opportunities through programs such as STEM, music, PE, library services, afterschool enrichment opportunities, and the addition of a full time Art teacher, helping provide students with a more engaging and well rounded educational experience.

Professional development remained a major area of focus throughout the year. Teachers and support staff participated in multiple learning opportunities connected to literacy, math, MTSS, intervention systems, English Learner strategies, Science of Reading practices, and instructional coaching. Washington Charter School significantly expanded LETRS participation among K–5 teachers as part of its continued investment in evidence based literacy instruction and early intervention supports. Additional professional development opportunities included Literacy Footprints training, Kagan strategies, i Ready Mathematics training, intervention support, coaching cycles, and collaboration with district instructional support teams.

Instructional intervention systems also continued expanding during the 2025–2026 school year. The RISE Intervention Lab, small group intervention supports, i Ready diagnostics, DIBELS screening tools, math intervention systems, and targeted literacy interventions provided additional academic support for struggling students and at risk student groups. Through the use of multiple measures and ongoing progress monitoring, staff worked collaboratively to identify student needs and provide more targeted interventions designed to close learning gaps and strengthen foundational literacy and math skills.

Schoolwide academic performance remained relatively strong overall. According to California Dashboard indicators, schoolwide ELA performance remained within the Green performance category, while Math performance also maintained a Green performance category. Local i Ready diagnostic data further demonstrated positive student growth trends across grade levels, with increases in the percentage of students performing at or above grade level in both reading and mathematics by the Spring diagnostic window.

Despite these strengths, Dashboard and local data also identified important concerns regarding subgroup performance and academic equity. English Learner performance in ELA declined from Green to Yellow, while English Learner progress on the English Learner Progress

Indicator declined from Yellow to Orange. Additionally, Students with Disabilities continued performing within the Orange performance category in both ELA and Math. While interventions and supports remained in place, these outcomes indicate that the school's most vulnerable student groups continue requiring intensified instructional support, intervention, and differentiated strategies to close achievement gaps.

The school recognized that while many intervention systems demonstrated positive local growth indicators, the impact of these supports is still developing and may not yet be fully reflected in Dashboard outcomes. The addition of the Project Teacher role represented an important expansion of instructional leadership and coaching capacity. Through coaching cycles, teacher collaboration, intervention support, and professional development, this role has begun strengthening teacher support systems and instructional implementation across campus. However, the school recognizes that the long term impact of these systems will require continued implementation, consistency, and data analysis over time.

Washington Charter School also continued prioritizing support for at risk students and unduplicated student populations through counseling services, intervention personnel, extended learning opportunities, transportation supports, small group intervention, and summer programming. The school maintained strong afterschool enrichment opportunities through ELOP programming and community partnerships, providing students with access to enrichment classes, academic support, STEM opportunities, arts programs, athletics, music, and leadership activities. These opportunities contributed to increased student engagement, school connectedness, and access to expanded learning experiences beyond the regular instructional day.

Parent engagement also demonstrated notable improvement during the 2025–2026 school year. Participation in the WCS LCAP Parent Survey increased significantly, growing from 140 responses to 230 responses. Increased participation reflects growing family engagement, improved communication efforts, and stronger partnerships between the school and families. Parent feedback helped guide decision making related to safety, intervention supports, enrichment opportunities, communication systems, and student support services.

As part of ongoing reflection and continuous improvement efforts, Washington Charter School identified several key priorities moving forward. These priorities include strengthening Tier 1 instruction, increasing support for English Learners and Students with Disabilities, refining intervention systems, continuing Science of Reading implementation, improving instructional consistency across classrooms, expanding enrichment opportunities for advanced learners, and increasing opportunities for teacher collaboration and professional learning. The school also recognized the importance of continuing to strengthen MTSS systems and ensuring interventions are practical, measurable, and responsive to student needs.

Overall, Washington Charter School continued demonstrating strong commitment toward providing rigorous instruction, meaningful interventions, and well rounded educational experiences for all students. While Dashboard and local data revealed areas requiring continued growth, especially among student subgroups, the school also demonstrated strong systems, dedicated staff, expanding intervention supports, and a continued commitment to continuous improvement and educational equity for all students.

Goal 2: Engagement & School Climate

Washington Charter School continued to prioritize creating a safe, clean, supportive, and engaging learning environment for all students during the 2025–2026 school year. Overall, the school maintained several positive outcomes connected to school climate and student support systems, while also identifying areas requiring continued growth and refinement based on California Dashboard indicators, Panorama Survey data, attendance data, and local site data.

One of the school's greatest strengths continued to be maintaining a positive behavioral culture, as reflected by the school sustaining a Blue performance level on the California Dashboard Suspension Indicator (2.1). This outcome reflects the effectiveness of proactive counseling services, positive behavior supports, structured interventions, restorative practices, and schoolwide social emotional learning efforts implemented throughout the year. WCS continued funding for two full time counselors, counseling groups, individual student support, crisis intervention, and partnerships with district and community behavioral health resources to support the growing social emotional needs of students following the pandemic.

The school also continued strengthening schoolwide systems designed to improve consistency, student accountability, and positive school culture. The Patriot CARES framework and Patriot Reflections system helped reinforce schoolwide expectations centered around students Choosing Kindness, Acting Responsibly, Remaining Safe, Engaging in Learning, and Showing Respect. These systems emphasized restorative practices, reflection, reteaching, and positive recognition rather than relying solely on punitive responses. CARES recognitions, restorative conversations, structured supports, and leadership opportunities helped reinforce positive student behavior and connectedness across campus. Student feedback gathered through Panorama surveys and student focus groups highlighted the importance of clear, fair, and consistent expectations, which directly informed continued refinement of these systems.

School safety and campus supervision remained strong areas of focus throughout the year. WCS maintained a School Safety Committee that reviewed and updated the Comprehensive School Safety Plan, Building Disaster Plan, and Instructional Continuity Plan. Additional safety measures included maintaining a full time Security Agent, ongoing supervision support from School Site Monitors, enhanced campus monitoring procedures, and the expansion of the WatchDOG parent volunteer program. Parents continued to report strong satisfaction regarding campus safety, with 92% of survey respondents indicating they were satisfied or very satisfied with school safety measures implemented during the school year.

In addition to physical safety, WCS continued investing in programs and practices designed to strengthen student belonging and inclusivity. The Diversity, Equity, and Inclusion Committee expanded during the 2024–2025 school year to include additional staff and parents, while culturally diverse books, student leadership opportunities, schoolwide recognition systems, and SEL supports continued promoting a more inclusive school environment. Fifth grade leadership students continued participating in schoolwide announcements and activities that highlighted positive school culture, diversity, and community connectedness.

Although many positive systems and supports remained in place, local data and Dashboard indicators also revealed important challenges that continue to require focused attention. Student attendance declined slightly from 95.16% to 94.78%, while chronic absenteeism increased from 10% to 11.4%, particularly among Transitional Kindergarten students. These trends suggest that attendance and consistent school engagement remain ongoing challenges for many families, especially among younger students still developing routines and habits connected to daily school attendance.

Panorama Survey results also reflected mixed outcomes regarding student connectedness and safety. Student Sense of Belonging increased slightly from 67% to 69%, demonstrating some progress in helping students feel valued and connected to the school community. However, Sense of Safety declined from 69% to 66%, indicating that additional work is still needed to strengthen students' emotional safety, trust, peer relationships, and perceptions of fairness and support across campus. These results reinforced the need for continued investment in relationship building, student supervision, restorative practices, behavior systems, and social emotional learning supports.

The school also recognized that while systems such as Patriot CARES, counseling supports, structured interventions, and supervision systems have shown positive impact, implementation consistency across classrooms and campus environments continues to be an area for ongoing growth. Student focus group feedback emphasized the importance of students feeling heard, respected, supported by adults, and held to clear and fair expectations. This feedback reinforced the school's commitment to refining and strengthening consistent schoolwide systems and practices moving forward.

As part of the school's reflection and response to these identified needs, WCS added the Assistant Principal position for the 2025–2026 school year to strengthen administrative support, campus supervision, student services, and schoolwide systems implementation. In addition, the addition of a Bilingual Community Technician was included to provide more intensive outreach and culturally responsive support for students and families experiencing chronic absenteeism or disengagement from school. These additional positions are intended to strengthen communication, improve attendance interventions, increase connectedness, and support a more effective multi tiered system of support for students and families.

Overall, Washington Charter School demonstrated continued commitment toward maintaining a safe, supportive, and engaging learning environment while proactively responding to emerging student needs. While positive systems and strong foundational practices remain in place, the school recognizes the continued need to strengthen attendance systems, improve student perceptions of safety and belonging, and ensure greater consistency in schoolwide implementation of behavioral and social emotional supports. Moving forward, WCS remains committed to refining systems that support the academic, behavioral, and social emotional success of all students.

Reflections: Technical Assistance

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

Not Applicable

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

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
Parent/Guardian	“Popcorn with the Principal” twice per year, “Coffee with the Principal” three times per year, monthly Parent Club Foundation meetings Parent/Guardian Survey January 2026 ELAC Monthly Meetings LCAP Parent Meeting February 4th at 6:00 pm. The principal presented the Mid-Year LCAP update to parents and families. Families had the opportunity to attend in person or via google meet. Also, an opportunity for Q & A was provided after the presentation. LCAP Parent Survey English/Spanish: Survey sent to all parents/guardians via email and Parent View initially on 12/2/25 with an anticipated close date of 12/19/25 Total responses: 270.
Washington Charter School Staff which incuded teachers and classified personnel	Staff meetings included but not limited to the dates. During the staff meetings input, and feedback were solicited. Also, updates were given on the LCAP. 9/3/25 10/1/25 11/5/25 2/4/26 3/4/26 4/1/26 3/5/26 4/2/26 5/20/26

Educational Partner(s)	Process for Engagement
PLC Team Collaboration	Met regularly with grade level and department teams where LCAP was discussed as a part of ongoing conversations around curriculum, student growth, etc.
Student Focus Panel	On January 26, 2026 based on the demographics of the CA Dashboard we invited students across the 4th & 5th grade student body to have an open discussion on topics such as after school programs, student well being, and academic support.
Governance Council Meetings	Because the WCS LCAP is reflective of our focus, resources, and time the LCAP is often a part of the Principal's comments, always a part of budget reports, i.e. Interim Reports, as well as part of discussions surrounding the approval of monthly expenditure reports. Updates on the progress and process of LCAP development are woven in, as well. LCAP Mid Year Update Presentation February 25, 2026
Panorama Surveys	Fall 2025: Students 3-5 completed the Fall Equity Survey and Fall Well Being Survey, Teachers and Staff completed the Fall Staff Survey Spring 2026: Students 3-5 completed the Skills and Competencies and Support and Environment Surveys, Staff completed the Climate Survey, Families completed the School Relationships Survey

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

How Engagement of Educational Partners Influenced the Adopted LCAP
The development of the George Washington Charter Elementary School LCAP was directly shaped by the feedback and participation of a wide range of educational partners, including parents, students, and staff. Through surveys, a parent Q&A session, ELAC meetings, and a student focus group, we ensured that all voices were heard and considered when identifying priorities and actions for the upcoming years.
Parent Engagement and Input
Eight parents attended the Mid Year LCAP presentation and participated in discussions regarding academics, attendance, student supports, school safety, and family engagement. Parents discussed consistency in math curriculum across grade levels, access to academic support resources for families, and current math intervention supports for students. Questions were also raised regarding early literacy, student retention practices, and the RISE reading intervention program. Attendance and chronic absenteeism concerns, particularly in TK and across multiple grade levels, were reviewed. Parents shared concerns regarding recent security and gate procedure changes during assemblies and expressed a need for clearer communication. The meeting also included discussion of the Patriot CARES Framework, student behavior concerns in the primary grades, and the importance of strong family school communication and support systems.

Survey Feedback
Educational partner feedback collected through the LCAP parent survey, school meetings, and stakeholder engagement opportunities directly influenced the development of the 2026–2027 LCAP. Parents expressed a desire for stronger academic consistency across grade levels, particularly in mathematics instruction, while also valuing the school's flexibility as a charter school to utilize effective state adopted curriculum resources. Families requested additional academic supports, including intervention opportunities and tools that help parents support learning at home. Feedback also highlighted concerns regarding attendance and chronic absenteeism, especially in the primary grades, school safety and supervision procedures, communication with families, and student behavior supports. Parents additionally asked questions regarding promotion and retention practices, student learning expectations, and campus operational improvements. This feedback informed the refinement of actions and services connected to academic intervention, attendance supports, family engagement, school climate, student supervision, and consistent instructional practices throughout the adopted LCAP.
Focus Group: Student Survey & Panorama Survey Findings
Student feedback gathered through the 2026–2027 LCAP Student Focus Group and Panorama survey results helped shape the development of the adopted LCAP by providing insight into students' academic experiences, sense of belonging, and school safety perceptions. Students shared that they value positive relationships with teachers and peers, engaging learning opportunities, recess, PE, and after school activities as important reasons they enjoy attending school. Students expressed that welcoming teachers, friendships, and supportive classrooms contribute to a sense of belonging, while some students also shared concerns about peer acceptance, fairness, and feeling comfortable being themselves at school. Feedback identified areas for growth related to student supervision during recess, consistency and fairness in rule enforcement, student voice, and ensuring students feel heard by adults during conflict situations. Students also requested additional academic supports, including clearer explanations during lessons, more instructional videos, additional time to complete assignments, and engaging teaching strategies that make learning enjoyable. Panorama survey data regarding sense of belonging and sense of safety, combined with student focus group feedback, informed actions and services connected to school climate, supervision and safety procedures, restorative practices, student support systems, academic intervention, and relationship building efforts within the adopted LCAP.
Conclusion
The engagement of educational partners deeply influenced the direction of the adopted LCAP. By listening to our community, we were able to prioritize safety, access to enrichment, academic differentiation, communication, and student wellness. The LCAP reflects a shared vision developed through authentic dialogue and demonstrates our continued commitment to a school environment where all students thrive academically, socially, and emotionally.
Teacher Feedback and Its Influence
Staff identified WCS strengths as dedicated teachers and staff, strong parent involvement, positive school culture, academic programs, and high expectations for students. Educational partners expressed a need for stronger and more consistent academic intervention systems, including additional support for English learners, students with disabilities, students with behavioral needs, and students needing math intervention. Staff also identified concerns regarding class sizes, intervention scheduling conflicts, and lack of support personnel. Staff requested increased social emotional and mental health supports, including SEL curriculum, counseling services, behavior support systems, playground supports, and professional development focused on emotional regulation, restorative practices, and supporting students with challenging behaviors. Professional development feedback highlighted appreciation for LETRS training, literacy strategies, instructional collaboration, and intervention planning. Staff also requested additional training in AI tools, Kagan strategies, integrated ELD supports, data analysis, and practical classroom strategies aligned to student needs. Staff identified communication, consistency, collaboration, and schoolwide alignment as areas for continued growth, including vertical articulation, curriculum consistency, schoolwide expectations, staff

unity, and increased opportunities for collaboration and shared decision making. Safety feedback was generally positive, with staff acknowledging cameras, fencing, supervision systems, and campus safety measures. Concerns included classroom window visibility, campus access points, communication transparency during safety incidents, and student accountability for behavior. Staff expressed appreciation for custodial staff and overall campus upkeep while identifying areas for improvement related to classroom cleaning, hallway and stair maintenance, vacuuming frequency, and outdoor cleanliness.

Conclusion

The engagement of educational partners deeply influenced the direction and priorities of the adopted 2026–2027 LCAP. Through surveys, meetings, focus groups, and stakeholder discussions, parents, students, and staff provided valuable feedback regarding academic programs, intervention supports, school safety, communication, social emotional learning, student belonging, and overall school climate. Common themes across all stakeholder groups highlighted the importance of consistent academic supports, strong relationships, student wellness, effective communication, inclusive practices, and safe learning environments. The adopted LCAP reflects these shared priorities through actions and services designed to strengthen academic achievement, student support systems, family engagement, staff collaboration, intervention services, and school connectedness to ensure all students are supported academically, socially, and emotionally.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will have a rigorous curriculum delivered by highly qualified staff that will lead to demonstrated growth as measured by site, state and federal assessment.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 1 is a broad goal with many components working together to ensure that all students at WCS learn at high levels. At the heart of Goal 1 is the understanding that it is vital that all students at WCS receive instruction and support from highly qualified staff. The charter defines the WCS education team as all staff members. This goal aligns with the WCS charter. Students need to receive a balanced educational program that is rigorous, relevant, and equitable. There are a number of ways in which a child can demonstrate or show growth, including non-academic measures. The social-emotional learning (SEL) needs of our educational partners must continue to be addressed in order for academic growth to be maximized. We know that when a school has a well-aligned, current, rigorous curriculum, delivered by well compensated staff, with realistic class size, students thrive. These components, accompanied by targeted interventions, as well as enrichment opportunities, will result in growth. Data informs the development and the analysis of implemented action plans, but it is important to note that data should be viewed through multiple lenses. As the actions for the 2025-2026 year, encompassing the new LCAP cycle, 2024-2027 are written, we must continue to remain flexible, and ready to make adjustments in order to achieve the desired outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	All core classroom teachers are appropriately assigned	100% of classroom teachers (2023-2024) are appropriately	100% of classroom teachers (2024-2025) are	100% of classroom teachers (2025-2026) are	100% of classroom teachers are appropriately	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and fully credentialed. Annual Williams/SARC Report.	assigned and fully credentialed.	appropriately assigned and fully credentialed.	appropriately assigned and fully credentialed	assigned and fully credentialed.	
1.2	All Washington Charter pupils have sufficient access to the standards-aligned instructional materials. Annual William/SARC Report.	100% of students have access to textbooks and instructional materials.	100% of students have access to textbooks and instructional materials.	100% of students have access to textbooks and instructional materials.	100% of students have access to textbooks and instruction materials.	No change
1.3	Achievement in grade-level standards for ELA will result in a performance category of green or blue school wide. EL, SED, and SWD student group achievement in grade level standards for ELA will result in a performance category of yellow, green or blue California Dashboard: Academic Indicators.	California Dashboard Academic Indicator for ELA (2022-2023). Schoolwide: 45.7 points above level 3 (Standard) a decrease of 1.9 points. Performance Level: Blue. EL: 9.8 points above standard, an increase of 7.1 points. Performance Level: Green. SED:16.8 points above standard, a decrease of 1.7 points. Performance Level: Green.	California Dashboard Academic Indicator for ELA (2023-2024) Schoolwide: 41.5 points above level 3 (Standard) a decrease of 4.2 points. Performance Level: Green EL: 3.6 points below standard, a decrease of 13.5 points. Performance Level:Yellow SED: 16.5 points above standard, a decrease of .4 points.	California Dashboard Academic Indicator for ELA (2024-2025) Schoolwide: 43.4 points above Standard and an increase of 1.9 points. Performance Level: Green EL: 23.7 points below standard, a decrease of 20.1 points. Performance Level:Orange SED: 20.6 points above standard, an increase of 4.2 points.	Maintain or increase student achievement levels and scale scores. Schoolwide performance category of green or blue. EL, SED and SWD performance category of yellow, green, or blue. Increase school wide scale score above level 3 to 55 points above level 3 (Standard). EL: 30 points above level 3. SED: 35 points above level 3,	ELA Scores Schoolwide increase of 1.9 from 41.5 points above standard to 43.4 points above standard maintaining Green. EL: Decreased from 3.6 points below standard to 23.7 points below standard,a decrease of 20.1 points moved from Yellow to Orange SED: Increased 4.1 points with no change in performance level Green.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 58.1 points below standard, a decrease of 27.4 points. Performance Level: Orange. Students made 138% median progress toward Typical Growth (Goal is to exceed 100%). 78% of students are performing at or above grade level.	Performance Level: Green SWD: 67.5 points below standard, a decrease of 9.5 points. Performance Level: Orange Students made 142% median progress toward Typical Growth (Goal is to exceed 100%). 79% of students are performing at or above grade level.	Performance Level: Green SWD: 29.6 points below standard, an increase of 38 points. Performance Level: Yellow	SWD: 20 points below level 3.	SWD: Increase of 37.9 points from 67.5 points below standard to 29.6 points below standard. Permanence Level increased to Yellow
1.4	Achievement in grade-level standards for Math will result in a performance category of green or blue school wide. EL, SED, and SWD student group achievement in grade-level standards for Math will result in a performance category of yellow, green or blue California Dashboard: Academic Indicators.	California Dashboard Academic Indicators for Mathematics (2022-2023). Schoolwide: 25.2 points above standard, an increase of 7.5 points. Performance Level: Green. EL: 3.4 points below standard an increase of 15.1 points.	California Dashboard Academic Indicators for Mathematics (2023-2024) Schoolwide: 26.9 points above standard, maintained 1.87 points. Performance Level: Green. EL: 9 below standard, a	California Dashboard Academic Indicators for Mathematics (2023-2024) Schoolwide: 29 points above standard, maintained 2.1 points. Performance Level: Green.	Maintain or increase student achievement levels and scale scores. Schoolwide performance category of green or blue. EL, SED, and SWD performance category of yellow or green. Increase schoolwide scale score above level 3 to 35 points	Math School wide Scores: Increased 2.1 points to 29 points above standard. Performance Level Maintained Green EL: Decreased 25.2 points from 9 points below standard to 34.2 points below standard.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Performance Level: Green. SED: 1.2 points below standard, an increase of 7.9 points. Performance Level: Green. SWD: 64.6 points below standard, a decrease of 14.9 points. Performance Level: Orange. Students made 112% median percent progress toward Typical Growth (Goal 100%). 73% of students are performing at or above grade level.	decrease of 5.5 points. Performance Level: Yellow SED: 1 point below standard, maintained 0.2 points. Performance Level: Yellow SWD: 64.9 points below standard, maintained -0.3 points. Performance Level: Orange Students made 107% median percent progress toward Typical Growth (Goal is to exceed 100%). 73% of students are performing at or above grade level.	EL: 34.2 points below standard, a decrease of 25.2 points. Performance Level: Orange SED: 5.4 points above standard, increased 6.4 points. Performance Level: Green SWD: 46 points below standard, increased 18.8 points Performance Level: Yellow	above level 3. EL, 15 points above level 3. SED, 20 points above level 3. SWD 30 points below level 3.	Performance Level Yellow to Orange. SED: Increased 6.4 points to 5.4 points above grade level. Performance Level moved from Yellow to Green SWD: Increased 18.9 points below standard from 64.9 points below standard. Permanence Level Maintained Orange
1.5	English Learners will make annual progress toward English proficiency to maintain an English learners progress performance	California Dashboard English Learner Progress Indicator (2022-2023) Status Level: High with 56.4% of ELLs making	California Dashboard English Learner Progress Indicator (2023-2024)	California Dashboard English Learner Progress Indicator (2024-2025)	Increase the percent of English Learners demonstrating annual progress in English Language	Increase of 17.3%, with 62.5% making progress. Permanence Level change of Orange to Blue

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	category high or very high. California Dashboard: English Learner Progress Indicator.	progress toward proficiency.	Status Level: 45.2% making progress with a Decline of 11.1% Performance Level: Orange	Status Level: 62.5% making progress with an increase of 17.3% Performance Level: Blue	Proficiency by 2% and maintain English Learner progress performance level of high or increase to very high.	
1.6	English learners will meet criteria for reclassification CALPADS Fall 1 Report and/or DSUSD Data Warehouse.	Reclassification rate for 2023-2024 is 15%.	Reclassification rate for 2024-2025 is 20%.		Annual reclassification rate will be at/above 11%.	
1.7	Washington Charter will seek parent input in making decisions through the LCAP survey.	46 parents/guardians responded to the 2024 Spring Family-School Relationships Survey 140 parents/guardians responded to the WCS LCAP Survey completed in February 2024. It is likely that members of the WCS community also responded to the DSUSD survey, but we are not able to disaggregate this information.	42 Parents/Guardians responded to the 2025 Winter Family-School Relationships Survey. 230 parents/guardians responded to the WCS LCAP Survey completed in February 2025. It is likely that members of the WCS community also responded to the DSUSD survey, but we are not able to	270 parents/guardians responded to the WCS LCAP Survey completed in December 2025. It is likely that members of the WCS community also responded to the DSUSD survey, but we are not able to disaggregate this information	Increase to 160 the number of parents who respond to the annual LCAP survey.	Parents responding to the WCS Parent LCAP survey increased by 40.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			disaggregate this information			
1.8	Professional Development	Two Days October 2024 and January 2025.	Two Days, October 2024 and January 2025	Two Days, October 2025 and January 2026	Two or more Professional Development Days.	Maintained 2 Professional Development Days

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.

Using our LCAP and the WCS Mission Statement as guides that govern our decisions and actions, Washington Charter School was able to successfully implement a majority of the actions outlined in our LCAP. During the 2025-2026 school year, the staff at WCS continued to work diligently to carry forward the actions put into place to ensure that all students at WCS make demonstrable, measurable growth.

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.

N/A

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

Using our LCAP and the WCS Mission Statement as guides that govern our decisions and actions, Washington Charter School was able to successfully implement the majority of the actions outlined in Goal 1 during the 2025–2026 school year. During the 2025–2026 school year, the staff at WCS continued to work diligently to carry forward the actions and supports put into place to ensure that all students at WCS make demonstrable and measurable growth academically, socially, and emotionally. Through continued implementation of instructional coaching, intervention systems, professional development, enrichment opportunities, technology integration, and targeted student supports, WCS remained focused on meeting the needs of all students while continuing to refine systems and practices schoolwide.

Goal 1.1

Maintaining a highly qualified staff continued to be a priority during the 2025–2026 school year. WCS successfully hired new teaching staff, interventionists, and support staff to continue meeting the academic and social emotional needs of students. Teachers continued participation in the LETRS program and began implementing LETRS strategies and Science of Reading practices into classroom instruction

and intervention support. WCS continued utilizing Frontline Education for evaluations and feedback and EdJoin to support recruitment efforts. All classroom teachers remained appropriately assigned and fully credentialed as reflected in the Williams/SARC Report.
Goal 1.2
WCS continued to provide a structure and culture focused on continuous improvement through ongoing professional development opportunities for teachers, support staff, paraeducators, and School Site Monitors. Professional development throughout the school year focused on data driven instruction, how to analyze and respond to student data, PLC development, and collaboration with Solution Tree to strengthen PLC implementation practices. Additional professional development opportunities included Kagan strategies, literacy instruction, and continued support aligned to Science of Reading practices through the RISE Lab and intervention systems.
WCS also began a soft launch of CharacterStrong, with teachers becoming familiar with lessons and developing common SEL language across classrooms and grade levels. Restorative practices continued to be incorporated into the CARES framework through the use of student self reflections, restorative dialogue between students, and practices designed to help students restore, repair harm, and successfully rejoin the learning environment. WCS maintained two professional development days during the 2025–2026 school year.
Goal 1.3
The instructional coach and project teacher continued to support teachers, staff, students, and families throughout the school year through coaching cycles, classroom support, and professional development. Support included co teaching, classroom management support, reading and math instructional support, and Step Up to Writing implementation. The instructional coach also provided CharacterStrong demonstration lessons and weekly “Big Impact, Small Tips” emails designed to support staff in becoming familiar with CharacterStrong lessons and implementation strategies.
Collaboration continued between classroom teachers, intervention staff, counselors, SPED staff, and support personnel to provide targeted supports for struggling students and English Learners. The instructional coach and project teacher also participated in data meetings and continued supporting intervention systems and instructional practices aligned to student needs.
Goal 1.4
WCS continued implementation of instructional materials, intervention programs, and assessment systems to support student achievement and progress monitoring. Programs including i Ready, DIBELS, Benchmark Advance 2022, Amplify Science, and STEM learning opportunities remained in place throughout the school year. i Ready diagnostics and DIBELS assessments continued to be utilized to monitor student progress and guide intervention supports. In addition, math curriculum pilots were explored to support future instructional planning and curriculum decisions.
Schoolwide English Language Arts performance increased from 41.5 points above standard to 43.4 points above standard while maintaining a Green performance level on the California Dashboard Academic Indicator. Socioeconomically Disadvantaged students increased 4.1 points while maintaining Green status. Students with Disabilities demonstrated significant growth, improving 37.9 points and increasing from Orange to Yellow performance status. English Learner performance declined by 20.1 points and moved from Yellow to Orange status, indicating the need for continued targeted instructional support and intervention.
Mathematics performance also demonstrated growth in several student groups. Schoolwide performance increased from 26.9 points above standard to 29 points above standard while maintaining Green status. Socioeconomically Disadvantaged students improved from Yellow to Green status, while Students with Disabilities improved by 18.9 points below standard. English Learner performance declined by 25.2 points and moved from Yellow to Orange status.
Goal 1.5
Technology continued to support both student learning and teacher effectiveness throughout the 2025–2026 school year. WCS maintained 1:1 Chromebook access and continued replacing aging technology and devices as needed. The STEM Lab remained an important

component of the school program, providing students with opportunities to engage in collaborative STEM learning experiences. Additional technology supports included the use of 3D goggles and continued instructional technology integration throughout classrooms and specialty programs.

Goal 1.6 and Goal 1.7

Supporting at risk students and narrowing the achievement gap continued to be a major focus throughout the 2025–2026 school year. WCS continued implementation of targeted intervention groups in reading, math, and English Language Development through both push in and pull out supports. The RISE Lab continued providing targeted intervention and support for struggling students through evidence based literacy practices and small group instruction. Summer Academy opportunities continued to support unduplicated students and at risk learners, while Jumpstart programs helped incoming TK, Kindergarten, and 1st grade students acclimate to school routines and expectations.

Additional supports included counseling services focused on SEL needs, transportation services, intervention support personnel, and English Learner supports through designated and integrated ELD practices. English Learner Progress Indicator results demonstrated significant growth during the 2025–2026 school year, increasing from 45.2% making progress toward proficiency to 62.5%, resulting in a performance level increase from Orange to Blue.

WCS also continued refining schoolwide systems designed to support positive student behavior and engagement. Structured recess opportunities expanded throughout the school year and included chess, checkers, Legos, structured kickball, and designated playground zones designed to provide students with additional opportunities for engagement and positive peer interaction. While continued work remains around schoolwide system alignment and consistency, these structures provided increased opportunities for student engagement and support during recess and unstructured times.

Goal 1.8

Class sizes remained capped in grades TK through 5, allowing for increased opportunities for individualized support and differentiated instruction. Additional TK support staff continued to support younger learners and maintain lower student to adult ratios. Smaller class sizes and targeted literacy intervention supports in primary grades continued to support foundational literacy instruction and intervention opportunities for students requiring additional support.

Goal 1.9

Parent engagement and communication continued to be an important priority throughout the 2025–2026 school year. WCS maintained monthly ELAC meetings and continued W.I.S.E. activities and meetings to strengthen family and community involvement in school programs and activities. Translation and interpretation services continued through bilingual community support and office staff. Family engagement opportunities included Open House, family nights, volunteer opportunities, and ongoing communication with families.

Parent participation in the annual WCS LCAP survey increased from 230 responses to 270 responses, exceeding the target goal of 160 responses and reflecting increased family engagement and participation in school decision making processes.

Goal 1.10

“Expanded learning and enrichment opportunities continued throughout the 2025–2026 school year through ELOP programming, after school enrichment, sports, choir, STEM opportunities, and partnerships with DRD and BDLC. Students continued to participate in enrichment opportunities designed to support academic, social emotional, and collaborative skill development. Science Camp opportunities also continued for students during the school year. During the 2025–2026 school year, WCS was able to eliminate the ELOP waitlist, allowing increased student access to enrichment opportunities. In some cases, students were able to participate in multiple enrichment classes on different days throughout the week. WCS also continued providing a robust 12 day Summer Academy program through ELOP designed to support unduplicated students through both academic support and enrichment opportunities, including STEM based projects and after school

care support. Summer Academy included two Kindergarten classes, two 1st grade classes, two 2nd grade classes, one 3rd grade class, and one 4th grade class, allowing WCS to serve over 130 students during the summer program. These opportunities continued to provide meaningful enrichment experiences and expanded learning opportunities for students beyond the regular instructional school year.
Goal 1.11
Specialty programs including PE, music, art, STEM, and library services continued to be an important component of the WCS educational program. During Open House, specialty program teachers and staff showcased student learning and provided families and the school community with opportunities to experience and celebrate the programs and learning opportunities available to students across campus.
Goal 1.12
The project teacher continued providing support to the administrator, instructional coach, staff, students, and families throughout the school year. Responsibilities included maintaining the school website, weekly e blast communication, supporting student ambassadors, coordinating ELAC meetings, supporting ELPAC and CAASPP testing coordination, and supporting ELOP coordination and implementation. The project teacher also continued supporting classroom teachers and staff through coaching support, classroom management assistance, and collaboration around student needs and intervention systems.
Overall, the actions implemented during the 2025–2026 school year were effective in supporting student achievement, intervention systems, enrichment opportunities, and family engagement. Schoolwide performance levels in both ELA and Mathematics remained Green, while Students with Disabilities and Socioeconomically Disadvantaged students demonstrated measurable growth in multiple academic indicators. English Learner Progress Indicator results also improved significantly from Orange to Blue. At the same time, the data indicate continued areas of growth, particularly related to English Learner academic performance and continued alignment and consistency of schoolwide systems and supports. WCS will continue refining instructional practices, intervention systems, restorative practices, and student supports to ensure all students continue to grow academically, socially, and emotionally.

We believe it is in the best interest of the students at WCS to continue pursuing our two broad goals into the 2025-2026 school year and throughout the new LCAP cycle (2024-2027).

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.

n/a

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	Recruit and maintain highly qualified staff	Continue to recruit and maintain highly qualified staff. Maintain compensation for direct services to students (California Code of	$5,365,176.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Regulations-CCR 15406(a) funding shall be used to increase or improve services for unduplicated pupils. Provide opportunities to student teachers to learn under the supervision of a master teacher. Participate in the DSUSD New Teacher and Peer Assistance Review. Offer access to additional training and certification. Utilize Frontline employee evaluation system to more effectively and efficiently evaluate staff and provide timely feedback and support. Use Edjoin to screen candidates and select highly qualified individuals to interview. Encourage classified staff members to use pathways to secure teaching credentials. Participate in local and out of state job fairs. Provide financial incentives in hard to fill positions. As a recruitment and retention incentive, provide up to 18 years of service credit. Identify excellent local teacher candidates and offer Letters of Intent at district job fairs. Identify and grow partnerships with local universities and community colleges.		
1.2	Professional Development	Continue to provide a structure and culture for continuous improvement and learning by implementing best practices and providing professional development for teachers, guest teachers, and support staff.	$164,043.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Professional Development in all core content area standards, curriculum, and instructional strategies. Continue to provide PD for Special Education Para-educators on strategies for working collaboratively in supporting instructional practices and classroom management, DSUSD and WCS LCAP. Explore feasibility of additional PD days prior to or during the school year. Maintain and fund a full-time instructional coach who will provide PD throughout the year. Access to site and district after school academies. Continue to improve opportunities for professional growth and development, i.e. workshops, trainings, conferences through work with Solution Tree, Charter Conferences, ISTE Math Conferences, etc., as well as in additional targeted areas, i.e., social-emotional learning, Character Strong Conference, Restorative Practices for Educators. PD for School Site Monitors and Security Agent. Provide opportunities for staff to pilot textbooks from site selected textbook publishers, i.e. i-Ready Mathematics, Amplify Literacy Footprints Digital license. Maintain and fund a full-time project teacher to support staff and PD needs. Provide opportunities for additional staff to complete and be compensated for the LETRS (Language Essentials for Teachers of Reading and A Spelling) program through RCOE and DSUSD. PD from Benchmark Advance 2022 as we upgrade to the 2022 version. MindSet Training.		

Action #	Title	Description	Total Funds	Contributing
		Additional training for Kagan Strategies Utilize District Project Facilitators for additional support and PD opportunities.		
1.3	Instructional Coach	Continue to fund a full-time instructional coach to support teachers, specialists, support staff, parents and students. Engage in Coaching Cycles with teachers to build capacity in Early Literacy SoR, ELA, i-Ready and i-Ready Classroom Mathematics, etc. Collaborate with teachers, intervention staff/RISE staff, counselors, SPED and parents regarding supports and interventions for at-risk and struggling students. Provide opportunities for SAI classroom teachers to engage in coaching cycles to support improved implementation of integrated and designated ELD instructional strategies to address the needs of English Learners/Multilingual Learners. Provide ongoing PD that builds knowledge and understanding of ELPAC, the reclassification process, ELA/English Language Development (ELD) Framework, ELD standards, integrated and designated ELD, and evidence-based practices that target and support the needs of EL, Newcomers, and LTEL students.	$165,129.00	Yes
1.4	Textbook adoption, consumable student material and assessments.	Provide ongoing annual costs of consumable student materials and replacement of lost core materials. Purchase site licenses as another means of meeting the needs of students.	$347,141.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Continue to provide intervention materials to support language acquisition for English Learners and students not performing at grade level including ELLevation, and Imagine Learning. Continue to provide PD as needed for the NGSS aligned science program, Amplify. Continue to fund and purchase materials and curriculum for the STEM lab. Continue to fund i-Ready, a universal screening tool used to monitor student learning and provide prescriptive intervention. Continue administering DIBELS assessment to measure acquisition of early reading skills Fund upgrade from Benchmark 2018 edition to Benchmark Advance 2022 (under contract)		
1.5	Technology	Purchase a variety of forms of technology in support of student learning and teacher effectiveness and replace aging technology. This action includes 1:1 chromebooks K-5. Ongoing funding is in place to replace aging or broken computers, chromebooks, hardware and software. Additional purchases may include, but will not be limited to LFDs, STEM/STEAM lab, site technology support and staff technology needs. Continue the reconfiguration of 5th grade, capping class size at 30 students. This action provides a full-time certificated STEM lab instructor and further allows for 5 instructors to deliver math instruction; a 24:1 student teacher ratio. Support instructional technology training. Utilize and compensate DSUSD for a menu of technology supports.	$317,648.00	No

Action #	Title	Description	Total Funds	Contributing
		Evaluate the effectiveness of additional district based technology support.		
1.6	Assisting At Risk students and families	Narrowing the achievement gap is a focus of the WCS LCAP. The needs of all at risk students is a priority. Targeted intervention for the unduplicated student population will enable WCS to meet or exceed the LCAP goals. Provide site-based before/after school intervention programs focusing on closing the achievement gap. Continue to fund targeted intervention for students who need extra reading support. Provide mathematic intervention programs Extend the school year for unduplicated students and/or risk students. The targeted age group will be K-4, but with adequate funding for summer school for grades TK-4. Support additional at risk students by maintaining increased staffing for RISE Reading Lab. Jumpstart TK/K & 1st grade program prior to the school year. Provide transportation to and from school for unduplicated students. Provide transportation to off site after school care program. Continue to provide an additional site-based Resident Guest Teacher for classroom coverage and intervention. Maintain a second full time counselor. Maintain funding for a second adult in the TK classroom allowing for a	$296,411.00	Yes

Action #	Title	Description	Total Funds	Contributing
		teacher:student ratio of 1:10.		
1.7	LREGB At-Risk Students and Families	Personnel to meet the English Language Development needs of English Learners, (i.e., Daily At Will Interventionists.) Personnel to assist teachers in meeting the needs of unduplicated students,(i.e., Daily At Will Interventionists.)	$123,629.00	No
1.8	Class Size	Capping class size in grades TK-5 will enable teachers to better meet the needs of students in their classrooms. Maintaining lower class size in first grade enables students to acquire and master essential literacy skills. Continue funding for personnel to support primary age students (i.e., kindergarten support). Cap class size in TK at 20 students. One certificated teacher and one paraprofessional per current California State law.	$370,715.00	Yes
1.9	Parent Support and Engagement	Distribute and share information of district programs and classes that will support parents and families. Having parents as educational partners is key to student success in and out of the classroom. Maintain site ELAC committee. Maintain parent involvement in W.I.S.E (DEI, Diversity, Equity & Inclusion) committee Provide opportunities for parents to learn more about the school programs, curriculum and assessments.	$88,305.00	No

Action #	Title	Description	Total Funds	Contributing
		Continue to provide translations and interpretation services for families who speak a language other than English. Continue funding for an 8 hour bilingual office technician. Provide opportunities for parents to volunteer.		
1.10	Enrichment	Continued funding for after school enrichment classes, McCallum Theatre Education, Aziz farms, and family learning nights are an important component to the school's success. Continued funding for Afterschool/Enrichment Coordinator and ELOP Liaison. Explore funding programs and personnel to support GATE students. Expand learning opportunities for students and families through ELOP funding	$808,610.00	
1.11	Specialty Programs	Maintain a full time PE teacher. Maintain a full time Music teacher. Maintain an 8 hour Library Media Specialist. Maintain a full time STEM teacher. Maintain a full time Art teacher	$823,639.00	
1.12	Project Teacher	Fund a full time project teacher to support the administrator, instructional coach, staff, students and families at WCS.	$126,841.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Engage in Coaching Cycles with teachers to build capacity in Early Literacy SoR, ELA, i-Ready and i-Ready Classroom Mathematics,etc. Collaborate with teachers, intervention staff/RISE staff, counselors, SPED, and parents regarding supports and interventions for at-risk and struggling students. Offer SAI classroom teachers coaching cycles to enhance their implementation of integrated and designated ELD strategies, ensuring better support for English Learners/Multilingual Learners. Provide ongoing PD that builds knowledge and understanding of ELPAC, the reclassification process, ELA/English Language Development (ELD) Framework, ELD standards, integrated and designated ELD, and evidence-based practices that target and support the needs of EL, Newcomers, and LTEL students		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Maximize student learning and personal growth by having a safe, clean and secure environment.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

We believe that both physical safety and emotional well-being are foundational to effective learning; when students feel secure and respected at school, their ability to focus and learn is significantly enhanced. A well-maintained, aesthetically pleasing, and safe campus enriches the educational experience by contributing to a positive atmosphere that supports learning and personal growth. Our current student suspension rate is very low, as shown on the CDE Dashboard, and we aim to proactively eliminate out-of-school suspensions by addressing behavior issues before they escalate, ensuring that every student remains engaged in learning. Additionally, feedback from Panorama student surveys and parents indicates that bullying still occurs, which is unacceptable; by ensuring that students feel respected and supported, we can improve attendance and enhance learning outcomes, as students who feel valued are more likely to succeed. Our commitment to maintaining a clean and orderly environment is unwavering; we believe that a pristine, well-organized campus not only reflects our pride in our school but also creates an inviting space where students can thrive academically and personally. As we move into the 2025-26 school year, and we will continue to prioritize these elements to meet both current and future challenges.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Student Suspension Rate (California Dashboard)	California Dashboard Indicator: No suspensions to date. Performance Level: Blue 2022-2023	California Dashboard Indicator 2024: Performance Level Blue	California Dashboard Indicator 2025: Performance Level Orange	Maintain a performance category of green or blue. No student group in orange or red. It should be noted that in any given year a situation may warrant an out of	Increased 1.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					school suspension which could skew the Performance Level.	
2.2	Facility In Good Repair, Maintain a clean campus	No Williams violations. Monthly inspections taking place with any items found resulting in work orders being generated.	No Williams violations. Monthly inspections taking place with any items found resulting in work orders being generated.	No Williams violations. Monthly inspections taking place with any items found resulting in work orders being generated.	No noted issues on monthly safety inspections. Work orders addressed in a timely manner. No Williams violations. No complaints on cleanliness.	No Change
2.3	Student Attendance Rate at or above 96% (Cal PADS and District Reports)	Attendance rate as reported in Cal PADS and District Data Warehouse: 95.16 as of 4/12/2024.	Attendance rate as reported in CalPads and District Warehouse: 94.78 as of 3/24/25	Attendance rate as reported in CalPads and District Warehouse: 95.08% as of 5/14/26	Improve attendance rate to 96%.	Increase of 1%
2.4	Chronic Absenteeism Rate will decrease annually (Cal PADS and CWA Reports).	Chronic absenteeism as reported in Cal ADS and District Data Warehouse 10% as of 4/12/2024.	Chronic absenteeism as reported in CAlPADS and District Data Warehouse: 11.4% as of 3/24/25	Chronic absenteeism as reported in CAlPADS and District Data Warehouse: 10.6% as of 5/14/26	Lower the percentage of students who are deemed chronically absent annually. School Chronic Absenteeism Rate will be 8%.	This represents a 1% percent decrease in students chronically absent.
2.5	Increase the "Percent Favorable" responses For the Sense of Belonging area of the	2023-2024 Grades Grades 3-5 67%.	2024-2025 Grades 3-5 Spring 2025: 69%	2025-2026 Grades 3-5 Spring 2026: 71%	Improve the percent favorable responses to 85% for the Sense of Belonging.	This represents an increase of 2% growth.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Panorama Survey to 90% or greater.					
2.6	Increase the "Percent Favorable" responses for the Sense of Safety area of the Panorama Survey to 85% or greater.	2023-2024 Grades 3-5, 69%.	2024-2025 Grades 3-5 Spring 2025: 66%	2025-2026 Grades 3-5 Spring 2025: 69%	Improve to 85% the favorable responses for students in grades 3-5.	This represents an increase of 3% growth.
2.7	Parent Input on Decision Making (Local)	Objective is being met. The Governance Council meets monthly. Items before the Council include curriculum, budget, and as needed school policy.	The objective was met.	Objective was met	The WCS Governance Council serves as the school's primary decision-making body, responsible for acting in the best interest of students by setting school policy, monitoring implementation of the charter and LCAP, overseeing and adjusting the budget, maintaining communication with key school groups, managing Council membership, and facilitating annual elections.	No Change
2.8	School Climate Panorama Survey Data:	Baseline 24-25 Data 68%	Baseline 24-25 Data 68%	School Climate Survey 69%	Improve the percent favorable responses to 75% for School Climate	This represents an increase of 1% growth.

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.

The majority of the actions delineated in Goal 2 of the 2024-2025 LCAP were fully implemented. WCS applied for a grant to underwrite two additional AED machines. These have been ordered and will be placed in strategic areas on campus, increasing our ability for quick deployment.

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.

NA

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

Goal 2 focused on maintaining a safe, welcoming, and supportive learning environment while strengthening student attendance, school climate, and educational partner engagement. During the 2025–2026 school year, Washington Charter School maintained positive outcomes in several areas while also identifying areas requiring continued attention and improvement.

The school's suspension indicator moved from Blue to Orange on the California Dashboard, with a 1.2% increase in suspensions. While the school experienced situations that warranted out of school suspensions, the increase highlighted the continued need for proactive behavior supports, student intervention systems, and social emotional learning supports to address student behaviors before escalation. Although the school did not meet its goal of maintaining a Blue or Green performance category, staff continued to focus on student support, school safety, and positive school climate practices throughout the year.

Washington Charter School continued to maintain school facilities in good repair. No Williams violations were reported during the 2025–2026 school year. Monthly safety inspections continued consistently, and identified concerns resulted in work orders being submitted and addressed in a timely manner. The school maintained a clean and safe campus environment for students and staff.

Student attendance showed improvement during the 2025–2026 school year. Attendance rates increased from 94.78% in 2024–2025 to 95.08% in 2025–2026, representing approximately 1% growth toward the school's goal of 96% attendance. While the target was not fully met, the increase demonstrated continued efforts to improve student attendance and school engagement.

The school also saw improvement in chronic absenteeism rates. Chronic absenteeism decreased from 11.4% in 2024–2025 to 10.6% in 2025–2026, representing a 1% decrease. Although the school did not yet meet its goal of reducing chronic absenteeism to 8%, the reduction demonstrated progress toward improving consistent student attendance.

Student perception data from the Panorama Survey showed gradual improvement in multiple areas related to school climate and belonging. The percent favorable responses for Sense of Belonging increased from 69% in Spring 2025 to 71% in Spring 2026 for students in grades 3–5. Sense of Safety also improved from 66% in Spring 2025 to 69% in Spring 2026. Additionally, School Climate survey results increased from 68% to 69%. While the school did not meet its target goals of 75%–85% favorable responses, the data demonstrated incremental growth in students' perceptions of belonging, safety, and overall school climate.

Parent and community engagement opportunities continued throughout the school year through the Washington Charter School Governance Council. The Governance Council met monthly and continued to review and discuss items related to curriculum, budget, and school policy. The school maintained ongoing opportunities for parent input and participation in school decision making processes.
Overall, Goal 2 demonstrated progress in attendance, chronic absenteeism, school climate, and student perception data while also identifying the need for continued focus on behavior supports and suspension reduction efforts. Washington Charter School will continue refining systems and supports to improve student connectedness, attendance, safety, and overall school climate.

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.

N/A

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	Counseling Support and Services	Washington Charter School will continue to fund a full time site based counselor to meet the needs of students, parents and staff. Fund an additional full time school counselor due to the ongoing impact of COVID-19 on SEL needs of students. Continue to connect families with resources offered by DSUSD and local behavioral health providers.	$405,215.00	Yes
2.2	Positive and Safe Environment	Maintain site safety committee. Review and revise Comprehensive School Safety Plan with inclusion of the Instructional Continuity Plan (ICP) annually Provide lanyards to volunteer approved parents. Monitor as needed the number of school site monitors to maintain a positive and safe learning environment. Annually administer a nationally recognized education survey to measure the sense of school safety and connectedness (i.e., Panorama Survey). PD for School Site Monitors. Maintain full-time Security Agent.	$211,015.00	No

Action #	Title	Description	Total Funds	Contributing
		Enhance current security mitigation measures. Invest in the school library to ensure that it has a wide range of culturally diverse books that students can checkout. Fund 5th Grade Leadership Class. .		
2.3	Clean and Efficient Environment	Provide a full-time day and night custodian. Hire as needed additional support for day and night custodian. Fill out work orders in a timely manner based on site inspections and feedback from staff. Continue to contract for landscaping services, Landscaping contract will ensure that services are provided when students are not present. If funding is available, continue to employ a 4 hour custodian focused on disinfecting and sanitizing classrooms and campus spaces, that was previously funded through DSUSD.	$360,578.00	No
2.4	School Attendance	Participate as applicable in DSUSD professional development in creating school-wide attendance improvement and awareness activities. Continue funding attendance tracking programs so students can be identified early and support provided. Fund programs and incentives that recognize students with excellent or improving attendance. Continue parent meetings and communications to improve in seat attendance rate and lower the percentage of chronically absent students. Explore hiring additional personnel for family outreach to improve student attendance. Continue funding a second school counselor. Fund a health technician	$48,116.00	No

Action #	Title	Description	Total Funds	Contributing
2.5	Assistant Principal	Maintain an Assistant Principal to ensure a safe, supportive, and well-managed school environment conducive to student learning and personal growth. With a growing student body, the additional leadership will strengthen our capacity to respond to student needs, increase supervision, and foster a culture of high expectations and safety for all learners.	$223,044.00	Yes
2.6	Community Tech Bilingual	Provide Support Engagement Specialist (Bilingual Community Technician) to support school sites to meet the needs of disengaged students/high absenteeism by providing intensive support to students and families in the 2025-2026 school year.	$86,575.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Not applicable	

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Not applicable	

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.

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Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Not applicable	

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Not applicable	

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
7		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

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
$$853,689.00	$N/A

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
9.833%	0.000%	$0.00	9.833%

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:** Recruit and maintain highly qualified staff **Need:** Provide Support Engagement Specialist (Bilingual Community Technician) to support school sites to meet the needs of disengaged students/high absenteeism by providing intensive support to students and families in the 2025-2026 school year.	WCS continues to recruit, hire, and retain highly qualified certificated and classified staff to support the academic and social emotional needs of unduplicated pupils. During the 2025–2026 school year, WCS hired new teaching staff, interventionists, and support staff while continuing implementation of LETRS and Science of Reading practices. Staff recruitment, retention incentives, coaching supports, and ongoing evaluation systems support consistent, high quality instruction	Annual Williams/SARC Report California Dashboard Academic Indicators ELA(Metric1.3) and Math(Metric 1.4) and English Learner Progress Indicator(Metric 1.5)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	and intervention practices for students requiring additional academic and social emotional support. This action is provided schoolwide to ensure equitable access to qualified staff and instructional support systems while increasing and improving services for unduplicated students who require targeted support to access grade level standards.	Reclassification Rate CAL-Pads and DSUSD Data Warehouse (Metric 1.6)
1.2	**Action:** Professional Development **Need:** Foster Youth, English Learners, Low Income students, and other unduplicated student groups need teachers and support staff trained in evidence based instructional practices, intervention systems, restorative practices, social emotional learning, and English Language Development strategies in order to support academic achievement and school connectedness. **Scope:** Schoolwide	WCS provides ongoing professional development focused on instructional practices, PLC collaboration, data analysis, intervention systems, SEL, restorative practices, and Science of Reading implementation. During the 2025–2026 school year, staff participated in LETRS training, Kagan strategies, CharacterStrong implementation, literacy instruction, and collaboration with Solution Tree to strengthen instructional systems and intervention practices. Professional development supports teachers and staff in implementing consistent instructional and behavioral practices designed to improve outcomes for unduplicated pupils. This action is provided schoolwide to ensure all staff members have the knowledge and tools necessary to support students requiring additional academic, behavioral, and social emotional support.	California Dashboard Academic Indicators ELA (Metric 1.3) and Math(Metric 1.4) and English Learner Progress Indicator(Metric 1.5) Reclassification Rate CAL-Pads and DSUSD Data Warehouse (Metric 1.6)
1.3	**Action:** Instructional Coach **Need:** Foster Youth, English Learners, Low Income students, and other unduplicated student groups need targeted academic intervention and high quality instructional support systems	The instructional coach supports teachers, intervention staff, students, and families through coaching cycles, classroom support, intervention planning, and data analysis. The instructional coach collaborates with teachers, counselors, SPED staff, and intervention teams to strengthen instructional practices aligned to literacy instruction, English Language Development, and intervention systems. During the 2025–2026	California Dashboard Academic Indicators ELA (Metric 1.3) and Math(Metric 1. 4) and English Learner Progress Indicator (Metric 1.5) Reclassification Rate CAL-Pads and DSUSD Data Warehouse (Metric 1.6)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	to address learning gaps and improve academic achievement. **Scope:** Schoolwide	school year, the instructional coach also supported CharacterStrong implementation and schoolwide SEL practices. This action is provided schoolwide to strengthen instructional systems and improve support for unduplicated pupils while ensuring all students have access to high quality instruction and intervention.	
1.4	**Action:** Textbook adoption, consumable student material and assessments. **Need:** Foster Youth, English Learners, Low Income students, and other unduplicated student groups need equitable access to high quality instructional materials, intervention programs, progress monitoring systems, and assessments aligned to academic and language development needs. **Scope:** Schoolwide	WCS continued implementation of instructional materials and assessment systems including Benchmark Advance 2022, i Ready, DIBELS, Amplify Science, intervention materials, and STEM learning opportunities. These resources support differentiated instruction, intervention placement, progress monitoring, and targeted academic support for students requiring additional instructional assistance. This action is provided schoolwide to ensure equitable access to standards aligned curriculum and intervention systems while increasing support for unduplicated pupils who require additional academic and language development support.	California Dashboard Academic Indicators ELA (Metric 1.3) and Math(Metric 1.4) and English Learner Progress Indicator(Metric 1.5) Reclassification Rate CAL-Pads and DSUSD Data Warehouse (Metric 1.6)
1.6	**Action:** Assisting At Risk students and families **Need:** Foster Youth, English Learners, Low Income students, and other unduplicated student groups need targeted academic intervention, attendance support, social emotional support, expanded learning opportunities, and family support systems in order to improve student outcomes and reduce achievement gaps.	WCS continued providing targeted intervention programs, counseling support, transportation assistance, Summer Academy, Jumpstart programs, after school supports, and RISE literacy intervention supports designed to improve outcomes for unduplicated pupils. Intervention systems included push in and pull out academic supports, literacy intervention through the RISE Lab, and additional staffing supports for students requiring academic and behavioral intervention. Summer Academy and expanded learning	California Dashboard Academic Indicators ELA (Metric 1.3) and Math(Metric 1.4) and English Learner Progress Indicator(Metric 1.5) Reclassification Rate CAL-Pads and DSUSD Data Warehouse (Metric 1.6)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	opportunities provided additional academic and enrichment access for unduplicated pupils. These actions are provided schoolwide to ensure equitable access to intervention and support systems while increasing and improving services for students requiring additional academic, behavioral, and social emotional support.	
1.8	**Action:** Class Size **Need:** Foster Youth, English Learners, Low Income students, and other unduplicated student groups benefit from smaller class sizes and additional instructional support in order to strengthen foundational literacy, language acquisition, academic achievement, and student engagement. **Scope:** Schoolwide	WCS continued capping class sizes in grades TK through 5 to provide increased opportunities for differentiated instruction, intervention support, and student engagement. Additional staffing support in TK and primary grades allowed for lower student to adult ratios and increased instructional support for younger learners. Smaller class sizes allow teachers to provide more individualized instruction, monitor progress more effectively, and provide timely intervention for students requiring additional academic or behavioral support. These actions are provided schoolwide to ensure all students benefit from increased instructional access while particularly supporting unduplicated pupils requiring additional support to meet grade level expectations.	California Dashboard Academic Indicators ELA (Metric 1.3) and Math(Metric 1.4) and English Learner Progress Indicator(Metric 1.5) Reclassification Rate CAL-Pads and DSUSD Data Warehouse (Metric 1.6)
1.11	**Action:** Specialty Programs **Need:** Foster Youth, English Learners, Low Income students, and other unduplicated student groups benefit from access to enrichment opportunities and well rounded educational experiences that support student engagement, school connectedness, creativity, and social emotional development.	WCS continued providing specialty programs including PE, music, art, STEM, and library services to support student engagement and provide equitable access to enrichment opportunities for all students. These programs provide students with opportunities to build collaboration skills, creativity, confidence, and school connectedness while supporting the social emotional and academic development of unduplicated pupils. This action is provided schoolwide to ensure all students have access to	Reclassification Rate CALPads and DSUSD Data Warehouse (Metric 1.6) Students Attendance Rate at or above 96% (Cal PADS and District Reports) (Metric 2.3) Chronic Absenteeism Rate will decrease annually (Cal PADS and CWA Reports (Metroc 2.4) Increase the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope:	meaningful enrichment opportunities while increasing engagement and connectedness for students requiring additional support and positive school experiences.	"Percent Favorable" responses for the Sense of Belonging area of the Panorama Survey to 90% or greater. (Metric 2.5)
1.12	**Action:** Project Teacher **Need:** Foster Youth, English Learners, Low Income students, and other unduplicated student groups need coordinated instructional support systems, family engagement supports, intervention coordination, and staff collaboration structures to improve academic and social emotional outcomes. **Scope:** Schoolwide	The project teacher supports instructional coaching, intervention systems, ELPAC coordination, family communication, ELAC coordination, staff collaboration, and schoolwide instructional support systems. During the 2025–2026 school year, the project teacher also supported classroom teachers through coaching support, classroom management assistance, and intervention collaboration aligned to student needs. This position strengthens schoolwide systems designed to support unduplicated pupils academically and socially while increasing communication and coordination between staff, students, and families.	California Dashboard Academic Indicators ELA (Metric 1.3) and Math(Metric 1.4) and English Learner Progress Indicator(Metric 1.5) Reclassification Rate CAL-Pads and DSUSD Data Warehouse (Metric 1.6)
2.1	**Action:** Counseling Support and Services **Need:** Overall, these actions recognize the unique socio-emotional needs of ELs and unduplicated students and prioritize providing targeted support services within the school setting. By funding full-time counselors and facilitating connections with external resources, the school aims to create a supportive and inclusive environment where ELs and unduplicated students can thrive academically and socially.	These actions, provided for all students at WCS are strategically designed to provide targeted and comprehensive support to address the identified socio-emotional needs of English Learners and other unduplicated students, fostering a supportive and inclusive school environment conducive to their academic and personal growth.	Students Attendance Rate at or above 96% (Cal PADS and District Reports) (Metric 2.3) Chronic Absenteeism Rate will decrease annually (Cal PADS and CWA Reports (Metric 2.4) Increase the "Percent Favorable" responses for the Sense of Belonging area of the Panorama Survey to 90% or greater. (Metric 2.5)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.5	**Action:** Assistant Principal **Need:** Unduplicated students, including English Learners, low-income students, and foster youth, often require targeted academic, behavioral, and socio-emotional supports to access learning and achieve success. They benefit from consistent implementation of school-wide systems and additional leadership capacity to monitor, intervene, and support at-risk students. **Scope:** Schoolwide	The Assistant Principal supports the implementation of behavior systems, intervention structures, and parent engagement efforts that directly serve the needs of unduplicated students. This position also allows for real-time response to student needs and increased oversight of restorative, mindset, and discipline practices. It is provided schoolwide to ensure access and equity across all classrooms while focusing on students requiring the most support.	Suspension CA Dashboard (Metric 2.1) Chronic absenteeism CalPADS & CWA Reports (Metric 2.4) Improve the percent favorable responses to 75% for School Climate (Metric 2.8)
2.6	**Action:** Community Tech Bilingual **Need:** English Learners and Low-Income families often face language, technological, and systemic access barriers that impact their ability to engage in school-related communication, monitor student progress, or access digital learning platforms. Stakeholder engagement feedback shows a clear need for bilingual tech support and culturally responsive	The Community Tech Bilingual Liaison provides families with direct bilingual assistance in navigating technology tools and communicating with the school. Though available to all families, this position is principally directed to those who face access barriers due to language or limited tech proficiency. It is provided schoolwide to ensure equitable communication and engagement across the community.	WCS LCAP Parent Survey (Metric 1.7) English Language Progress Indicator CA Dashboard (Metric 1.5) English Learner Reclassification Rate CALPADS, DSUSD DATA Warehouse (Metric 1.6)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	outreach to increase equitable access and engagement for these families **Scope:** Schoolwide		Chronic absenteeism CalPADS & CWA Reports (Metric 2.4)

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

Not applicable

Additional Concentration Grant Funding

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

Not applicable

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$8,681,918.00	$853,689.00	9.833%	0.000%	9.833%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$9,216,554.00	$1,088,621.00	$0.00	$26,655.00	$10,331,830.00	$9,070,912.00	$1,260,918.00

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	Recruit and maintain highly qualified staff	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Washington Charter	2026-2027	$5,365,176.00	$0.00	$5,365,176.00	$0.00			$5,365,176.00	
1	1.2	Professional Development	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Washington Charter School	2026-2027	$109,631.00	$54,412.00	$45,820.00	$118,223.00			$164,043.00	
1	1.3	Instructional Coach	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Washington Charter School	2026-2027	$164,629.00	$500.00	$138,474.00			$26,655.00	$165,129.00	
1	1.4	Textbook adoption, consumable student material and assessments.	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Washington Charter	2026-2027	$0.00	$347,141.00	$181,510.00	$165,631.00			$347,141.00	
1	1.5	Technology	All	No			All Schools Specific Schools: Washington Charter	2026-2027	$0.00	$317,648.00	$317,648.00				$317,648.00	
1	1.6	Assisting At Risk students and families	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Washington Charter School	2026-2027	$238,010.00	$58,401.00	$296,411.00				$296,411.00	
1	1.7	LREGB At-Risk Students and Families	Students with Disabilities English Learners & Students With Disabilities	No				2026-2027	$123,629.00	$0.00	$22,402.00	$101,227.00			$123,629.00	
1	1.8	Class Size		Yes	Schoolwide		Specific Schools: Washington	2026-2027	$370,715.00	$0.00	$370,715.00	$0.00			$370,715.00	

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
							Charter School									
1	1.9	Parent Support and Engagement	All	No			Specific Schools: Washington Charter	2026-2027	$88,305.00	$0.00	$88,305.00				$88,305.00	
1	1.10	Enrichment					Specific Schools: Washington CharterWashington Charter	2026-2027	$422,521.00	$386,089.00	$422,521.00	$386,089.00			$808,610.00	
1	1.11	Specialty Programs	English Learners Low Income			English Learners Low Income	Specific Schools: Washington CharterWashington Charter School	2026-2027	$821,639.00	$2,000.00	$699,398.00	$124,241.00			$823,639.00	
1	1.12	Project Teacher		Yes	Schoolwide		Specific Schools: Washington Charter	2026-2027	$126,841.00	$0.00	$126,841.00				$126,841.00	
2	2.1	Counseling Support and Services	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Washington Charter	2026-2027	$405,215.00	$0.00	$212,005.00	$193,210.00			$405,215.00	
2	2.2	Positive and Safe Environment	All	No			Specific Schools: Washington Charter	2026-2027	$209,015.00	$2,000.00	$211,015.00				$211,015.00	
2	2.3	Clean and Efficient Environment	All	No			Specific Schools: Washington Charter	2026-2027	$268,911.00	$91,667.00	$360,578.00				$360,578.00	
2	2.4	School Attendance	All	No			Specific Schools: Washington Charter	2026-2027	$47,056.00	$1,060.00	$48,116.00				$48,116.00	
2	2.5	Assistant Principal	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income		2026-2027	$223,044.00	$0.00	$223,044.00				$223,044.00	
2	2.6	Community Tech Bilingual	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income		2026-2027	$86,575.00	$0.00	$86,575.00				$86,575.00	

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
$8,681,918.00	$853,689.00	9.833%	0.000%	9.833%	$7,046,571.00	0.000%	81.164 %	**Total:**	$7,046,571.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$7,046,571.00

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**	Recruit and maintain highly qualified staff	Yes	Schoolwide	English Learners Low Income	Specific Schools: Washington Charter	$5,365,176.00	
1	**1.2**	Professional Development	Yes	Schoolwide	English Learners Low Income	Specific Schools: Washington Charter School	$45,820.00	
1	**1.3**	Instructional Coach	Yes	Schoolwide	English Learners Low Income	Specific Schools: Washington Charter School	$138,474.00	
1	**1.4**	Textbook adoption, consumable student material and assessments.	Yes	Schoolwide	English Learners Low Income	Specific Schools: Washington Charter	$181,510.00	
1	**1.6**	Assisting At Risk students and families	Yes	Schoolwide	English Learners Low Income	Specific Schools: Washington Charter School	$296,411.00	
1	**1.8**	Class Size	Yes	Schoolwide		Specific Schools: Washington Charter School	$370,715.00	

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	1.10	Enrichment				Specific Schools: Washington Charter	$422,521.00	
1	1.11	Specialty Programs			English Learners Low Income	Specific Schools: Washington Charter	$699,398.00	
1	1.12	Project Teacher	Yes	Schoolwide		Specific Schools: Washington Charter	$126,841.00	
2	2.1	Counseling Support and Services	Yes	Schoolwide	English Learners Low Income	Specific Schools: Washington Charter	$212,005.00	
2	2.5	Assistant Principal	Yes	Schoolwide	English Learners Foster Youth Low Income		$223,044.00	
2	2.6	Community Tech Bilingual	Yes	Schoolwide	English Learners Foster Youth Low Income		$86,575.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$9,809,767.00	$9,996,971.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Recruit and maintain highly qualified staff	Yes	$5,215,167.00	$5,326,481.00
1	**1.2**	Professional Development	Yes	$99,444.00	$174,850.00
1	**1.3**	Instructional Coach	Yes	$146,194.00	$151,632.00
1	**1.4**	Textbook adoption, consumable student material and assessments.	Yes	$207,635.00	$151,121.00
1	**1.5**	Technology	No	$290,200.00	$326,415.00
1	**1.6**	Assisting At Risk students and families	Yes	$297,967.00	$335,650.00
1	**1.7**	LREGB At-Risk Students and Families	No	$154,940.00	$155,027.00
1	**1.8**	Class Size	Yes	$345,375.00	$354,988.00
1	**1.9**	Parent Support and Engagement	No	$83,085.00	$65,262.00
1	**1.10**	Enrichment		$790,228.00	$743,842.00

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	1.11	Specialty Programs		$776,859.00	$747,129.00
1	1.12	Project Teacher	Yes	$110,661.00	$115,299.00
2	2.1	Counseling Support and Services	Yes	$384,708.00	$390,388.00
2	2.2	Positive and Safe Environment	No	$220,435.00	$260,634.00
2	2.3	Clean and Efficient Environment	No	$353,572.00	$374,826.00
2	2.4	School Attendance	No	$44,302.00	$47,123.00
2	2.5	Assistant Principal	Yes	$203,405.00	$196,895.00
2	2.6	Community Tech Bilingual	Yes	$85,590.00	$79,409.00

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)
815,097.00	$6,814,259.00	$6,946,625.00	($132,366.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Recruit and maintain highly qualified staff	Yes	$5,215,167.00	$5,326,481.00		
1	1.2	Professional Development	Yes	$89,179.00	$73,796.00		
1	1.3	Instructional Coach	Yes	$120,915.00	$126,132.00		
1	1.4	Textbook adoption, consumable student material and assessments.	Yes	$152,000.00	$151,121.00		
1	1.6	Assisting At Risk students and families	Yes	$297,967.00	$324,755.00		
1	1.8	Class Size	Yes	$345,375.00	$354,988.00		
1	1.12	Project Teacher	Yes	$110,661.00	$115,299.00		
2	2.1	Counseling Support and Services	Yes	$194,000.00	$197,749.00		
2	2.5	Assistant Principal	Yes	$203,405.00	$196,895.00		
2	2.6	Community Tech Bilingual	Yes	$85,590.00	$79,409.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
8,212,574.00	815,097.00	0%	9.925%	$6,946,625.00	0.000%	84.585%	$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 32526(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 32526(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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