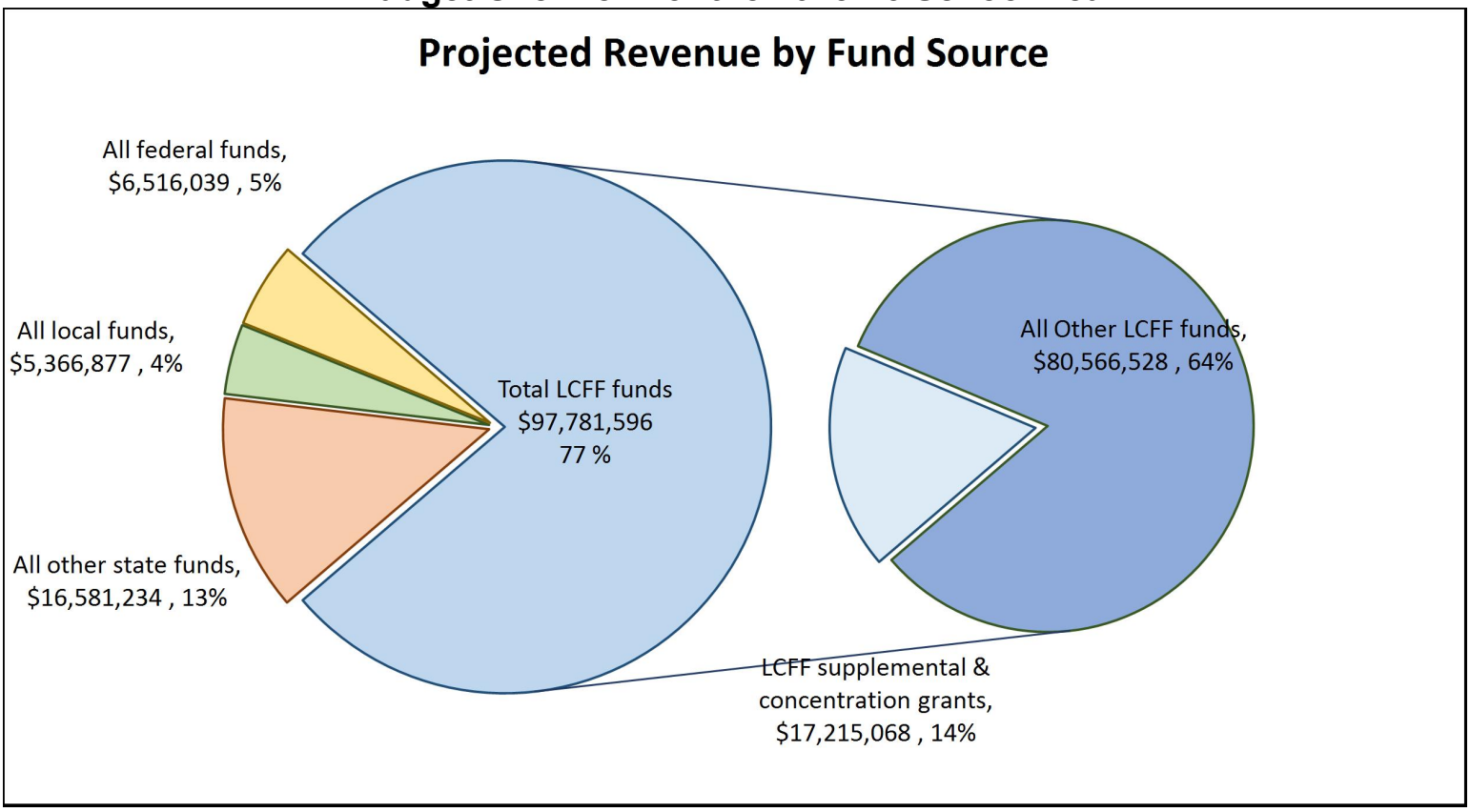
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Washington Unified School District
CDS Code: 57726940000000
School Year: 2025-26
LEA contact information:
Dr. Cheryl Hildreth
Superintendent
childreth@wusd.k12.ca.us
916.-375.7600

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 2025-26 School Year

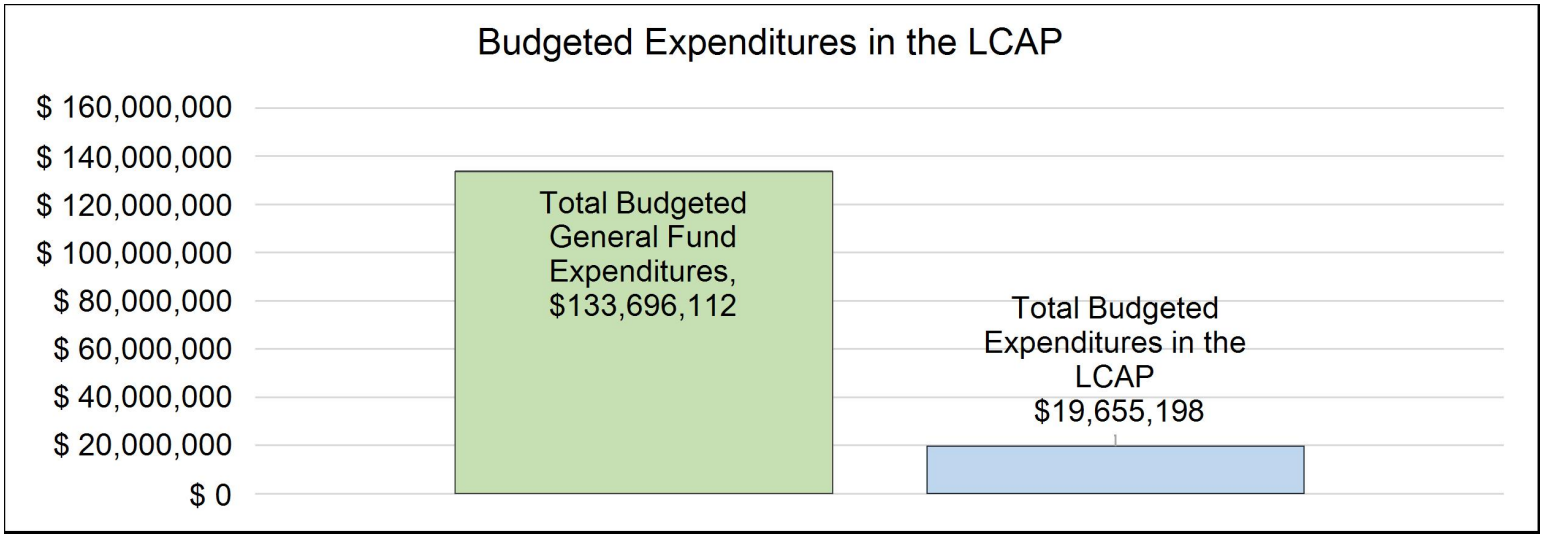


This chart shows the total general purpose revenue Washington Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Washington Unified School District is $126,245,746, of which $97,781,596.00 is Local Control Funding Formula (LCFF), $16,581,234.00 is other state funds, $5,366,877.00 is local funds, and $6,516,039.00 is federal funds. Of the $97,781,596.00 in LCFF Funds, $17,215,068.00 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 Unified School District plans to spend for 2025-26. 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 Unified School District plans to spend $133,696,112.00 for the 2025-26 school year. Of that amount, $19,655,198.00 is tied to actions/services in the LCAP and $114,040,914 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Operational costs including Salaries, Statutory Benefits, Supplies, and Services such as Utilities and Legal Expenses.

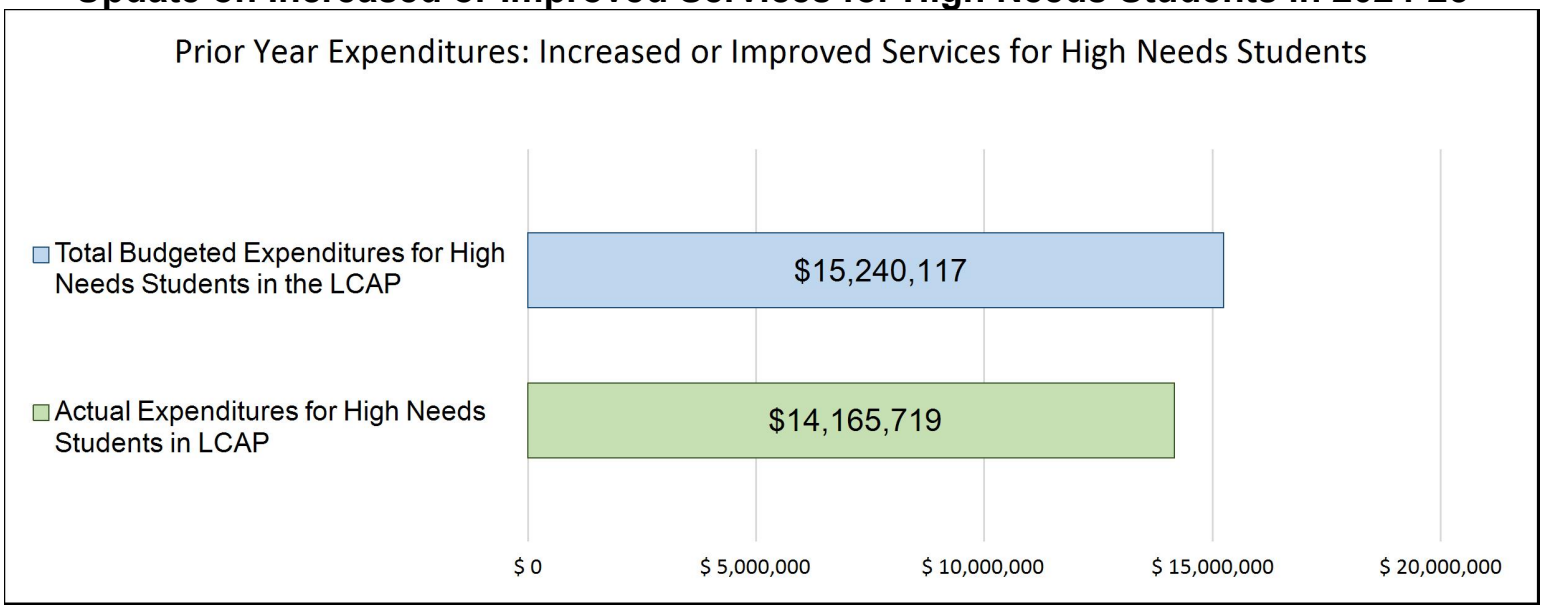
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Washington Unified School District is projecting it will receive $17,215,068.00 based on the enrollment of foster youth, English learner, and low-income students. Washington Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Washington Unified School District plans to spend $14,519,479.00 towards meeting this requirement, as described in the LCAP.

A percent of the SDC teachers has been added to address the needs of EL students who are in SDC classrooms and require designated ELD.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Washington Unified School District's LCAP budgeted $15,240,117.00 for planned actions to increase or improve services for high needs students. Washington Unified School District actually spent $14,165,719.00 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $1,074,398 had the following impact on Washington Unified School District’s ability to increase or improve services for high needs students:

A percent of the SDC teachers has been added to address the needs of EL students who are in SDC classrooms and require designated ELD.

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 Unified School District	Dr. Cheryl Hildreth Superintendent	childreth@wusd.k12.ca.us 916.-375.7600

Plan Summary [2025-26]

General Information

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

The Washington Unified School District (WUSD) in West Sacramento, California, serves as a vibrant educational hub for the community, offering comprehensive academic programs from early childhood through high school. Washington Unified is part of a rich family history dating back to 1917 when the earliest residents of modern-day West Sacramento made education a priority for their children and built the original Washington Grammar School. Notable for its commitment to fostering an inclusive and supportive learning environment, the district emphasizes equity and cultural diversity.

Geography
WUSD serves the entirety of West Sacramento, a city situated across the river from the state's capital, Sacramento. The district covers a varied geographical area that includes residential neighborhoods, industrial zones, and new developments. This mix of old and new gives our district a unique character, reflecting both historical roots and modern growth.

Enrollment
Our district serves approximately 7,300 students across various schools. This number has been relatively stable, though it sees fluctuations with new housing developments and demographic shifts within the city. The student body is diverse, reflecting the multicultural makeup of our community. This diversity is one of our district’s strengths, fostering a rich cultural environment in the schools.

Number of Schools
WUSD consists of the folloiwng educational institutions, including:

-Elementary (TK-8) Schools: The district has several elementary (TK-8) schools, each providing a strong foundation in early education. These schools include: Bridgeway Island Elementary, Elkhorn Village Elementary, Riverbank Elementary, Southport Elementary, Stonegate Elementary, Westfield Elementary, and Westmore Oaks Elementary. WUSD also has a K-8 virtual academy, Washington Unified Virtual Academy.
-High School: River City High School is the main high school in the district, known for its comprehensive academic programs, athletics, and extracurricular activities. It plays a central role in preparing students for college and careers.
-Alternative and Charter Schools: WUSD also includes alternative education options such as Yolo High School and Evergreen Opportunity Program. Washington Middle College High School is a dependent charter in WUSD.

Recent Community Challenges
Our district, like many others, faces several challenges that impact our schools and community. These include:
-Funding and Resources: One ongoing challenge is securing adequate funding to support all our schools equally. There have been efforts to balance the needs of older schools requiring renovation with the demand for new facilities in growing neighborhoods.
-Equity and Inclusion: Ensuring that all students have equal access to quality education remains a priority. The district has been working on initiatives to close achievement gaps and provide additional support for English language learners and students from low-income families.
-Community Engagement: Encouraging active participation from parents and community members is vital. While there are dedicated groups, the district continuously seeks to increase involvement to ensure diverse voices are heard in decision-making processes.

Overall, the Washington Unified School District is a cornerstone of West Sacramento, reflecting the community's values and aspirations. Despite the challenges, there is a strong commitment from educators, parents, and local leaders to provide a supportive and enriching educational environment for all students.

Reflections: Annual Performance

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

Based on the 2024 California School Dashboard and the 2024–25 Local Control and Accountability Plan (LCAP) for Washington Unified School District (WUSD) in Yolo County, the district has reflected on its annual performance utilizing state and local data. This reflection highlights both significant achievements and areas requiring improvement.

Demographic Overview
Based on the 2024 California Dashboard, the district's total enrollment is 7,332 students. The demographic breakdown is as follows:
-Socioeconomically Disadvantaged: 65%
-English Learners: 16.6%
-Foster Youth: 0.5%

Performance Indicators on the California School Dashboard
The California School Dashboard provides a range of indicators that help in assessing the overall performance of schools. These indicators typically include Academic Performance (English Language Arts and Mathematics), Graduation Rates, Suspension Rates, College/Career

Readiness, and Chronic Absenteeism.

Overall Indicators on the California School Dashboard for Washington Unified School District
Overall Dashboard Performance Indicator Red:
-No Indicators
Overall Dashboard Performance Indicator Orange:
-English Language Arts (ELA) (29.1 Points Below Standard)
-Mathematics (70.4 Points Below Standard)
-English Learner Progress (41.6% Make Progress Toward Proficiency)
Overall Dashboard Performance Indicator Yellow:
-Chronic Absenteeism (20.6 % Chronically Absent)
Overall Dashboard Performance Indicator Green:
-College/Career Indicator (40.4% Prepared)
-Graduation Rate (92.9%)
-Suspension Rate (4 % Suspended at Least One Day)
Overall Dashboard Performance Indicator Blue:
-No Indicators

Washington Unified School District's 2024 Dashboard data presents a mixed performance profile, highlighting both areas of strength and opportunities for growth. Strengths are evident in the district's Graduation Rate (92.9%) and College/Career Indicator (40.4%), both in the green performance band, indicating that students are largely completing high school and progressing toward postsecondary readiness. Additionally, the Suspension Rate (4%) also scored green, reflecting improved school climate and behavior management efforts.

However, the district faces persistent challenges in English Language Arts (ELA) and Mathematics, which are in the orange tier. Students scored 29.1 points below standard in ELA and 70.4 points below standard in math, indicating significant academic gaps that must be addressed through targeted instructional supports, intervention programs, and professional development for educators. The English Learner Progress Indicator, also orange, shows that only 41.6% of EL students made progress toward English proficiency. This highlights a need to re-examine the effectiveness of language development programs and increase supports for multilingual learners. The Chronic Absenteeism rate (20.6%), while in the yellow band, remains high and disproportionately affects vulnerable student groups. Continued efforts in attendance monitoring, family engagement, and health/social supports will be critical to reducing absenteeism.

It is also important to reflect upon the Student Groups by Performance Level for each Dashboard Performance Indicator:
English Language Arts (ELA) (All 29.1 Points Below Standard)
-Red: English Learners (87.6 Points Below Standards), Long Term English Learners (125.4), and Students with Disabilities (132.5 Points Below Standards)
-Orange: African American (63 Points Below Standards), Asian (23.9 Points Below Standards), Foster Youth (113.8 Points Below Standards), Hispanic (51.9 Points Below Standards), Homeless (100.9 Points Below Standards), Pacific Islander (52.7 Points Below Standards), Socioeconomically Disadvantaged (56 Points Below Standards)
-Yellow: White (5.4 Points Below Standards)
-Green: Filipino (22.8 Points Below Standards) and Two or More races (0 Points Above Standards)

-No Performance Color: American Indian (74.9 Points Below Standards)

Mathematics (All 70.4 Points Below Standards)

- Red: African American (110.9 Points Below Standards), English Learners (117.2 Points Below Standards), Long Term English Learners (206 Points Below Standards), Pacific Islander (102.3 Points Below Standards), Socioeconomically Disadvantaged (98.8 Points Below Standards), Students with Disabilities (161.8 Points Below Standards)

-Orange: Asian (59 Points Below Standards), Foster Youth (150.7 Points Below Standards), Hispanic (98.5 Points Below Standards), and Homeless (134.9 Points Below Standards)
-Yellow: Two or More Races (40.7 Points Below Standards), White (29.7 Points Below Standards)
-Green: Filipino (19.5Points Below Standards)
-No Performance Color: American Indian (77.1 Points Below Standards)

English Learner Progress Indicator (ELPI) (All 41.6 making progress)
-Orange: English Learners (41.6% making progress) and Long=Term English Learners (50.6% making progress)

Suspension Rate (4% Suspended at least 1 day)
-Orange: American Indian (12.8% suspended at least one day), Long-Term English Learners (10.2% suspended at least one day), and Pacific Islander (4.8% suspended at least one day),
-Yellow: African American (10.4% suspended at least one day), Foster Youth (6% suspended at least one day), Homeless (7.5% suspended at least one day), Two or More Races (5.3% suspended at least one day), Socioeconomically Disadvantaged (4.9% suspended at least one day), and Students with Disabilities (7.3% suspended at least one day)
-Green: Asian (2.2% suspended at least one day), English Learners (3.8% suspended at least one day), Hispanic (3.9% suspended at least one day), and White (3.3% suspended at least one day)
-Blue: Filipino (0.7% suspended at least one day)

Graduation Rate (All 92.9%)
-Red: Students with Disabilities (64.8% graduated)
-Green: English Leaners (88% graduated), Hispanic (92.9% graduated), Homeless (84.9% graduated), Long-Term English Learners (84.6% graduated), Socioeconomically Disadvantaged (91.5% graduated), and White (93.7% graduated)
-Blue: Asian (97.2% graduated)
-No Performance Color: African American (75% graduated), American Indian (fewer than 11 students), Filipino (93.3% graduated), Foster Youth (fewer than 11 students), Two or More Races (93.9% graduated), Pacific Islander (fewer than 11 students)

Chronic Absenteeism (All 20.6% Chronically Absent)
-Red: American Indian (44.1% chronically absent), and Foster Youth (33.3% chronically absent)
-Orange: Long-Term English Learners (23.5% chronically absent) and Pacific Islander (22.2% chronically absent)
-Yellow: African American (27.1% chronically absent), Asian (16.7% chronically absent), English Learners (21.4% chronically absent), Hispanic (24.3% chronically absent), Homeless (42% chronically absent), Two or More Races (18.5% chronically absent), Socioeconomically Disadvantaged (25.9% chronically absent), Students with Disabilities (32.3% chronically absent), and White (15.7% chronically absent)
-Green: Filipino (8.6% chronically absent),

College/Career Indicator: (40.4% prepared)
-Red: Homeless (5.8% prepared), Students with Disabilities (4.4% prepared)
-Orange: Asian (51.4% prepared), English Learners (10.3% prepared), Long-term English Learners (10% prepared), and Socioeconomically Disadvantaged (30% prepared)
-Yellow: Hispanic (31.4% prepared)
-Blue: White (55% prepared)
-No Performance Level: African American (15% prepared), American Indian (fewer than 11 students), Filipino (46.7% prepared), Foster Youth (fewer than 11 students), Two or More Races (39.4% prepared), and Pacific Islander (fewer than 11 students)

Reflecting on the performance of Student Groups for Local Control and Accountability Plan (LCAP) data for the Washington Unified School District (WUSD) highlights both areas for continued improvement and notable progress. In English Language Arts (ELA), while challenges persist, especially among English Learners, Foster Youth, and Students with Disabilities, there are positive strides seen with Filipino students performing above many peers. Mathematics remains a focus area, but the district is committed to enhancing instructional support for all student groups. Notably, chronic absenteeism rates have shown signs of improvement. Graduation rates are strong overall with an increase of 3.4%. The College/Career Indicator reveals a promising green readiness level overall, with blue for White students. These achievements demonstrate WUSD's dedication to fostering an inclusive and supportive educational environment, while recognizing the need to further support vulnerable groups to ensure equitable success for all students.

Based upon the Dashboard data the 2025-26 LCAP Required Components Include:
Required Actions - Supporting ELs and/or LTELs
-Action(s) supporting language acquisition programs- EL's over 30
-Action(s) supporting language acquisition programs -LTEL's over 15
-Action(s) supporting ELD Professional Learning

WUSD has identified action(s) for schools in the LEA with at least one red indicator include:
-River City High School: English Learner Progress
-Riverbank: ELA
-Washington Virtual: Chronic Absenteeism
-Westfield Village: ELA, Math
-Westmore: ELA, English Learner Progress, Math
-Washington Unified Virtual Academy: Chronic Absenteeism
-Yolo High: College/Career

WUSD has identified action(s) for a student group with a red performance indicator within any school within the LEA include:
-Bridgeway Island
--ELA: Students With Disabilities
--Math: Students With Disabilities
--Chronic Absenteeism: African American
-Elkhorn Village

--ELA: Students With Disabilities
--Susp: White
-River City
--Math: English Learners, Hispanic, Socioeconomically Disadvantaged, Students With Disabilities
--English Learner Progress (ELPI): English Learners
--Susp: African American
-Riverbank
--ELA: English Learners, Hispanic, Socioeconomically Disadvantaged, White
--Math: English Learners, Hispanic, White
-Southport
--ELA: Students With Disabilities
--Math: Students With Disabilities
--Susp: African American, Two or More Races
-Stonegate
--ELA: English Learners
-Westfield Village
--ELA: English Learners, Hispanic, Socioeconomically Disadvantaged, Students With Disabilities
--Math: English Learners, Hispanic, Socioeconomically Disadvantaged
--Chronic Absenteeism: White
-Westmore Oaks
--ELA: All student groups
--Math: All student groups
--English Learner Progress: English Learners
--Chronic Absenteeism: Asian, English Leaners
-Washington Unified Virtual Academy
--Chronic Absenteeism: Socioeconomically Disadvantaged
-Yolo High
--College/Career: Hispanic, Socioeconomically Disadvantaged

As part of our ongoing commitment to equity, academic growth, and student well-being, WUSD has closely analyzed performance indicators across our schools and student groups to inform the Local Control and Accountability Plan (LCAP). Our annual review has identified specific red indicators—those signifying the greatest need for improvement—both at school-wide levels and within targeted student populations. This reflection outlines the implications of these findings and informs the continued refinement of our strategic actions.

School-Level Red Indicators
Several schools within our district have been identified with at least one red performance indicator:
-River City High School continues to face challenges in English Learner Progress, emphasizing the need for enhanced language acquisition support and targeted academic interventions for English Learners (ELs).
-Riverbank, Westfield Village, and Westmore Oaks show underperformance in ELA, with Westfield and Westmore also struggling in Math. These data points highlight the need for improved instructional strategies, increased access to tiered supports, and culturally responsive

pedagogy.
-Washington Unified Virtual Academy has red indicators in Chronic Absenteeism, underscoring the necessity of reengagement strategies for virtual learners, including family outreach, access to mental health supports, and flexible learning options.
-Yolo High School demonstrates a red indicator in the College/Career metric, reinforcing the importance of postsecondary readiness pathways, including CTE, dual enrollment, and work-based learning opportunities.

Student Group-Level Red Indicators
In addition to school-wide indicators, several specific student groups across the district have been identified as underperforming:
-Students With Disabilities are significantly overrepresented in red indicators for ELA and Math across multiple sites (e.g., Bridgeway Island, Elkhorn, Southport, Westfield). This consistent pattern highlights systemic gaps in access to rigorous instruction and specialized support services.
-English Learners face red indicators in ELA, Math, and English Learner Progress, particularly at River City, Westfield, Stonegate, Riverbank, and Westmore Oaks. These findings call for intensified language development programs and sustained professional development for staff on integrated and designated ELD instruction.
-Socioeconomically Disadvantaged and Hispanic students have been identified with red indicators in Math, ELA, Chronic Absenteeism, and College/Career readiness at several campuses. Addressing these disparities requires continued investment in intervention programs, expanded learning opportunities, and family engagement.
-African American students are noted for red indicators in Suspension at Elkhorn, River City, Southport, and Chronic Absenteeism at Bridgeway. This highlights a pressing need to address school climate, cultural responsiveness, and restorative practices to reduce exclusionary discipline.
-White students are also identified with red indicators in select categories (e.g., Suspension at Elkhorn, ELA/Math at Riverbank, and Chronic Absenteeism at Westfield), suggesting a need for broader equity-based strategies that serve all learners.

Equity Multiplier Funds
The Local Control Funding Formula (LCFF) Equity Multiplier provides additional funding to local educational agencies (LEAs) for allocation to schoolsites with a prior-year student nonstability rate greater than 25 percent and a socioeconomically disadvantaged pupil rate greater than 70 percent. In Washington Unified School District, the following school(s) meet these criteria and have been identified to receive Equity Multiplier funding: -Washington Unified Virtual Academy
-Yolo High School
-Evergreen (Opportunity)

In accordance with California Education Code (EC) 42238.024, Equity Multiplier funds must be used to provide evidence-based services and supports that are responsive to the specific needs of students at these schoolsites. Washington Unified is committed to documenting and implementing targeted actions designed to improve student outcomes at these campuses.

Equity Multiplier-funded actions will focus on proven strategies such as increased academic intervention, social-emotional and mental health supports, expanded learning opportunities, and family engagement initiatives. These efforts align with district goals to reduce disproportionality, close achievement gaps, and ensure that all students have equitable access to high-quality educational experiences.

Learning Recovery Emergency Block Grant (LREBG)

Washington Unified School District has not fully expended its allocation of Learning Recovery Emergency Block Grant (LREBG) funds prior to the June 30, 2025 deadline. In compliance with LCAP requirements, the District is identifying the specific actions and goals that will be funded using remaining LREBG funds. The estimated actual of the LREGB funds AFTER 06.30.25 as $2,570,000. This number may be adjusted once books are closed at the end of the fiscal year.

Goal #1: Success in the Early Years
Goal & Action: 1.03 Supplemental applications that support students in meeting standards
Metrics to Monitor Effectiveness: 1.01, 1.02, 1.03
Allowable Use: Bii: Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both.
Amount: $250,000

Goal & Action: 1.06 Universal Screeners
Metrics to Monitor Effectiveness: 1.02, 1.03
Allowable Use: B Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports.
Amount: $120,000

Goal #2: Culture and Climate
Goal & Action: 2.10 Standards Aligned Learning: Curriculum & 2.11 Standards Aligned Learning: Curriculum to Support English Learners
Metrics to Monitor Effectiveness: 1.01, 2.04, 2.05
Allowable Use: A …or taking any other evidence-based action that increases or stabilizes the amount of instructional time or services provided to pupils.
Amount: $700,000

Goal & Action: 2.12 Support for Staff During Unstructured Times
Metrics to Monitor Effectiveness: 4.05, 4.08
Allowable Use: C: Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training.
Amount: $500,000

Goal #3: Opportunity & Achievement for Every Student
Goal & Action: 3.14 Tutoring
Metrics to Monitor Effectiveness: 2.03, 3.02
Allowable Use: Bi: Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
Amount: $200,000

Goal & Action: 3.10 Summer Programs
Metrics to Monitor Effectiveness: 2.03
Allowable Use: A: providing summer school or intersessional instructional programs.
Amount: $150,000

Goal #4 Elimination of Disproportionalities
.Goal & Action: 4.05 Alternatives to Suspension
Metrics to Monitor Effectiveness: 4.03, 4.04, 4.08, 4.09
Allowable Use: C: Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training.
Amount: $200,000

Goal #5: College and Career Readiness
Goal & Action: 5.01 Professional Development to Support Goal 5
-This additional in specific to the professional learning support at RCHS math department
Metrics to Monitor Effectiveness: Specifically CAASPP Math
Allowable Use: B vi: Providing professional development and coaching on either or both of the following: The 2023 Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve.
Amount: $100,000

Goal & Action: 5.04 CTE Certificated and Classified Staff: to include additional support for professional development and innovative materials
Metrics to Monitor Effectiveness: 5.5, 5.6, 5.9
Allowable Use: B Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports.
Amount: $150,000

Actions That Cover Multiple Goals
Goal & Action: 1.01 & 5.01 Professional Development to Support Goal 1 & Goal 2
-This addition is specific to the professional learning support the ELA adoption
Metrics to Monitor Effectiveness: Specifically CAASPP ELA
Allowable Use: B vi: Providing professional development and coaching on either or both of the following: The English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve.
Amount: $200,000

Each action is aligned to the needs of the district, schools, and students based on a review of multiple data sources, including academic performance indicators, student assessment results, attendance and chronic absenteeism data, and educational partner feedback. The continued use of LREBG funds to support these targeted services ensures alignment with the original intent of the grant, to accelerate learning recovery, provide equitable support, and close opportunity gaps.

Reflections: Technical Assistance

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

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

-Students With Disabilities: For Academics (ELA/Math), College and Career Indicator, and Graduation Rate

In partnership with YCOE, Washington Unified School District engaged in several improvement efforts to investigate and address areas of identified need including:
-WUSD leaders participate in Weekly Community of Practice Meetings held with Directors of Student Services, Ed Services leads, and ECE Directors, whereby chronic absenteeism, truancy protocols, alternatives to suspensions/expulsions, instructional practices, and social-emotional learning are discussed and best practices are shared across Yolo County. In addition, YCOE and WUSD staff overseeing English Learners, Social-Emotional Learning, SELPA, Tobacco Use and Prevention, MTSS, Community School Support, and Career Technical Education also meet regularly to improve student outcomes. (Goal/Action 4.05 & 5.05)
-The Yolo County SELPA, based on the input of special education program administrators, provides professional development to staff in Washington Unified School District. The professional development addresses best practices in terms of curriculum, legal compliance, effectively and positively addressing behavior issues, and increasing meaningful inclusion. Inclusion professional development for district inclusion teams is provided to increase equity and access for all students. The increase in equity and access will help increase students' academic performance, improve behavior and increase attendance. (Goal/Action 3.16)
-YCOE helped facilitate a training between Inform2Inspire and WUSD leadership on analysis of data to determine how to improve student attendance. (Goal/Action 6.02)
-YCOE and WUSD engaged in ongoing professional learning to support continuous improvement such as: Providing professional learning for WUSD TOSAs and new administrators focused on CA English Learner Roadmap implementation in spring, 2024, WUSD instructional coaches are part of the Yolo County Instructional Coaches' Network, which provides coaching support and opportunities for idea-sharing and problem-solving with instructional coaches across the county, YCOE has collaborated with WUSD staff to provide access to professional learning courses on Career Technical Education administration, funding, instructional practices and other related topics for administrators and teachers as well as hosted training for implementation of county-wide work based learning database and management platform. (Goal/Action 1.01. 2.01, 3.01, 4.01, 5.01, 5.01)
-WUSD K-8 teachers are invited to join a professional learning series focused on implementation of the CA Math Framework, funded and hosted by YCOE. (Goal/Action 5.01)
-YCOE provided a professional learning session on inclusive group work for WUSD K-12 teachers during the district's spring professional development day. (Goal/Action 1.01. 2.01, 3.01, 4.01, 5.01)
-WUSD has participated in a YCOE Community of Practice (CoP) for the Student Behavioral Health Incentive Program (SBHIP) to support anchor sites with establishing a wellness center/program and creating a Closed Loop Referral System to streamline the referral process, keep all necessary staff in the loop, and improve equity and access for students needing mental health supports. (Goal/Action 3.07)
-The YCOE SELPA program data analyst meets individually with the WUSD's district's program data analyst to ensure that pupil and staff reports are accurate which ensures that district staff have accurate information to work with to accurately address the needs of students with disabilities. (Goal/Action 3.16)
-WUSD has participated in a YCOE Community of Practice for SEL to implement the CalHOPE grant and support schools and districts with their SEL programming. This supports students to feel more connected to school, helps them regulate their emotions, and helps the district identify when greater support is needed.
-YCOE recruited professionals from the community to support career awareness activities for Intro to Green Technology science students at River City High School. (Goal 4.05)
-YCOE supported student engagement in coursework through providing Career and Technical Education outreach materials and arranging and facilitating career panels for four sections of River City High School career-focused science class. (Goal/Action 5.04)

WUSD and YCOE are collaborating together to Develop an implementation and monitoring plan for 2025-2026 as reflected in the LCAP.

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.

The following WUSD Schools are eligible for comprehensive support and improvement (CSI):
-Westmore Oaks Elementary

Support for Identified Schools

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

To support identified schools in developing their CSI plans, WUSD has established a process that encompasses a school-level needs assessment, the incorporation of evidence-based interventions, and the identification of resource inequities.

School-Level Needs Assessment
WUSD will begin by guiding each identified school through a detailed needs assessment process. This involves:
-Data Analysis: Schools analyze various data sources, including student performance metrics, attendance records, and behavioral data, to identify areas requiring improvement.
-Educational Partner Engagement: Input is gathered from a broad range of stakeholders, including teachers, parents, students, and community members, to ensure a comprehensive understanding of the school's needs.
-Root Cause Analysis: Schools use structured methods to identify the underlying causes of identified issues, ensuring that interventions target the real problems rather than their symptoms (will be conducted).

Evidence-Based Interventions
Following the needs assessment, WUSD assists schools in selecting and implementing evidence-based interventions. This process includes:
-Research and Selection: Schools review and select interventions from a list of strategies that have demonstrated effectiveness in similar contexts. WUSD provides access to research databases and expert consultations to aid in this selection.
-Professional Development: Educational Services will support training for school staff on the implementation of selected interventions.
-Implementation Monitoring: Schools develop implementation plans with clear timelines and metrics to monitor progress through their Single Plan for Student Achievement.

Identification of Resource Inequities:
As part of the needs assessment, schools also identify resource inequities that may be contributing to their challenges. This process includes:

-Evaluating the distribution of funding, access to qualified teachers, availability of instructional materials, and the condition of school facilities.
-Schools assess whether resources are equitably allocated among all student groups, particularly focusing on marginalized or underserved populations.
-Comprehensive needs assessments will include identification of resource inequities.

Integration with SPSAs
To ensure coherence and alignment with broader school improvement efforts, WUSD integrates CSI plans into the Single Plans for Student Achievement (SPSAs) for each identified school. This integration involves:
-Alignment of Goals and Strategies: CSI goals and actions/strategies are embedded within the SPSA, ensuring that they are part of the school's overall improvement plan.
-Coordinated Monitoring: Progress on CSI goals and actions/strategies is monitored alongside other SPSA goals, allowing for a holistic view of school improvement efforts.
-Comprehensive Reporting: Schools report on the implementation and impact during their School Site Council meetings.

Monitoring and Evaluating Effectiveness

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

WUSD maintains a continuous support and review cycle to ensure that CSI plans are effectively implemented and yield the desired outcomes. This includes:
-Regular Check-ins: District-level teams conduct regular check-ins with school leadership teams to review progress and provide additional support as needed.
-Data-Driven Adjustments: Schools are encouraged to use data to make informed adjustments to their CSI plans, with support from Educational Services Staff.
-Feedback Loops: Educational Partner feedback is regularly solicited to ensure that the CSI plans remain relevant and effective in addressing school needs through the School Site Council meetings.
-Fiscal and Allowability: The WUSD fiscal department with the Director of Compliance & Accountability reviews the expenditures along with the allowability of expenditures quarterly.

By following this comprehensive approach, WUSD ensures that identified schools receive the necessary support to develop and implement effective CSI plans, ultimately driving meaningful improvements in student outcomes.

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
WUSD School Staff: teachers, principals, administrators, other school personnel	To ensure comprehensive engagement of educational partners in the Local Control Accountability Plan (LCAP) process, a structured and regular meeting schedule is essential. Below is a detailed process for engaging teachers, principals, administrators, and other school personnel through various meetings and the LCAP survey. LCAP Advisory Committee Meetings (1 Meeting) Objective: Gather input and review the LCAP from a diverse group of educational partners. Board Meetings Including LCAP Updates Objective: Ensure transparency and provide updates to the broader community on the LCAP. Principal Meetings (2 Times per Month) Objective: Ensure principals are actively involved and that their schools' needs are addressed. Assistant Principal Meetings (Monthly) Objective: Engage assistant principals in supporting goals at their schools. Educational Services Meeting (Monthly) Objective: Align educational services with goals to ensure coherent implementation across the district.

Educational Partner(s)	Process for Engagement
	Executive Cabinet Meetings (Weekly) Objective: Provide high-level oversight and strategic direction for WUSD. Cabinet Meetings (Monthly) Objective: Ensure alignment and coordination among district leaders. Outreach Team Meeting (Monthly) Objective: Engage the broader community to ensure the LCAP reflects diverse needs and priorities. LCAP Survey Objective: Collect broad input from union members who may not be able to attend meetings. Objective: Collect broad input from all educational partners who may not be able to attend meetings.
Local Bargaining Units	To ensure comprehensive engagement of local bargaining units, such as the local teachers' union (WSTA) and the classified employees' union (CSEA), in the Local Control Accountability Plan (LCAP) process, WUSD administrators and bargaining unit leadership meet. Below is a detailed process for engaging local bargaining units through various meetings and the LCAP survey. Periodic Check-in Meetings with WSTA and CSEA Objective: Maintain regular communication and gather input from bargaining unit leaders and share the LCAP process. LCAP Advisory Committee Meetings (1 Meeting) Objective: Gather input and review the LCAP from a diverse group of educational partners. Board Meetings Including LCAP Updates Objective: Ensure transparency and provide updates to the broader community on the LCAP.

Educational Partner(s)	Process for Engagement
	Bargaining Units Leadership Meetings Objective: Facilitate communication between union leadership and their members to ensure widespread dissemination of LCAP information and gather further input. LCAP Survey Objective: Collect broad input from union members who may not be able to attend meetings.
Parents and Community Members	To ensure comprehensive engagement of parents and community members in the Local Control Accountability Plan (LCAP) process, a structured approach is necessary. This approach includes various committees, meetings, and surveys to gather broad input and ensure the LCAP reflects the needs and priorities of the community. Here is a detailed process for engaging these educational partners: LCAP Advisory Committee Meetings (1 Meeting) Objective: Gather input and review the LCAP from a diverse group of educational partners. District English Language Advisory Committee (DELAC) Objective: Engage parents of English learners in the LCAP process to ensure their unique needs are addressed. English Learner Parent Advisory Committee (ELPAC) Objective: Ensure continuous engagement of English learner parents in the LCAP process. Native Indian Committee Meeting Objective: Engage Native American parents and community members to address their specific needs. Board Meetings Including LCAP Updates Objective: Ensure transparency and provide updates to the broader community on the LCAP. LCAP Survey

Educational Partner(s)	Process for Engagement
	Objective: Collect broad input from parents and community members who may not be able to attend meetings.
Students	To ensure comprehensive engagement of students in the Local Control Accountability Plan (LCAP) process, it is essential to involve them through various meetings and surveys. This approach helps to gather their input and ensure the LCAP reflects their needs and priorities. Here is a detailed process for engaging students: LCAP Advisory Committee Meetings (1 Meeting) Objective: Gather input and review the LCAP from a diverse group of educational partners. Students were present at meeting. Board Meetings Including LCAP Updates and Student Reports Objective: Ensure transparency and provide updates to the broader community on the LCAP. Superintendent's Student Advisory Meetings at RCHS and Yolo Objective: Engage directly with students at specific schools through regular meetings with the superintendent and coordinator of student leadership and empowerment. Surveys Including the California Healthy Kids Survey and District Social Emotional Learning Survey Objective: Collect broad and detailed input from students on their health, well-being, and educational experience.
Equity Multiplier Partners	The following school sites are eligibly for Equity Multiplier funds: Yolo High School, Evergreen Opportunity, Washington Virtual Academy. Engaging equity multipliers, requires a targeted approach that ensures their voices are heard and their perspectives are integrated into the Local Control Accountability Plan (LCAP) specific to the Equity Multiplier goal centered on student mobility. Here's a detailed process for engaging equity multipliers: LCAP Advisory Committee Meetings (1 Meeting)

Educational Partner(s)	Process for Engagement
	Objective: Gather input and review the LCAP from a diverse group of educational partners. Educational Services Meeting (Monthly) Objective: Align educational services with goals to ensure coherent implementation across the district. Site Principal Meeting with Educational Services Objective: Facilitate communication and collaboration between site principals and educational services departments to ensure alignment of school-level initiatives with district-wide equity goals. Site Meetings including School Site Council and Other Parent and Staff Meetings Objective: Ensure equity multipliers, including School Site Councils (SSCs) and other parent and staff groups, actively participate in discussions and decision-making processes at the school level. Board Meetings Including LCAP Updates Objective: Ensure transparency and provide updates to the broader community on the LCAP. Strategic Planning Meetings Objective: Integrate goals with broader district strategic planning efforts.

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

The Local Control and Accountability Plan (LCAP) for Washington Unified School District (WUSD) has been significantly shaped by the valuable feedback provided by various educational partners, including parents, teachers, students, and community members. This collaborative approach ensures that the LCAP addresses the unique needs of the WUSD community and aligns resources effectively to enhance educational outcomes.

During our educational partner meetings, WUSD staff shared the goals of the LCAP along with student performance data and proposed actions. These meetings provided a platform for collaborative discussion, allowing for a thorough review of the goals outlined in the district's strategic plan. Through these discussions, it was determined that the new goals of the LCAP should align with the strategic plan goals,

thereby creating one comprehensive plan for WUSD. This unified approach ensures that all initiatives and resources are strategically focused on achieving the district's overarching objectives.

Continued Initiatives
Support of Intervention Specialists:
-Educational partners have emphasized the importance of intervention specialists in addressing the diverse learning needs of students. Consequently, WUSD will continue to fund and support these specialists who provide targeted instruction and interventions, helping to close achievement gaps and ensure all students can succeed. (5.02)
Professional Development for All WUSD Staff Members:
-Ongoing professional development is crucial for maintaining high-quality teaching and learning. Feedback highlighted the need for continuous learning opportunities for staff to stay current with best practices and new educational strategies. The LCAP continues to allocate resources for professional development workshops, training sessions, and collaborative learning communities for all staff members. The specific funding for each goal continues to be monitored to ensure alignment with the Professional Learning Plan. (1.01, 2.01, 3.01, 4.01, 5.01)
Foster Youth Liaison:
-Recognizing the unique challenges faced by foster youth, the LCAP maintains support for a dedicated Foster Youth Liaison. This role is vital for providing specialized support and resources to foster youth, ensuring they have the necessary tools and assistance to succeed academically and personally. (3.08)
Support of Newcomer Classes:
-Newcomer students require tailored support to acclimate to a new educational environment and language. The continued support for newcomer classes addresses these needs by offering specialized instruction that helps integrate these students smoothly into the school system while providing language acquisition support. (2.05)
Teacher of Special Assignment (TOSA) for Dual Immersion at Elkhorn:
-As the dual immersion program at Elkhorn School continues to grow, there is a need for additional support for both teachers and students. The Teacher of Special Assignment (TOSA) will focus on the dual immersion program as the school transitions to full Dual Immersion. This TOSA will provide instructional support, develop curriculum resources, and assist in professional development for dual immersion educators. (3.09)
Personnel in LCAP:
-Consistent with feedback, the LCAP continues to fund essential personnel who are instrumental in implementing the plan's initiatives. These staff members are responsible for coordinating and monitoring the progress of various programs, ensuring that the LCAP's goals are met efficiently. (all actions marked Personnel)

Revised or New Actions and Personnel
Reallocation of Funds Based on Identified Needs and Actual Funds Spent in Previous Year:
-The LCAP includes a mechanism for reallocating funds based on a careful analysis of identified needs and actual expenditures from the previous year. This data-driven approach ensures that resources are optimally allocated to areas with the greatest impact, addressing any emerging needs and making adjustments to enhance program effectiveness and efficiency.
Additional Campus Security Monitor at Yolo High School:

-Safety and security are paramount concerns for students, parents, and staff. Based on feedback, the LCAP includes funding for an additional campus security monitor at Yolo high school. This role will help enhance campus safety, ensuring a secure learning environment for all students. (4.02)
Foster Youth and Families in Transition:
-Allocation of funding to support transportation to ensure students can maintain attendance at school. (3.15)
Personnel: Coordinator of Student Empowerment and Leadership and Director of Equity Diversity and inclusion:
-These positions were combined into one position that closely align to the duties assigned. (2.07~eliminated)
Funding for English Learner Testing
-The funds to support the assessments and monitoring of English Learners was increased. (3.03)
Additional CTE Task Force
-Funds were added to include a task for for CTE. (3.11)

The LCAP for WUSD is a dynamic plan that evolves based on the feedback and needs of the community it serves. By continuing successful initiatives and introducing new positions based on direct input from educational partners, the LCAP aims to create an inclusive, supportive, and high-quality educational environment for all students. This collaborative approach ensures that the LCAP remains relevant and responsive to the ever-changing needs of the WUSD community.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Success in the Early Year Ensure that the staff and facility as well as the courses offered are safe, accessible and prioritized for all learners and of the highest quality. (Conditions of Learning)	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The LCAP goal for "Success in the Early Years" is vital because early childhood education forms the foundation for future learning and development. Ensuring that staff and facilities are safe, accessible, and of the highest quality is crucial to create an optimal learning environment. Qualified teachers, secure and inclusive facilities, and engaging, age-appropriate curricula foster cognitive, social, and emotional growth. Prioritizing these conditions of learning ensures all children, regardless of background, have equal opportunities to succeed, thereby promoting equity and excellence in education from the start.
Strategic plan identified goals for student success:
1. Availability of and participation in high-quality, licensed pre-K programs (no actions in LCAP)
2. Students meeting/exceeding criteria for social-emotional and cognitive development
3. Students meeting/exceeding early-literacy and early-numeracy standards

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	1B: Access to Standards–Aligned Instructional Materials	Williams Textbook Sufficiency Report 100% Compliant	100% Compliant		100% Compliant	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	iReady English Language Arts (local metric)	% of Students Scoring Early On Grade Level or Mid or Above Grade Level in ELA on the Diagnostic K 44% 1st Grade 44% 2nd Grade 50% 3rd Grade 53% 4th Grade 33% 5th Grade 33% 6th Grade 26% 7th Grade 33% 8th Grade 35%	ELA End of Year from 2024-25: % of Students Scoring Early On Grade Level or Mid or Above Grade Level in ELA on the Diagnostic K 60% (55/471 students took it) 1st Grade 50% 2nd Grade 55% 3rd Grade 54% 4th Grade 41% 5th Grade 33% 6th Grade 30% 7th Grade 30% 8th Grade 34%		% of Students Scoring Early On Grade Level or Mid or Above Grade Level in ELA on the Diagnostic K 74% 1st Grade 75% 2nd Grade 75% 3rd Grade 70% 4th Grade 70% 5th Grade 70% 6th Grade 65% 7th Grade 65% 8th Grade 65%	K +6 1st Grade +6 2nd Grade +5 3rd Grade +1 4th Grade +8 5th Grade 0 6th Grade +4 7th Grade -3 8th Grade -1
1.3	iReady Math (local metric)	% of Students Scoring Early On Grade Level or Mid or Above Grade Level in Math on the Diagnostic K 50% 1st Grade 39% 2nd Grade 37% 3rd Grade 38% 4th Grade 38% 5th Grade 30% 6th Grade 24% 7th Grade 22% 8th Grade 17%	End of Year from 2024-25 % of Students Scoring Early On Grade Level or Mid or Above Grade Level in Math on the Diagnostic K 61% (41/471 students took it) 1st Grade 40% 2nd Grade 45% 3rd Grade 37% 4th Grade 47% 5th Grade 40% 6th Grade 29% 7th Grade 22%		% of Students Scoring Early On Grade Level or Mid or Above Grade Level in Math on the Diagnostic K 74% 1st Grade 75% 2nd Grade 75% 3rd Grade 70% 4th Grade 70% 5th Grade 70% 6th Grade 65% 7th Grade 65% 8th Grade 65%	K +11 1st Grade +1 2nd Grade +8 3rd Grade -1 4th Grade +9 5th Grade +10 6th Grade +5 7th Grade 0 8th Grade +7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			8th Grade 24% ------			
1.4	Percent of Positive Parental Engagement Responses (local indicator)	Develop Baseline on CalHope Survey	Awaiting Reponses: Survey closes June 6, 2025		Maintain a 70% positive rating	Data not yet available

Goal Analysis [2024-25]

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.

Overall implementation of this goal was carried out as planned. i-Ready monitoring was implemented across the intended grade levels, supporting progress toward the identified metric. The actions taken aligned well with the planned activities, and there were no substantive differences between the planned and actual implementation.

A noted success was the consistent use of i-Ready to track student progress and inform instruction. One area identified for improvement involves the motivational program. While it was implemented, feedback suggests a need to revisit and refine it by offering schools more choice in how they engage and motivate students. This change will support greater school-level ownership and relevance in future 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.

There were minimal material differences between budgeted and estimated actual expenditures overall. 1.08 Motivational Program was underbudget for the year. While funds were allocated to support student motivation and engagement, more restricted funds were utilized. As a result, actual expenditures were lower than planned.

In response, WUSD is planning to support school sites differently in the coming year by offering greater flexibility and aligning funding to the unique needs and context of each site. This approach is expected to promote more effective and targeted use of resources, while continuing to support improved services for students.

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

All actions implemented to date under this goal have been effective in supporting progress.

Specifically:
Action 1.01 Professional Development Goal 1: effective. Provided relevant training aligned to instructional goals.
Action1.02 Personnel: Administrative Support: effective. Ensured consistent oversight and implementation of strategies.
Action 1.03 Supplemental Applications: effective. Enhanced instructional delivery and student engagement.
Action 1.07 English Learner Support Materials: effective. Were utilized to reinforce instruction and language acquisition.
-Metric 1.01: 1B: Access to Standards–Aligned Instructional Materials~100% compliant

Action 1.04 Bilingual Stipends: effective. Contributed to staff retention and support for English Learners and families.
Action 1.05 SDC ELD Teachers: effective. Effectively supported language development for students with disabilities.
Action 1.08 Motivational Program: effective. Helped increase student engagement and school climate.
-Metric 1.04 Percent of Positive Parental Engagement Responses~Data not yet available

Action 1.06 i-Ready: effective. Was successfully implemented and used for monitoring academic progress.
-Metric 1.02 iReady English Language Arts & 1.03 iReady Math students made progress at all grade levels

Each action has played a meaningful role in advancing the overall goal, with plans in place to continue or refine these strategies in the coming year based on site-specific needs.

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

There are no changes to the planned goal, metrics, or target outcomes for the coming year, as they remain aligned with district priorities and student needs. However, several adjustments were made to specific actions based on reflection and implementation feedback:
-1.06 i-Ready: The budgeted amount was adjusted to reflect the annual subscription cost, rather than a three-year multi-year contract.
-1.04 Bilingual Stipends: This action has been effective, and we are exploring the possibility of increasing the stipend amount at high-need sites to better support recruitment and retention.
-1.08 Motivational Program: Funding for this action was increased to allow greater flexibility and choice at all school sites, promoting stronger student engagement through site-specific options.

Information gathered form the LCAP Education Survey provided additional suggestions for parent and family engagement topics. This is reflected in the action in goal 4.08.

These refinements aim to improve implementation fidelity and ensure resources are more effectively targeted to student and staff needs.

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	Professional Development Goal 1	Professional Development to Support Success in the Early Year	$200,000.00	Yes
1.2	Personnel: Administrative Support	Educational Services Secretary	$135,773.00	Yes
1.3	Supplemental Applications	Supplemental applications that support students in meeting standards.	$600,000.00	Yes
1.4	Bilingual Stipends	Certificated and Classified stipends for staff who hold certification or meet criteria in negotiated language per collective agreements.	$176,500.00	Yes
1.5	SDC ELD Teachers	SDC Teacher percentage to support ELD		Yes
1.6	Universal Screeners	Universal screeners across all grade levels to identify students' academic and social-emotional needs. These screeners will be administered multiple times throughout the school year to monitor student progress and inform instruction, interventions, and support services. (Examples may include iReady and diagnostic screeners)	$595,000.00	No
1.7	English Leaner Support Materials	English Leaner Support Materials to support early literacy and math skills.	$25,000.00	Yes
1.8	Motivational Program	District wide motivational speaker who focuses on motivation. This may include fitness for TK-8 students. This program includes a family engagement program.	$60,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Fingerprinting for Volunteers	Cost of fingerprinting for low income families	$40,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Healthy, Safe, Challenged & Supported Ensure that the staff and facility as well as the courses offered are safe, accessible and prioritized for all learners and of the highest quality. (Conditions of Learning)	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The LCAP goal for "Healthy, Safe, Challenged & Supported" is essential because it encompasses the holistic needs of students, creating an environment where they can thrive academically and personally. Ensuring that staff and facilities are safe, accessible, and of the highest quality directly supports students' physical and emotional well-being, providing a secure foundation for learning. High-quality courses challenge students intellectually, fostering growth and resilience, while comprehensive support systems address their diverse needs. By prioritizing these conditions of learning, schools create an inclusive and nurturing environment that promotes equity and excellence.
Strategic plan identified goals for student success:
1. Students' perception of safety, sense of belonging, academic challenge, and access to timely supports
2. Students' access to and participation in extra-/co-curricular activities
3. Students' progress on the Portrait of a WUSD Graduate

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	1A: Fully Credentialed and Appropriately Assigned Teachers	Data Quest (2021-22) -out-of-field 1.7%	Data Quest (2022-23 most current)		100% Fully Credentialed and Appropriately	WUSD continues to monitor metric.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-intern 0.8% -ineffective 3.6% -incomplete 7.0% -unknown 0.5%	-out-of-field 1.3% -intern 2.2% -ineffective 3.9% -incomplete 5.7% -unknown 0.4%		Assigned Teachers	
2.2	1C: Facilities in “Good” Repair as Measured by Facility Inspection Tool (FIT)	Fall Facilities Inspection Tool All Sites: Good Overall Rating -WF at temporary campus 23-24 School Year	"Exemplary" or "Good" Repair: BWI, ELK, RB, RCHS, SG, SP, WF, WMO, WUVA "Fair": Repair: Yolo		All Sites: Good Overall Rating	All but one (1) school rates "Exemplary" or "Good" repair
2.3	2A: Implementation of State Board Adopted Content and Performance Standards (local Indicator)	Local Indicator Met	Local Indicator Met		Local Indicator Met	No Difference
2.4	2B: English Learner Access to State Content and English Language Development Standards	Local Indicator Met	Local Indicator Met		Local Indicator Met	No Difference
2.5	7A: Student Enrollment and Access to a Broad Course of Study	Local Indicator Met	Local Indicator Met		Local Indicator Met	No Difference

Goal Analysis [2024-25]

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 implementation of this goal was consistent with the original plan, with no substantive differences between the planned actions and their actual implementation. All scheduled actions were carried out as intended, supporting progress toward the identified outcomes.

Key successes included strong execution of professional development, effective deployment of support personnel across sites, and meaningful progress in student wellness and engagement initiatives such as wellness centers and school counselors. Additionally, support for English Learners and newcomers was effectively implemented through targeted personnel and programming.

While there were no major challenges that impacted implementation, continued reflection will guide adjustments to strengthen impact, such as enhancing site-level flexibility and refining outreach strategies where needed.

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

There were a few material differences between the budgeted and estimated actual expenditures:
-2.16Diversity Recruitment: The amount budgeted reflected the total cost of the full project; however, actual expenditures were lower during the year, resulting in an underspend. This was due to the project being implemented in phases, with some costs projected for future years.
-2.18 Wellness Centers: Expenditures exceeded the budgeted amount due to the carryover of funds from the previous year. The carryover supported ongoing project costs, which resulted in an overage in the current year's spending.

These differences are consistent with multi-year project planning and the timing of expenditures and do not reflect a deviation in program goals or implementation fidelity.

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

The majority of actions implemented to support this goal have been effective and continue to contribute to progress across the district.

Specifically:
Action 2.01 Professional Development Goal 2: effective. Effective in enhancing instructional practices and staff capacity.
Action 2.10 Standards-Aligned Learning and 2.11 Standards-Aligned Learning for English Learners: effective. Have both supported consistent, high-quality instruction with standards aligned curriculum.
Action 2.21 Communication: effective. Has been strengthened, supporting transparency and responsiveness across the district.
-Metric 2.03 Implementation of State Board Adopted Content and Performance Standards ~indicator met
-Metric 2.04 English Learner Access to State Content and English Language Development Standards ~indicator met

Action 2.02 Personnel: Site and District Administrators and Support Staff: effective. Including assistant principals at high school and K-8 sites, director positions, and administrative secretaries at the district office, have provided essential leadership and operational support.
Action 2.03 School Counselors and 2.04 Social Workers: effective. Have effectively supported student well-being and academic success.
Action 2.05 Newcomer Center and 2.13 Newcomer Support: effective. Have been effective in meeting the unique needs of newly arrived students and their families.
Action 2.06 Certificated Support at High Schools: effective. Has contributed to improved student academic outcomes and intervention support.

Action 2.07 Coordinator of Student Leadership and Empowerment was eliminated.
Action 2.08 Executive Director of Communications: effective. Has played a key role in district-wide communication.
Action 2.09 TOSA – HR Diversity & Recruitment: effective. Has effectively supported recruitment efforts focused on increasing staff diversity.
Action 2.14 and 2.15 Recruit and Retain Highly Qualified Staff: effective. Initiatives have been effective in maintaining staffing stability.
Actio2.16 Diversity Recruitment : effective. Efforts have shown positive progress in building a more representative workforce.
Action 2.17 Induction: effective. Has effectively supported new teachers through mentoring and professional growth.
-Metric 2.01 Fully Credentialed and Appropriately Assigned Teachers ~WUSD continues to monitor metric.

Action 2.18 Wellness Centers: effective. Continue to support students' well-being.
Action 2.12 Support for Staff During Unstructured Times: effective. Has improved supervision and safety.
-Metric 2.02 Facilities in “Good” Repair as Measured by Facility Inspection Tool (FIT)~All but one (1) school rates "Exemplary" or "Good" repair

Action 2.19 Sly Park: effective. Has provided valuable experiential learning opportunities for students.
-Metric 2.05 Student Enrollment and Access to a Broad Course of Study ~indicator met

Action 2.20 Fingerprinting For Volunteers: effective. Has improved safety and streamlined volunteer engagement.
(moved to goal 1-new action 1.)

These actions collectively reflect a comprehensive and effective approach to meeting the needs of students, staff, and families aligned with district goals.

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

No major changes were made to the planned goal, metrics, target outcomes, or actions for the coming year, with the exception of a few adjustments based on reflection and implementation needs:
-2.07 Coordinator of Student Leadership and Empowerment has been removed from the plan.
-2.18 Wellness Centers was reduced, as sites now have established wellness centers and require less centralized funding.
-2.10 and 2.11 – Standards-Aligned Learning and Standards-Aligned Learning for English Learners were increased to support the implementation needs of the ELA curriculum adoption.
-2.20 Fingerprinting for volunteers was moved to goal 1 1.09 to better align with goal

These refinements reflect a focus on aligning resources with current needs and sustaining effective practices.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development Goal 2	Professional Development to Support Healthy, Safe, Challenged & Supported	$140,000.00	Yes
2.2	Personnel: Site and District Administrators and Support Staff	Provide additional administrative, support to high needs school sites impacted by poverty and social emotional needs.	$1,899,537.00	Yes
2.3	Personnel: School Counselors	Provide counseling support to students. Counselors provide academic and social emotional support.	$523,577.00	Yes
2.4	Personnel: Social Workers	Provide education specialist and emotional health support to high needs school sites impacted by poverty and social emotional needs.	$763,559.00	Yes
2.5	Personnel: Newcomer Center	Multi Age Newcomer Center to support students new to the country and WUSD. -Certificated & Classified Staff	$504,466.00	Yes
2.6	Personnel: Certificated Support at High Schools	Certificated staffing at RCHS and Yolo to provide support with English Learner Development. Technical Assistance Supported	$355,350.00	Yes
2.7	Personnel: Coordinator of Student Leadership and Empowerment	Position combined with Director of Equity during 2024-25 School Year		
2.8	Personnel: Executive Director of	Communication outreach to staff and families.	$250,019.00	No

Action #	Title	Description	Total Funds	Contributing
	Communications and Outreach			
2.9	Personnel: TOSA: HR Diversity & Recruitment	TOSA to support the Diversity and Recruitment Program	$120,744.00	Yes
2.10	Standards Aligned Learning	Curriculum Adoption	$1,100,000.00	No
2.11	Standards Aligned Learning	Curriculum Adoption to Support English Learners	$500,000.00	Yes
2.12	Support for Staff During Unstructured Times	Culture and Climate Support (example Playworks)	$520,000.00	Yes
2.13	Newcomer Support	Support for newcomer classes including supplemental supplies and programs.	$20,000.00	Yes
2.14	Recruit and Retain Highly Qualified Staff	Recruit, develop and retain highly-qualified, reflective and adaptive educators. -Implement the use of classified staff professional learning funds to improve professional capacity of staff. -Support aspiring, new and developing administrator professional learning programs -Support administrative memberships in professional organizations providing professional learning opportunities.	$235,000.00	No
2.15	Recruit Recruit and Retain Highly Qualified Staff	Recruit, develop and retain highly-qualified, reflective and adaptive educators. -Improve employee recognition programs focused on exceptional work with students aligned to the WUSD Goals. -Plan for the recruitment of a diverse and skilled workforce. -Support National Board Certification	$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.16	Diversity Recruitment	WUSD will recruit diverse teacher talent committed to working in the district providing service to our students over several years. Recruitment will begin with current employees.	$150,000.00	Yes
2.17	Induction	Induction Program to include mentoring/onboarding of staff new to the District.	$240,100.00	No
2.18	Wellness Centers	Implementation of the Wellness Centers at all WUSD schools.	$75,000.00	Yes
2.19	Sly Park	Provide the opportunity for every 6th grade student to experience outdoor, hands on learning, through overnight science camps. Encourage students to explore Science, Technology, Engineering and Math (STEM) pathways based their experience in a real world setting. There is no cost to families.	$150,000.00	Yes
2.20	Fingerprinting for Volunteers	Cost of fingerprinting for low income families (moved to goal 1.09)		
2.21	Communication	Translation of services and documents for families of English Learners.	$110,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Opportunity & Achievement for Every Student Enhance student performance outcomes and achievement through targeted interventions and comprehensive support systems (Pupil Outcomes)	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The LCAP goal for "Opportunity & Achievement for Every Student" is crucial because it aims to elevate student performance and achievement across all demographics through targeted interventions and comprehensive support systems. By focusing on individualized support and evidence-based strategies, schools can address the unique needs and challenges faced by each student, ensuring that all learners have equitable access to high-quality education. This approach not only helps close achievement gaps but also fosters a culture of inclusivity and excellence. Enhancing pupil outcomes through tailored interventions and support mechanisms empowers every student to reach their full academic potential and prepares them for future success.
Strategic plan identified goals for student success:
1. Students meeting/exceeding proficiency standards on local, state and national assessments
2. Availability of and enrollment in advanced rigorous coursework (including advanced placement, international baccalaureate, dual enrollment, and STEM programs)
3. Participation in gifted and talented programs

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	4H: Percentage of students who Demonstrate College Preparedness Pursuant	At least a Level 3 "Standard Met" on the Smarter Balanced Summative	2023-24 RCHS ELA All 47.04 %		All -60%	ELA +4.37% Math -7.17%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	to the Early Assessment Program	Assessments for both ELA and Mathematics. All -42.7%	Math All 35.54 %			
3.2	4F: Reclassification Rate of English Learners	Data Quest All 173/1237 -14% Long Term English Learners (LTELs) 194 6.7%	2024-25 RFEP 50.7% Long Term English Learners (LTELs) 166 5.9%		All -20% Long Term English Learners (LTELs) -20%	We have met the reclassification target of 20% for both EL and LTELs
3.3	4E: ELPI: ELs making progress or maintaining 4 on ELPAC	CA School Dashboard All Students 0.6% Long Term English Learners (LTELs) (to be established)	CA School Dashboard EL Students: Progressed at least one ELPI Level: 41.5% Maintained ELPI Level 4: 0.2% Maintained ELPI Level: 39%		CA School Dashboard All Students 3% Long Term English Learners (LTELs) (increase by 5%)	Revised based on metric reporting: EL Students: Progressed at least one ELPI Level: 41.5% Maintained ELPI Level 4: 0.2% Maintained ELPI Level: 39%
3.4	7B: Programs and services developed and provided to low income, English learner and foster youth students	Percentage of Students who are Prepared for College Career Indicator for State Seal of Biliteracy 21.1 % 53	2024 CA Dashboard 40.4% students prepared Students receiving Seal of Biliteracy: 65		75 Students	+12

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

Goal Analysis [2024-25]

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 implementation of planned actions for this goal was carried out as intended, with no substantive differences between planned and actual activities. The district remains committed to ensuring that all students succeed by maintaining focused efforts on targeted supports and interventions. Despite any challenges faced, the consistent implementation of strategies has contributed to ongoing progress toward improving student outcomes and closing achievement gaps.

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.

Material differences between budgeted and estimated actual expenditures primarily resulted from staffing challenges. Specifically:
-3.09 Personnel: TOSA: Dual Immersion position was difficult to fill and was not hired until mid-year, resulting in lower expenditures during the first half of the year.
-3.07 Social Emotional & Behavior support was partially covered by substitutes due to vacancies or delayed hires, causing discrepancies between budgeted and actual spending.

These staffing delays impacted the timing of expenditures but did not affect the overall goal or planned services. Efforts are underway to ensure positions are filled more promptly in the coming year.

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

Most actions implemented to date have been effective in advancing progress toward the goal.

Specifically:
Action 3.01 Professional Development Goal 3: effective. Has been effective in building staff capacity to support English Learners and targeted student groups.
Action 3.10 Summer Programs: effective. Have successfully provided additional learning opportunities.
Action 3.06 TOSA for Special Education and 3.07 Social Emotional & Behavior: effective. Have provided essential targeted support for students' diverse needs.
Action 3.08 Foster Youth & FIT Youth Outreach Specialist: effective. Position has been effective in outreach and support efforts.
Action 3.11 Task Force, 3.13 Student Leadership & Empowerment, 3.14 Peer Tutoring, 3.15 Foster Youth and FIT Families, and 3.16 Support for Students with Disabilities have all been effective in addressing student needs and promoting success.

-Metric 3.01 Percentage of students who Demonstrate College Preparedness Pursuant to the Early Assessment Program ~progress made

Action 3.02 Director of English Learners & Support Programs and 3.04 English Learner Program Specialist: effective. Positions have effectively guided program implementation and student support.
Action 3.03 Support for EL Reclassification (substitutes): effective. Has contributed positively to reclassification efforts.
Action 3.05 Bilingual School Liaisons: effective. Have effectively supported communication and engagement with families.
Action 3.09 TOSA: Dual Immersion: effective. was ineffective as the position was not hired for the 2024-25 school year.
Action 3.12 Site Supports for Targeted Students: effective. Site supports provide school sites with funds to meet their site needs.
-Metric 3.02 Reclassification Rate of English Learner ~We have met the reclassification target of 20% for both EL and LTELs
-Metric 3.03 ELPI: ELs making progress or maintaining 4 on ELPAC ~EL Students: Progressed at least one ELPI Level: 41.5%, Maintained ELPI Level 4: 0.2%, Maintained ELPI Level: 39%
-Metric 3.04 Programs and services developed and provided to low income, English learner and foster youth students ~Increased by 12 receiving seal of biliteracy

Many of the actions in this section support metrics in other goals as well.

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

Changes to the planned goal, metrics, target outcomes, or actions for the coming year are minimal, with the following exceptions based on prior year reflections:
Metric 4E: ELPI: ELs making progress or maintaining 4 on ELPAC changed to reflect how data is reported on the Dashboard.

Actions:
-3.09 Personnel: TOSA: Dual Immersion position will be hired for the 2025-26 school year to provide dedicated support for the program.
-3.11 Task Force will be expanded to include a focus on Career and Technical Education (CTE) to better support student pathways and workforce readiness.
-3.15 Foster Youth and FIT Families funding will be increased to include transportation support, enhancing access to school and program activities.

These adjustments are designed to strengthen support services and expand opportunities for targeted student groups.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Professional Development Goal 3	Professional Development to Support Opportunity & Achievement for Every Student	$150,000.00	Yes
3.2	Personnel: Director of English Learners & Support Programs	Personnel Support -Director of English Learners & Support Programs	$208,095.00	Yes
3.3	Support for EL Reclassification	Support for training and substitutes to assist with reclassification of EL students including LTELS Technical Assistance Supported	$40,000.00	Yes
3.4	Personnel: English Learner Program Specialist	The EL Program Specialist to work directly with the Director of English Learners and Support Programs.	$145,777.00	Yes
3.5	Personnel: Bilingual School Liaisons	Provide additional administrative, education specialist and emotional health support to high needs school sites impacted by poverty and social emotional needs.	$575,612.00	Yes
3.6	Personnel: TOSA: Special Education	Teacher on Special Assignment to support MTSS/Co Teach	$136,350.00	Yes
3.7	Personnel: Social Emotional & Behavior	Personnel to support social emotional & behavior of students.	$164,546.00	Yes
3.8	Personnel: Foster Youth & FIT Youth Outreach Specialist	Foster Youth & FIT Youth Outreach Specialist to support WUSD Foster Youth and Families in Transition. Technical Assistance Supported	$123,070.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.9	Personnel: TOSA: Dual Immersion	TOSA top support Dual Immersion program.	$133,712.00	Yes
3.10	Summer Programs	Strategic Summer Programs	$410,000.00	Yes
3.11	Task Force	Task force committees in the following areas: VAPA, Special Education, Career Technical Education	$21,000.00	No
3.12	Site supports for targeted students	Allocations of funds were disbursed to sites to provide learning supports to targeted students through before/after school intervention, teacher collaboration time, supplemental materials and training opportunities. Plans will be outlines in the Single Plan for Student Achievement and directly targeted toward English Learners, foster youth and/or low income students.	$655,796.00	Yes
3.13	Student Leadership & Empowerment	Support for Student Leadership & Empowerment including student training	$60,000.00	Yes
3.14	Tutoring	Implement before and after school Peer Tutoring at High School and selected middle schools. To be overseen by teachers and students utilized as Peer Tutors. Expanded for 2025-26 with the option to include Tutoring with Highly Qualified Staff utilizing Learning Recovery Emergency Block Grant (LREGB)	$205,000.00	Yes
3.15	Foster Youth and FIT Families	Support for our Foster Youth and Families In Transition. This includes supplies for families as well as transportation. Technical Assistance Supported	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.16	Support for Students with Disabilities	Tiered support for students with disabilities including: -co teach training -curriculum	$90,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Elimination of Disproportionalities Support and provide necessary activities and systems to improve school climate, as well as community and family engagement to make learning safe and accessible for all students. (Engagement)	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The LCAP goal for "Elimination of Disproportionalities" is vital as it aims to create an equitable educational environment by addressing and removing disparities in student treatment and outcomes. This goal focuses on improving school climate and fostering robust community and family engagement, ensuring that learning is safe and accessible for all students. By implementing necessary activities and support systems, schools can address biases, reduce disciplinary inequities, and promote inclusivity. Engaging families and communities in the educational process strengthens the support network for students, enhancing their sense of belonging and commitment to learning. This comprehensive approach ensures that every student has an equal opportunity to succeed.
Strategic plan identified goals for student success:
1. Attendance and chronic absenteeism rates
2. Access to supports for emotional, behavioral, mental and physical health
3. Discipline referrals, suspension and expulsion rates
4. Access to and participation in formalized tutoring and other types of academic supports

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	3A: Parent Participation in District Wide Parent	Baseline to be Developed During 2024-25	District Wide baseline not developed.		Increase by 10%	Baseline needed.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Engagement Events (local indicator)					
4.2	3B: Parent Participation for students with disabilities (local indicator)	Baseline to be Developed During 2024-25 for task force	District Wide baseline not developed.		Maintain active participation	Baseline needed.
4.3	5A: Attendance Rates by School Site	June 2024 BWI 94.75% ELK 93.95% EV/Opport 76.1% RCHS 90.1% RB 91.4% SP 92.5% SG 94.75% WUVA 89.35% WF 90.9% WMO 91.45% Yolo 63.1%	May 2025 BWI 94.92% ELK 93.79% EV/Opport NA RCHS 90.59% RB 91.41% SP 93.22% SG 94.83% WUVA 91.35% WF 91.46% WMO 91.70% Yolo 62.74%		BWI 96% ELK 95% EV/Opport 80% RCHS 94% RB 94% SP 94% SG 96& WUVA 89.3% WF 94% WMO 94% Yolo 67%	BWI +0.17% ELK -0.16% EV/Opport NA RCHS +0.49% RB +0.01% SP +0.08% SG +0.08% WUVA +2% WF +0.56% WMO +0.25% Yolo -0.36%
4.4	5B: Chronic Absenteeism Rates	All Student 25.8% Chronically Absent English Learners (25.5%) Socioeconomically Disadvantaged (30.8%) Foster Youth (27.3%) Homeless (58.5%) Students with Disabilities (38%) African American (35.5%) American Indian (40.6%) Asian (19.6%) Filipino (9.9%)	2024 California Dashboard All Student 20.6% Chronically Absent English Learners (21.4%) Socioeconomically Disadvantaged (25.9%) Foster Youth (33.3%) Homeless (42%) Students with Disabilities (32.3%)		All Student 15% Chronically Absent English Learners (15%) Socioeconomically Disadvantaged (18%) Foster Youth (16%) Homeless (25%) Students with Disabilities (28%) African American (28%) American Indian (18%)	All Student 5.6% Chronically Absent (difference from target year 3 outcome) English Learners (6.4%) Socioeconomically Disadvantaged (7.9%) Foster Youth (17.3%) Homeless (17%) Students with Disabilities (4.3%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic (30.6%) Hawaiian/Pacific Islander (26.2%) Two or More Races (24.9%) White (19.4%)	African American (27.1%) American Indian (44.1%) Asian (16.7%) Filipino (8.6%) Hispanic (24.3%) Hawaiian/Pacific Islander (22.2%) Two or More Races (18.5%) White (15.7%)		Asian (10%) Filipino (5%) Hispanic (18%) Hawaiian/Pacific Islander (15%) Two or More Races (15%) White (10%)	African American (met) American Indian (26.1%) Asian (6.7%) Filipino (3.6%) Hispanic (6.3%) Hawaiian/Pacific Islander (7.2%) Two or More Races (3.5%) White (5.7%)
4.5	5C: Middle School Dropout Rates	Less than 1%	Data not readily available		Less than 1%	Not yet available for 2025
4.6	5D: High School Dropout Rates	4.36%	Data not readily available		Less than 1%	Not yet available for 2025
4.7	5E: High School Graduation Rates	All Students 89.5% English Leaners 78.3% Socioeconomically Disadvantaged 87.8% Foster Youth 53.3% Homeless 76.5% Students with Disabilities 57% African American 90.6% American Indian * Asian 90.1% Filipino 94.7% Hispanic 88.4% Hawaiian/Pacific Islander * Two or More Races 87% White 89.5%	2024 California Dashboard All Students 92.9% English Leaners 88% Socioeconomically Disadvantaged 91.5% Foster Youth *% Homeless 84.9% Students with Disabilities 64.8% African American 75% American Indian * Asian 97.2% Filipino 93.3%		All Students 95% English Leaners 85% Socioeconomically Disadvantaged 94% Foster Youth 65% Homeless 82% Students with Disabilities 65% African American 97% American Indian * Asian 97% Filipino 97% Hispanic 94% Hawaiian/Pacific Islander *	All Students 2.1% (difference from target year 3 outcome) English Leaners 3% Socioeconomically Disadvantaged 2.5% Foster Youth *% Homeless: met Students with Disabilities 0.2% African American 22% American Indian * Asian: met Filipino 3.7% Hispanic 1.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic 92.9% Hawaiian/Pacific Islander * Two or More Races 93.9% White 93.7%		Two or More Races 93% White 95%	Hawaiian/Pacific Islander * Two or More Races: met White 1.3%
4.8	6A: Student Suspension Rates	All Students 5.7% Suspended at Least One Day English Learners 4.7% Socioeconomically Disadvantaged 7.2% Foster Youth 17.1% Homeless 15.9% Students with Disabilities 10.5% African American 12.6% American Indian 14.6% Asian 3.8% Filipino 0.7% Hispanic 6.1% Hawaiian/Pacific Islander 4.3% Two or More Races 5.6% White 5%	2024 California Dashboard All Students 4% Suspended at Least One Day English Learners 3.8% Long Term English Learners 10.2% Socioeconomically Disadvantaged 4.9% Foster Youth 6% Homeless 7.5% Students with Disabilities 7.3% African American 10.4% American Indian 4.8% Asian 2.2% Filipino 0.7% Hispanic 3.9% Hawaiian/Pacific Islander 4.8% Two or More Races 5.3% White 3.3%		All Students 3% Suspended at Least One Day English Learners 2.5% Socioeconomically Disadvantaged 4% Foster Youth 8% Homeless 8% Students with Disabilities 5% African American 6% American Indian 7% Asian 2% Filipino 0.7% Hispanic 3% Hawaiian/Pacific Islander 2% Two or More Races 3% White 3%	All Students 1% Suspended at Least One Day (difference from target year 3 outcome) English Learners 1.3% Socioeconomically Disadvantaged 0.9% Foster Youth: met Homeless: met Students with Disabilities 2.3% African American 4.4% American Indian: met Asian 0.2% Filipino: met Hispanic 0.9% Hawaiian/Pacific Islander 2.8% Two or More Races 2.3% White 0.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.9	6B: Student Expulsion Rate	2022-2023 -0 Expulsions	2023-24 -3 expulsions		0%	3 expulsions
4.10	6C: Local Metric Regarding School Safety and Connectedness	Kelvin Survey Data Baseline to be established	Baseline Established Spring 2025 Adults at my school care about me. 83% The rules at my school are the same for everyone. 73% Adults at my school take action when students are being mean. 67%		Baseline established.	Baseline established.

Goal Analysis [2024-25]

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 implementation of actions under this goal proceeded as planned, with no substantive differences between the planned actions and their actual implementation. The district maintained a continued focus on improving school culture and climate across all sites, recognizing its critical role in supporting student success.

Student surveys were administered multiple times throughout the school year to gather feedback on school climate, safety, and student well-being. The results of these surveys were shared with the Board of Trustees and school sites to inform site-level decisions and support continuous improvement efforts. This ongoing cycle of feedback and reflection has been a key factor in the continued commitment in fostering positive, responsive learning environments districtwide.

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

There were a few minor material differences between budgeted and estimated actual expenditures for this goal:
-4.02 Personnel: Campus Security Monitors – Positions at River City High School were not filled at the start of the school year, resulting in lower actual expenditures than budgeted.
-4.08 Parent Education Opportunities – While this action was included in the plan, the activities were funded through other restricted sources, leading to reduced expenditures from the originally budgeted LCAP funds.

These differences reflect adjustments in hiring timelines and strategic use of available funding sources while maintaining the intent and impact of the planned services.

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

All actions implemented to date under this goal have been effective in supporting student well-being, safety, and inclusive practices:

Specifically:
Action 4.01 Professional Development Goal 4: effective. Has strengthened staff capacity to address student needs through training aligned with the district's vision for equity and inclusion.
Action 4.04 Equity, Diversity, and Inclusion Department Staff: effective. Have provided valuable leadership and coordination to advance equity-focused initiatives.
-Metric 4.10 Local Metric Regarding School Safety and Connectedness ~baseline established
-Metric 4.05 Middle School Dropout Rates and 4.06 High School Dropout Rates ~data not available for 2025

Action 4.02 Campus Security Monitors: effective. Have been effective in maintaining a safe and secure learning environment.
Action 4.05 Alternatives to Suspension: effective. Programs have contributed to reduced exclusionary discipline and increased student engagement.
Action 4.07 Restorative Practices and Initiatives: effective. Have promoted positive school climate and conflict resolution.
Action 4.06 RCHS Support Class: effective. Has been effective in providing targeted academic and behavioral support.
-Metric 4.08 Student Suspension Rates ~decrease in student suspension by 0.7% for all students
-Metric 4.09 Student Expulsion Rate ~increase in student expulsion rate

Action 4.03 Outreach Specialists: effective. Have played a key role in engaging students and families, especially those requiring additional support.
-Metric 4.03 Attendance Rates by School Site ~attendance rates are stable across all school sites with minimal increase at most.
-Metric 4.04 Chronic Absenteeism Rates -Chronic absenteeism rates decreases across all student groups with the exception of foster youth and American Indian

Action 4.08 Parent Education Opportunities: effective. Have supported family engagement and strengthened the home-school connection.

-Metric 4.01 Parent Participation in District Wide Parent Engagement Events and 4.02 Parent Participation for students with disabilities ~baseline to be developed

Action 4.09 Transportation: effective. Has been effective in increasing student access to educational programs and services decreasing students absenteeism.
-Metric 4.07 High School Graduation Rates ~increase is graduation rate by 3.4% for all students

These efforts have collectively supported the goal of creating safe, supportive, and equitable learning environments for all students.

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.

For the coming year, there are minimal changes to the planned goal, metrics, target outcomes, or actions; however, some adjustments have been made based on reflections from prior implementation:
Metrics 4.01 and 4.02 still require baseline participation data to be developed in order to effectively measure progress.

Actions:
-4.02 Campus Security Monitors have proven effective in maintaining a safe and secure learning environment. Based on site needs, an additional Campus Security Monitor will be hired at Yolo to further support school safety.
-4.04 Equity, Diversity, and Inclusion Department Staff: The role has been elevated to a Director I position to provide expanded leadership and strategic oversight of EDI initiatives across the district.

These changes reflect the district's continued commitment to fostering safe, inclusive, and supportive learning environments.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Professional Development Goal 4	Professional Development to Support Elimination of Disproportionalities	$150,000.00	Yes
4.2	Personnel: Campus Security Monitors	Campus Security positions at River City High School (7) and Yolo (1)	$693,955.00	No

Action #	Title	Description	Total Funds	Contributing
4.3	Personnel: Outreach Specialist	The district will fund 10 Youth Outreach Specialists.	$1,289,038.00	Yes
4.4	Personnel: Equity, Diversity, Inclusion Department Staff	Certificated and classified EDI department support.	$307,503.00	Yes
4.5	Alternatives to Suspension	Programs at the High school to support student success and alternatives to suspension. May include: GLGO, SAR and/or Mending Matters and monitoring tools.	$485,000.00	Yes
4.6	RCHS Support Class	BFFS	$10,000.00	No
4.7	Restorative Practices & EDI Initiatives	Programs for EDI to support initiatives.	$175,000.00	Yes
4.8	Parent Education Opportunities	Opportunities for parents such as parent education, parent university, parenting classes	$100,000.00	Yes
4.9	Transportation	Home to school transportation	$1,750,000.00	Yes
4.10	Personnel: RCHS Culture & Climate	A position to be developed to support the Culture and Climate at River City High School	$140,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Readiness for College, Career & Life Enhance student performance outcomes and achievement through targeted interventions and comprehensive support systems (Pupil Outcomes)	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The LCAP goal for "Readiness for College, Career & Life" is essential because it prepares students for success beyond high school by enhancing their academic performance and personal development. Through targeted interventions and comprehensive support systems, schools can provide students with the necessary skills, knowledge, and resources to navigate post-secondary education, career paths, and life challenges effectively. This goal ensures that all students are equipped with critical thinking, problem-solving abilities, and practical skills, enabling them to adapt and thrive in diverse environments.
Strategic plan identified goals for student success:
1. Students completing A-to-G requirements with a ‘C’ grade or higher
2. 9th and 10th graders on track to graduate
3. Participation in formal Career & Technical Education (CTE) pathways
4. On-time graduation rates
5. Post-high school transitions: enrollment in college, technical training, entry into the workforce, enlistment in the military, entrepreneurial pursuit, civic engagement

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	4A.i: CAASPP ELA outcomes by subgroup	All Students (28.7 points below standard) English Learners (86.3 Points Below Standards) Socioeconomically Disadvantaged (56 Points Below Standards) Foster Youth (180.4 Points Below Standards) Homeless (123.3 Points Below Standards) Students with Disabilities (130.7 Points Below Standards) African American (60.5 Points Below Standards) American Indian (111.5 Points Below Standards) Asian (22.3 Points Below Standards) Filipino (11.4 Points Below Standards) Hispanic (54.1 Points Below Standards) Native Hawaiian/Pacific Islander (53.9 Points Below Standards) Two or More races (6.3 Points Below Standards)	2024 California Dashboard All Students (29.1 points below standard) English Learners (87.6 Points Below Standards) Long-Term English Learners (125.4 points below standard) Socioeconomically Disadvantaged (56 Points Below Standards) Foster Youth (113.8 Points Below Standards) Homeless (100.9 Points Below Standards) Students with Disabilities (132.5 Points Below Standards) African American (63 Points Below Standards) American Indian (74.9 Points Below Standards) Asian (23.9 Points Below Standards)		All Students (0 points below standard) English Learners (46 Points Below Standards) Socioeconomically Disadvantaged (28 Points Below Standards) Foster Youth (90 Points Below Standards) Homeless (62 Points Below Standards) Students with Disabilities (90 Points Below Standards) African American (30 Points Below Standards) American Indian (52 Points Below Standards) Asian (23 Points Above Standards) Filipino (12 Points Above Standards) Hispanic (26 Points Below Standards) Native Hawaiian/Pacific Islander (27 Points Below Standards)	All Students (-.04) English Learners (-1.3) Long-Term English Learners (new group) Socioeconomically Disadvantaged (0) Foster Youth (66.5) Homeless (22.4) Students with Disabilities (-1.8) African American (-2.5) American Indian (36.6) Asian (-1.6) Filipino (-11.4) Hispanic (2.2) Native Hawaiian/Pacific Islander (1.2) Two or More races (0.1) White (3.4)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White (8.8 Points Below Standards)	Filipino (22.8 Points Below Standards) Hispanic (51.9 Points Below Standards) Native Hawaiian/Pacific Islander (52.7 Points Below Standards) Two or More races (6.2 Points Below Standards) White (5.4 Points Below Standards)		Two or More races (12 Points Above Standards) White (10 Points Above Standards)	
5.2	4A.ii: CAASPP Math outcomes by subgroup	All Students (73.1 Points Below Standards) English Learners (117.6 Points Below Standards) Socioeconomically Disadvantaged (101.1 Points Below Standards) Foster Youth (193.1 Points Below Standards) Homeless (154 Points Below Standards) Students with Disabilities (160.9 Points Below Standards)	2024 California Dashboard All Students (70.4 Points Below Standards) English Learners (117.2 Points Below Standards) Long-Term English Learners (206 points below standard) Socioeconomically Disadvantaged (98.8 Points Below Standards)		All Students (0 Points Below Standards) English Learners (57 Points Below Standards) Socioeconomically Disadvantaged (50 Points Below Standards) Foster Youth (95 Points Below Standards) Homeless (74 Points Below Standards) Students with Disabilities (80	All Students (2.7) English Learners (0.4) Long-Term English Learners new group) Socioeconomically Disadvantaged (2.3) Foster Youth (42.4) Homeless (19.1) Students with Disabilities (-0.9) African American (-7.6) American Indian (74.5) Asian (-0.3)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American (103.3 Points Below Standards) American Indian (151.6 Points Below Standards) Asian (58.7 Points Below Standards) Filipino (23 Points Below Standards) Hispanic (101.9 Points Below Standards) Native Hawaiian/Pacific Islander (96 Points Below Standards) Two or More Races (50.7 Points Below Standards) White (33.9 Points Below Standards)	Foster Youth (150.7Points Below Standards) Homeless (134.9 Points Below Standards) Students with Disabilities (161.8 Points Below Standards) African American (110.9 Points Below Standards) American Indian (77.1 Points Below Standards) Asian (59 Points Below Standards) Filipino (19.5 Points Below Standards) Hispanic (98.5 Points Below Standards) Native Hawaiian/Pacific Islander (102.3 Points Below Standards) Two or More Races (40.7 Points Below Standards) White (29.7 Points Below Standards)		Points Below Standards) African American (51 Points Below Standards) American Indian (75 Points Below Standards) Asian (50 Points Above Standards) Filipino (23 Points Above Standards) Hispanic (50 Points Below Standards) Native Hawaiian/Pacific Islander (48 Points Below Standards) Two or More Races (50.7 Points Above Standards) White (33.9 Points Above Standards)	Filipino (3.5) Hispanic (3.4) Native Hawaiian/Pacific Islander (-6.3) Two or More Races (10) White (4.2)
5.3	4A.iii: California Science Test	All Students -Exceed 6.2%	2024 California Dashboard		All Students -Exceed 16%	Data not available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-Met 19.2 -Nearly Met 55%	All students 16 Points below standard		-Met 30% -Nearly Met 25%	
5.4	4B: a-g Completion	All Students (39.7%) African American (28.1%) American Indian (*) Asian (60.6%) Filipino (63.2%) Hispanic (29.1%) Pacific Islander (*) White (48.7%) Two or More Races (34.8%) English Learners (18.3%) Socioeconomically Disadvantaged (32.0%) Students with Disabilities (6.3%) Foster Students (0.0%) Homeless Students (5.9%)	Data not readily available		All Students (45%) African American (35%) American Indian (*) Asian (61%) Filipino (64%) Hispanic (35%) Pacific Islander (*) White (49%) Two or More Races (40%) English Learners (25%) Socioeconomically Disadvantaged (40%) Students with Disabilities (10%) Foster Students (5%) Homeless Students (10%)	Data not available
5.5	4C: CTE Pathway Completion	All Students (22.8%) African American (12.5%) American Indian (*) Asian (38.0%) Filipino (42.1%)	Data not readily available		All Students (30%) African American (17%) American Indian (*) Asian (39%)	Data not available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic (17.4%) Pacific Islander (*) White (27.0%) Two or More Races (13.0%) English Learners (6.7%) Socioeconomically Disadvantaged (18.1%) Students with Disabilities (2.5%) Foster Students (8.3%) Homeless Students (5.9%)			Filipino (43%) Hispanic (23%) Pacific Islander (*) White (28%) Two or More Races (18%) English Learners (10%) Socioeconomically Disadvantaged (23%) Students with Disabilities (5%) Foster Students (10%) Homeless Students (7%)	
5.6	4D: Both CTE & a-g Completion	All Students (16.2%) African American (9.4%) American Indian (*) Asian (31.0%) Filipino (31.6%) Hispanic (10.9%) Pacific Islander (*) White (19.7%) Two or More Races (8.7%) English Learners (6.7%) Socioeconomically Disadvantaged (11.5%) Students with Disabilities (0.0%) Foster Students (0.0%)	Data not readily available		All Students (21%) African American (14%) American Indian (*) Asian (32%) Filipino (32%) Hispanic (15%) Pacific Islander (*) White (20%) Two or More Races (13%) English Learners (11%) Socioeconomically Disadvantaged (16%)	Data not available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless Students (2.9%)			Students with Disabilities (5%) Foster Students (5%) Homeless Students (5%)	
5.7	4E: Passage of AP Exam with a score of 3 or higher	All AP Exams 47%	Data not readily available		Passage Rate of 70%	Data not available
5.8	4F: Early Assessment Program (EAP) - Percentage of Students Prepared for College	All -42.7%	Data not readily available		60%	Data not available
5.9	High School Graduation Rate	California Dashboard Data All Students 89.5% -English Learners 78.3% -Foster Youth 58.3% -Homeless 76.5% -Socioeconomically Disadvantages 87.8% -Students with Disabilities 57.0% -African American 90.6% -Asian * -Filipino 94.7% -Native Hawaiian or Pacific Islander * -White 89.5% -Two or More Races 87.0%	2024 California Dashboard All Students 92.9% -English Learners 88% -Long-Term English Learners 84.6% -Foster Youth 58.3% -Homeless 84.9% -Socioeconomically Disadvantages 91.5% -Students with Disabilities 64.8% -African American 75%		All Students 96.5% -English Learners 88.3% -Foster Youth 68.3% -Homeless 86.5% -Socioeconomically Disadvantages 96.5% -Students with Disabilities 67.0% -African American 96.5% -Asian 96.5* -Filipino 96.5% -Native Hawaiian or Pacific Islander 96.5* -Hispanic 96%	All Students 3.4 -English Learners 9.7 -Foster Youth 0 -Homeless 8.4 -Socioeconomically Disadvantages 3.7 -Students with Disabilities 7.8 -African American -25.8 -Asian: * -Filipino -1.4 -Native Hawaiian or Pacific Islander * -Hispanic -White 4.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			-Asian 97.2% -Filipino 93.3% -Native Hawaiian or Pacific Islander * -Hispanic 92.9% -White 93.7% -Two or More Races 93.9%		-White 96.5% -Two or More Races 95.5%	-Two or More Races 6.9
5.10	7C: Programs and services developed and provided to students with disabilities	California Dashboard Data: Graduation Rate 57%	2024 California Dashboard Graduation Rate 64.8%		Graduation Rate 75%	7.8%

Goal Analysis [2024-25]

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.

There were no substantive differences between the planned actions and their actual implementation for this goal. Overall, implementation was successful in supporting college and career readiness efforts across the district.

One challenge encountered was a staffing change at the Northern California Construction Trades (NCCT) program, which required additional support and coordination to maintain program continuity. Despite this, the district remains committed to the partnership and is working closely with NCCT leadership to ensure the necessary structures and supports are in place for continued program success.

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 material difference occurred under 5.03 Instructional Coaches, where the current staffing is 3.2 FTEs, compared to the 4.0 FTEs originally budgeted. This change in staffing resulted in lower actual expenditures than anticipated. Despite the staffing adjustment, instructional coaching support has remained effective, and the district continues to monitor site needs to ensure adequate instructional support.

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

All actions to date under this goal have been effective in advancing student achievement and college and career readiness.

Specially:
Action 5.01 Professional Development Goal 5: effective. Has provided targeted training that supports instructional improvement and student engagement in academic and career pathways.
-Metric 5.01 CAASPP ELA outcomes by subgroup ~-0.4 for all students. Student groups with most positive growth: Foster Youth (66.5) and Homeless (22.4).
-Metric 5.02 CAASPP Math outcomes by subgroup ~+2.7 for all student. Student groups with most positive growth: Foster Youth (42.4) and Homeless (19.1)
-Metric 5.03 California Science Test ~15 points below standard for all students

Action 5.02 Personnel: Intervention Specialists: effective. Have effectively supported students needing academic interventions, contributing to improved outcomes.
Action 5.03 Instructional Coaches: effective. Have effectively guided teachers in implementing best practices aligned with district goals and instructional frameworks.
Action 5.04 CTE Certificated and Classified Staff: effective. Have supported robust career technical education opportunities, preparing students with real-world skills.
Action 5.07 Northern California Construction Trades: effective. Partnership has provided effective hands-on learning and exposure to high-demand career pathways.
-Metric 5.04 a-g Completion ~Data not available
-Metric 5.07 Passage of AP Exam with a score of 3 or higher ~Data not available
-Metric 5.08 Early Assessment Program (EAP) - Percentage of Students Prepared for College ~Data not available
-Metric 5.09 High School Graduation Rate ~+3.6 for all student. Student groups with most positive growth: English Learners (9.7) and Homeless (8.4)
-Metric 5.10 Programs and services developed and provided to students with disabilities ~increase of 7.8%

Action 5.05 AVID/MESA: effective. Programs have continued to provide students with academic support, college readiness skills, and enrichment opportunities.
Action 5.06 Standardized Testing Support: effective. Has ensured students are well-prepared and supported through state and national assessments.
-Metric 5.05 CTE Pathway Completion ~Data not available
-Metric 5.06 Both CTE & a-g Completion ~Data not available

These actions collectively contribute to a comprehensive approach for college, career, and future readiness across the district.

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

There are no major changes to the planned goal, metrics, or target outcomes for the coming year. However, based on reflections on prior implementation, the following adjustments have been made to enhance effectiveness:
-5.04 CTE Classified Staff – A dedicated secretary will be added at the Bryte campus to support the growing needs of Career Technical Education programs and improve administrative efficiency.
-5.06 Standardized Testing Support – This action will be expanded to include support for the Seal of Biliteracy exam, ensuring more equitable access and recognition for students demonstrating proficiency in multiple languages.

These refinements are intended to strengthen implementation and further support student access to high-quality college and career readiness opportunities.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Professional Development Goal 5	Professional Development to Support Readiness for College, Career & Life	$350,000.00	Yes
5.2	Personnel: Intervention Specialist	Intervention Specialist to assist schools with the highest need based upon unduplicated percentages and need.	$1,000,091.00	Yes
5.3	Personnel: Instructional Coaches	Instructional Coaches will support WUSD Staff with cognitive coaching to support student learning and professional growth of staff.	$475,818.00	Yes
5.4	Personnel: CTE Certificated and Classified Staff	Increase access to college and career readiness through CTE pathway. Comprehensive college and career pathways to help bridge identified gaps. Staffing includes the CTE certificated as well as classified staffing to support the Bryte Campus.	$1,471,374.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.5	AVID/MESA	School site AVID allocations and stipends.	$175,000.00	Yes
5.6	Standardized Testing Support	PSAT and AP testing support	$60,000.00	No
5.7	NCCT	MOU to support the Construction Pathway and Adult Education	$300,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Increase Student Stability Rates Across Yolo High School, Evergreen, and Washington Virtual Academy Implement evidence-based services and supports to reduce student mobility by 15% and increase continuity in education within the next three academic years by utilizing proven strategies such as mentorship, family engagement, and targeted academic support, with progress evaluations each semester to ensure alignment with our mission of providing a supportive and consistent learning environment.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The Local Control Funding Formula (LCFF) Equity Multiplier (Equity Multiplier) provides additional funding to local educational agencies (LEAs) for allocation to schoolsites with prior year nonstability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent. Pursuant to California Education Code (EC) 42238.024. Equity Multiplier funding is required to be used to provide evidence-based services and supports for students at these schoolsites.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	WUVA Chronic Absenteeism	All Students 27.6 % chronically absent Hispanic (35.4 % chronically absent) Socioeconomically Disadvantaged (31.2% chronically absent)	All Students 27.6 % chronically absent Hispanic (31.6% chronically absent) Socioeconomically Disadvantaged (31.1% chronically absent)		All Students 17.6 % chronically absent Hispanic (25 % chronically absent) Socioeconomically Disadvantaged (26% chronically absent)	All Students 0 Hispanic (3.8t) Socioeconomically Disadvantaged (0.1)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.2	WUVA Mobility Rate	As determined by Dataquest	Non Stability Rate 2023-24 57.80%		Decrease by 15%	Baseline established
6.3	Evergreen/Opportunity Mobility Rate	As determined by Dataquest	Non Stability Rate 2023-24 100%		Decrease by 15%	Baseline established
6.4	Yolo High Mobility Rate	As determined by Dataquest	Non Stability Rate 2023-24 48.91%		Decrease by 15%	Baseline established

Goal Analysis [2024-25]

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

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

During the 2024–25 school year, implementation of the Equity Multiplier goal began with the establishment of a baseline for the non stability rate at the three identified sites. The allocation of funds was based on the 2023–24 student stability data. While the intent was to use these funds to support targeted services, including paraeducator support and interventions to improve student outcomes and site stability, several substantive challenges impacted full implementation.

A major challenge was that Evergreen/Opportunity site did not have student enrollment during the 2024–25 school year, resulting in a deviation from the original implementation plan. Additionally, there were delays in hiring paraeducators, which limited the ability to provide planned instructional and behavioral support early in the year. These staffing challenges impacted the timely delivery of services designed to increase student engagement and stability. These positions are currently filled.

Despite these challenges, establishing a baseline stability rate was a key success, providing a foundation for tracking future progress. Lessons learned from this implementation year will guide hiring timelines, site readiness, and service planning in the next LCAP cycle.

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

There were material differences between the budgeted and estimated actual expenditures for the Equity Multiplier funds. Many of the planned expenditures were not expended during the 2024–25 school year due to several implementation challenges, including the lack of student enrollment at the Evergreen/Opportunity site and delays in hiring key support staff such as paraeducators. As a result, the estimated actual percentage of improved services was lower than originally planned.

Despite these delays, the remaining funds will continue to be used to support students identified through stability rate data and other equity indicators. The LEA remains committed to implementing the planned actions and services in the upcoming year to ensure these students receive the targeted supports intended under the Equity Multiplier initiative.

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

As a focus goal all actions support all metrics.

Action 6.01 Para Educator Support: effective. Although implemented late in the schoolyear there have been positive feedback and measures student growth since positions have been filled.
Action 6.02 Attendance Recognition: not implemented through equity multiplier funds
Action 6.03 Transportation: effective. The transportation for field trips increased student attendance.
Action 6.04 Parent Engagement: not implemented through equity multiplier funds
Action 6.06 Site Based Support: effective. Site supports for WUVA provided additional supports.
-Metric 6.01 WUVA Chronic Absenteeism ~maintained
-Metric 6.02 WUVA Mobility Rate. Metric 6.03 Evergreen/Opportunity Mobility Rate, and Metric 6.04 Yolo High Mobility Rate ~ baseline established WUVA (57.80%) Evergreen/Opportunity (100%), Yolo (48.91%)

Action 6.05 Yolo High School Mentoring: not implemented through equity multiplier funds
Metric 6.04 Yolo High Mobility Rate ~baseline established Yolo (48.91%)

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.

No no major changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice. The amounts have been adjusted to reflect the new allocation.

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
6.1	Para Educator Support	Para Educator I to support student academic and behavioral interventions -1 FTE position is split with Yolo and Evergreen/Yolo -1 FTE at WUVA	$123,000.00	No
6.2	Attendance Recognition	Evidenced based recognition for students to promote attendance	$30,000.00	No
6.3	Transportation	Transportation for students during in person days (approximately 15 per year)	$5,000.00	No
6.4	Parent Engagement	Create robust parent engagement initiatives to involve parents in school activities and decision-making processes, fostering a sense of community and belonging	$10,000.00	No
6.5	Yolo High School	Evidenced based mentoring programs to support culture and climate at school site	$60,000.00	No
6.6	Site Based Support	Evidence-based services and supports based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports.	$52,231.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$17,215,068.00	$1,455,691

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
21.490%	0.000%	$0.00	21.490%

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:** Professional Development Goal 1 **Need:** In reviewing student achievement data, a significant need was identified to strengthen Tier 1 instruction in early literacy and foundational math skills, particularly for unduplicated student groups including English learners, low-income students, and foster	After assessing the needs, conditions, and circumstances of grades in secondary schools, we learned that a disproportionate number of unduplicated students are receiving Ds and Fs compared to all students. This has an impact on graduation eligibility, A-G eligibility, and student reported need for additional support during the student forums. In order to address this condition of our unduplicated students, we will develop and implement wide-scale professional development	1.2 iReady (local metric) Attendance at Professional Learning

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
	youth. These students are more likely to experience early learning gaps, which can compound over time if not addressed through strong, consistent core instruction. To address this need, professional learning is being provided LEA-wide to improve instructional practices in early literacy and math. This includes training in research-based reading instruction, developmentally appropriate math strategies, and the use of instructional technology and data to support differentiated instruction. While these efforts will benefit all students, they are principally directed toward unduplicated students (English Learners, Foster Youth, and Low Income Students) to ensure they receive effective, grade-level teaching from the start. Strengthening Tier 1 instruction in the early grades is critical for closing early learning gaps and reducing the need for intervention, thereby promoting long-term academic success for our most vulnerable learners. **Scope:** LEA-wide	and action research into grading and research based interventions. This action address the needs of our SED, EL, and Foster Youth students as evidence by metric: 2.01, 2.04, 2.05, 3.02, 3.03, 3.04, 4.02, 4.04, 5.01, 5.02	
1.2	**Action:** Personnel: Administrative Support **Need:** There is a critical need for an administrative support to effectively coordinate and manage	Position supports standards aligned learning and curriculum and instruction. This action address the needs of our SED, EL, and Foster Youth students as evidence by metric: 2.01, 2.04, 2.05, 3.02, 3.03, 3.04, 4.02, 4.04, 5.01, 5.02	Metric(s) to Monitor Effectiveness: 1.1, 2.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	the increased demands associated with educational services. This includes data collection and support for staff and programs across schools. While this position supports all school sites, there is a critical need for systems that ensure timely coordination of services, accurate data management, and to ensure alignment of resources. The Educational Services Secretary plays an essential role in maintaining these systems by ensuring accurate student records, coordinating support services, and facilitating communication between school sites, and district departments. This support helps create equitable access to services, minimizes disruption to learning, and ensures students receive the interventions and resources necessary to thrive academically and socially. **Scope:** LEA-wide		
1.8	**Action:** Motivational Program **Need:** There is a demonstrated need to inspire and empower students, especially those from unduplicated backgrounds, to engage more fully in their education and envision positive futures. Many students face barriers related to motivation, self-confidence, and awareness of career and educational opportunities.	By bringing motivational speakers to schools, LCAP aims to enhance student engagement, boost confidence, and encourage academic persistence, ultimately supporting students in achieving their educational and personal goals regardless of their backgrounds. This action address the needs of our SED, EL, and Foster Youth students as evidence by metric: 2.01, 2.04, 2.05, 3.02, 3.03, 3.04, 4.02, 4.04, 5.01, 5.02	Metric(s) to Monitor Effectiveness : 1.04

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
	Bringing in motivational speakers who share personal stories of overcoming challenges and provide insights into diverse career paths and postsecondary options addresses this need by fostering hope, resilience, and goal-setting. This program supports the district's commitment to equity by uplifting students who may lack role models or encouragement in their communities, ultimately promoting higher engagement, attendance, and academic achievement. **Scope:** Schoolwide		
2.1	**Action:** Professional Development Goal 2 **Need:** Data analysis and educational partner feedback highlight the need to strengthen Tier 1 supports that address the whole child—ensuring students are healthy, safe, challenged, and supported—especially for unduplicated student groups including English learners, low-income students, and foster youth. These students often face additional barriers that can impact their academic engagement, emotional well-being, and overall school experience. Professional learning is being provided LEA-wide to enhance educators' capacity to support the whole child through improved early	After assessing the needs, conditions, and circumstances of grades in secondary schools, we learned that a disproportionate number of unduplicated students are receiving Ds and Fs compared to all students. This has an impact on graduation eligibility, A-G eligibility, and student reported need for additional support during the student forums. In order to address this condition of our unduplicated students, we will develop and implement wide-scale professional development and action research into grading and research based interventions. This action address the needs of our SED, EL, and Foster Youth students as evidence by metric: 2.01, 2.04, 2.05, 3.02, 3.03, 3.04, 4.02, 4.04, 5.01, 5.02	Metric(s) to Monitor Effectiveness : 2.3, 2.4 Attendance at Professional Learning

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
	literacy and math instruction, trauma-informed practices, and culturally responsive teaching. These efforts are designed to promote safe, inclusive, and engaging classroom environments where all students feel connected and capable of success. While this action supports all students, it is principally directed toward unduplicated students to close opportunity gaps and ensure equitable access to strong Tier 1 instruction and supportive learning environments. By focusing on the whole child, we aim to build a solid foundation for academic achievement, social-emotional health, and long-term success. **Scope:** LEA-wide		
2.2	**Action:** Personnel: Site and District Administrators and Support Staff **Need:** These positions are critical to providing strong leadership, ensuring compliance with state and federal requirements, coordinating student and family services, and supporting staff and student success across all schools. Expanding and maintaining these roles directly contributes to improved school climate, targeted interventions, effective program implementation, and accountability. All of which are essential to meeting the diverse	This includes: 3.5 RCHS 9-12 Assist Principal, 7 tk-8 Partial: Director, Student and Family Services, Director, Compliance and Accountability, Admin Asst, Student and Family Services, Admin Asst, Compliance and Accountability This action address the needs of our SED, EL, and Foster Youth students as evidence by metric: 2.01, 2.04, 2.05, 3.02, 3.03, 3.04, 4.02, 4.04, 5.01, 5.02	Metric(s) to Monitor Effectiveness : 2.1,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	needs of unduplicated student groups and advancing equity throughout the district. **Scope:** LEA-wide		
2.3	**Action:** Personnel: School Counselors **Need:** The district has identified an ongoing need to expand school counseling services to support the academic, social-emotional, and postsecondary planning needs of all students, with particular attention to unduplicated student groups such as English learners, low-income students, and foster youth. These students often require additional guidance to navigate academic requirements, college and career pathways, and personal challenges. School counselors play a critical role in providing individualized support, crisis intervention, academic advising, and coordination with families and community resources. Increasing counselor availability ensures students receive timely support to improve attendance, reduce disciplinary actions, enhance academic achievement, and promote college and career readiness. This personnel support is essential for advancing equity and closing opportunity gaps throughout the district.	3 Counselors at RCHC 0.75 Counselor at Yolo (0.25 Adult Education) This action address the needs of our SED, EL, and Foster Youth students as evidence by metric: 2.01, 2.04, 2.05, 3.02, 3.03, 3.04, 4.02, 4.04, 5.01, 5.02	Metric(s) to Monitor Effectiveness : 2.1

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.4	**Action:** Personnel: Social Workers **Need:** The district has identified a critical need for social workers to address the growing social-emotional, behavioral, and mental health challenges among students, particularly those from unduplicated groups such as English learners, low-income students, and foster youth. These students often face complex barriers outside the classroom that impact attendance, engagement, and academic success. Social workers provide essential services including counseling, crisis intervention, family support, and coordination with community resources to help students overcome these challenges. Increasing social worker support is vital to creating safe and supportive school environments where all students can thrive academically and personally. This role directly supports the district's commitment to equity by targeting services to students with the greatest needs and promoting their overall well-being and success. **Scope:** LEA-wide	5 Social Workers This action address the needs of our SED, EL, and Foster Youth students as evidence by metric: 2.01, 2.04, 2.05, 3.02, 3.03, 3.04, 4.02, 4.04, 5.01, 5.02	Metric(s) to Monitor Effectiveness : 2.1

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.9	**Action:** Personnel: TOSA: HR Diversity & Recruitment **Need:** Teacher on Special Assignment (TOSA) to support the Diversity and Recruitment Program, ensuring a more inclusive and representative staff body. This role is vital for implementing strategies that attract diverse candidates and promote equity within the school community. **Scope:** LEA-wide	Presentation to the WUSD School Board in Winter 2024 supports this position. This action address the needs of our SED, EL, and Foster Youth students as evidence by metric: 2.01, 2.04, 2.05, 3.02, 3.03, 3.04, 4.02, 4.04, 5.01, 5.02	Metric(s) to Monitor Effectiveness : 2.1
2.12	**Action:** Support for Staff During Unstructured Times **Need:** The district recognizes a need to provide structured supports during unstructured times, such as recess, to promote students' physical health, social skills, and overall well-being. Many students, particularly those from unduplicated groups, benefit from guided activities that encourage positive interactions, cooperative play, and teamwork. Implementing structured recess activities creates safe and engaging environments where students can develop essential social-emotional skills, build friendships, and practice conflict resolution. These supports have been shown to reduce behavioral issues, including suspensions and disciplinary referrals, contributing to a more positive school climate.	Suspension data. By offering diverse and inclusive activities, schools ensure that all students, including those from unduplicated backgrounds, have access to enriching experiences that contribute to their holistic development and academic success. This action address the needs of our SED, EL, and Foster Youth students as evidence by metric: 2.01, 2.04, 2.05, 3.02, 3.03, 3.04, 4.02, 4.04, 5.01, 5.02	Metric(s) to Monitor Effectiveness : 2.02

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
	By fostering cooperation and positive relationships during unstructured times, students are better prepared to engage productively in learning throughout the school day. **Scope:** Schoolwide		
2.16	**Action:** Diversity Recruitment **Need:** The district recognizes the importance of building a diverse and inclusive staff that reflects the backgrounds of our students and community. To support this goal, a Diversity and Recruitment Program is needed to implement targeted strategies that attract and retain candidates from varied racial, ethnic, and cultural backgrounds. This role is vital for promoting equity within the school community by ensuring hiring practices prioritize representation and inclusivity. A more diverse staff enhances cultural responsiveness, improves student engagement, and fosters a supportive environment where all students—particularly those from unduplicated groups—feel valued and understood. Investing in diversity recruitment aligns with the district's commitment to equity and excellence for every learner.	WUSD Board presentation winter 2024 identified need and support for program. This action address the needs of our SED, EL, and Foster Youth students as evidence by metric: 2.01, 2.04, 2.05, 3.02, 3.03, 3.04, 4.02, 4.04, 5.01, 5.02	Metric(s) to Monitor Effectiveness : 2.01

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.18	**Action:** Wellness Centers **Need:** The district has identified a critical need to establish wellness centers that provide a dedicated, safe, and welcoming space for students. These centers offer a supportive environment where staff can conduct small group sessions, individual counseling, and targeted interventions. Wellness centers are essential for fostering a positive school climate that promotes student well-being by creating a calm and nurturing atmosphere. They help students manage stress, anxiety, and emotional challenges in a setting designed to feel secure and inclusive. By prioritizing the creation of these centers, the district demonstrates its commitment to supporting the whole child and ensuring that all students have equitable access to resources that promote mental health and academic success. **Scope:** LEA-wide	Wellness centers support unduplicated students by providing targeted mental health and social-emotional resources, ensuring that high-need populations such as low-income, foster youth, and English learners receive the additional support necessary for their well-being and academic success. This action address the needs of our SED, EL, and Foster Youth students as evidence by metric: 2.01, 2.04, 2.05, 3.02, 3.03, 3.04, 4.02, 4.04, 5.01, 5.02	Metric(s) to Monitor Effectiveness : 2.02
2.19	**Action:** Sly Park	California Science Test (CAST) demonstrate performance gap for unduplicated student groups	Metric(s) to Monitor Effectiveness : 2.3, 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
	Need: The district recognizes the importance of providing all sixth-grade students with enriching, hands-on learning opportunities that extend beyond the classroom. Outdoor Education offers a 4–5 day immersive "Science Camp" experience that fosters engagement with environmental science, teamwork, and personal growth. Funds allocated for this program ensure equitable access so that every student, regardless of background or financial circumstance, has the opportunity to participate in Outdoor Education. This experience supports academic achievement by connecting students to real-world science concepts, promoting social-emotional development, and building a deeper appreciation for the natural environment. Outdoor Education is essential for providing inclusive, experiential learning that benefits all students across the district. **Scope:** Schoolwide	across elementary sites. Impact will be measured by CAST science scores. This action address the needs of our SED, EL, and Foster Youth students as evidence by metric: 2.01, 2.04, 2.05, 3.02, 3.03, 3.04, 4.02, 4.04, 5.01, 5.02	
3.1	**Action:** Professional Development Goal 3 **Need:** Data from across the LEA show persistent gaps in access to academic opportunities and student achievement, particularly among	After assessing the needs, conditions, and circumstances of grades in secondary schools, we learned that a disproportionate number of unduplicated students are receiving Ds and Fs compared to all students. This has an impact on graduation eligibility, A-G eligibility, and student reported need for additional support during the	4F: Percentage of students who Demonstrate College Preparedness Pursuant to the Early Assessment Program 4I: Percentage of Students who are Prepared for

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
	unduplicated student groups—English learners, low-income students, and foster youth. These students are more likely to experience barriers to accessing advanced coursework, high-quality instruction, and enrichment opportunities that are critical for long-term success. To address this, the LEA is implementing professional development and systemic supports that promote equitable access to rigorous curriculum, inclusive practices, and instructional strategies that meet the diverse needs of all learners. This includes training in differentiated instruction, standards-based grading, data-informed decision-making, and efforts to ensure that every student has a pathway to academic success. While this action is implemented LEA-wide and benefits all students, it is principally directed toward unduplicated student groups, as it is designed to remove structural and instructional barriers that have historically limited their opportunities. The goal is to ensure that every student—regardless of background—has the support, access, and challenge needed to achieve their full potential. **Scope:** LEA-wide	student forums. In order to address this condition of our unduplicated students, we will develop and implement wide-scale professional development and action research into grading and research based interventions. This action address the needs of our SED, EL, and Foster Youth students as evidence by metric: 2.01, 2.04, 2.05, 3.02, 3.03, 3.04, 4.02, 4.04, 5.01, 5.02	College Career Indicator for State Seal of Biliteracy Attendance at Professional Learning

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.6	**Action:** Personnel: TOSA: Special Education **Need:** Teacher on Special Assignment (TOSA) to implement and manage a Multi-Tiered System of Supports (MTSS), ensuring that all students receive appropriate academic and behavioral interventions. This role is essential for coordinating resources, training staff, and monitoring the effectiveness of interventions to enhance student success and equity. **Scope:** LEA-wide	Dashboard data for SWD This action address the needs of our SED, EL, and Foster Youth students as evidence by metric: 2.01, 2.04, 2.05, 3.02, 3.03, 3.04, 4.02, 4.04, 5.01, 5.02	Metric(s) to Monitor Effectiveness : 1.1, 2.1, 3.2
3.7	**Action:** Personnel: Social Emotional & Behavior **Need:** Personnel to support student behavior by ensuring a positive and conducive learning environment. These staff members provide targeted interventions, guidance, and resources to address behavioral challenges effectively, promoting a safe and supportive school climate conducive to academic achievement. **Scope:** LEA-wide	Based on Dashboard Data suspension rates. This action address the needs of our SED, EL, and Foster Youth students as evidence by metric: 2.01, 2.04, 2.05, 3.02, 3.03, 3.04, 4.02, 4.04, 5.01, 5.02	Metric(s) to Monitor Effectiveness : 3.1
3.9	**Action:** Personnel: TOSA: Dual Immersion	Based on LTEL and Dashboard data for ELK.	Metric(s) to Monitor Effectiveness :

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Teacher on Special Assignment (TOSA) to support dual immersion schools by providing specialized expertise in bilingual education and curriculum development. This role is essential for ensuring the effective implementation of dual language programs, supporting teachers with instructional strategies, and promoting language proficiency and cultural competence among students. **Scope:** Schoolwide	This action address the needs of our SED, EL, and Foster Youth students as evidence by metric: 2.01, 2.04, 2.05, 3.02, 3.03, 3.04, 4.02, 4.04, 5.01, 5.02	
3.10	**Action:** Summer Programs **Need:** Summer programs to provide additional academic support and enrichment opportunities for students. These programs are essential for preventing learning loss over extended breaks, offering remediation, and enriching educational experiences, particularly for underserved or at-risk student populations. **Scope:** LEA-wide	The program targets students below grade level and at-risk for not meeting graduation and/or A-G eligibility. Many of these students fall into our unduplicated student population. This program will target academic skills, student engagement, and graduation rates. This action address the needs of our SED, EL, and Foster Youth students as evidence by metric: 2.01, 2.04, 2.05, 3.02, 3.03, 3.04, 4.02, 4.04, 5.01, 5.02	Metric(s) to Monitor Effectiveness : 2.03, 3.2
3.13	**Action:** Student Leadership & Empowerment **Need:** Support the development of student leaders, ensuring students have opportunities to	Dashboard data supports student connectedness and decreased suspension rates. This action address the needs of our SED, EL, and Foster Youth students as evidence by metric: 2.01, 2.04, 2.05, 3.02, 3.03, 3.04, 4.02, 4.04, 5.01, 5.02	Metric(s) to Monitor Effectiveness : 1.4

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
	cultivate leadership skills and engage in meaningful school activities. This role is essential for guiding students in leadership initiatives, fostering a sense of responsibility, and enhancing their overall educational experience. **Scope:** LEA-wide		
3.14	**Action:** Tutoring **Need:** The district has identified a need to provide targeted academic supports at school sites to help close achievement gaps for students who require additional assistance, particularly unduplicated students. One key strategy is implementing peer tutoring programs, which offer personalized academic support while fostering collaborative learning environments. Peer tutoring has been shown to improve academic performance, increase student confidence, and build a sense of belonging and mutual responsibility among students. These programs create opportunities for both tutors and tutees to grow academically and socially, promoting a supportive school culture. By offering site-based supports like peer tutoring, the district is investing in strategies that directly contribute to increased student engagement, success, and equity in academic achievement.	Unduplicated students by offering personalized academic assistance in a supportive and accessible manner. For students from low-income families, foster youth, and English learners, peer tutoring provides targeted help that complements classroom instruction, helping to bridge learning gaps and enhance understanding. This action address the needs of our SED, EL, and Foster Youth students as evidence by metric: 2.01, 2.04, 2.05, 3.02, 3.03, 3.04, 4.02, 4.04, 5.01, 5.02	Metric(s) to Monitor Effectiveness : 2.03, 3.02

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		
4.1	**Action:** Professional Development Goal 4 **Need:** Through an analysis of district-wide data, significant disproportionalities were identified that impact unduplicated student groups—specifically English learners, low-income students, and foster youth. These disproportionalities include overrepresentation in exclusionary discipline, underrepresentation in advanced academic opportunities, and inconsistent access to rigorous, inclusive instruction. In response, the LEA is implementing professional development for all staff focused on equity-based practices, culturally responsive teaching, and reducing bias in instructional and disciplinary decision-making. This LEA-wide action is designed to build systemwide educator capacity to recognize and disrupt patterns of inequity that affect unduplicated students across schools and grade levels. Although all students benefit from these professional learning efforts, the action is principally directed toward unduplicated students because it directly addresses barriers that disproportionately hinder their academic and social-emotional success. By improving	After assessing the needs, conditions, and circumstances of grades in secondary schools, we learned that a disproportionate number of unduplicated students are receiving Ds and Fs compared to all students. This has an impact on graduation eligibility, A-G eligibility, and student reported need for additional support during the student forums. In order to address this condition of our unduplicated students, we will develop and implement wide-scale professional development and action research into grading and research based interventions. This action address the needs of our SED, EL, and Foster Youth students as evidence by metric: 2.01, 2.04, 2.05, 3.02, 3.03, 3.04, 4.02, 4.04, 5.01, 5.02	5B: Chronic Absenteeism Rates 6A: Student Suspension Rates Attendance at Professional Learning

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	the quality and equity of Tier 1 instruction and school climate across the LEA, this action aims to ensure that unduplicated students are equitably supported, engaged, and challenged in every classroom.all students. **Scope:** LEA-wide		
4.3	**Action:** Personnel: Outreach Specialist **Need:** Outreach specialist to support attendance by implementing targeted strategies to engage families and students. This role is crucial for addressing barriers to regular attendance, such as transportation issues or socio-economic challenges, and promoting a positive school attendance culture. By ensuring consistent attendance, the outreach specialist helps improve educational outcomes and equity for all students, particularly those from vulnerable or underserved backgrounds. **Scope:** LEA-wide	Based on Dashboard data for chronic absenteeism. This action address the needs of our SED, EL, and Foster Youth students as evidence by metric: 2.01, 2.04, 2.05, 3.02, 3.03, 3.04, 4.02, 4.04, 5.01, 5.02	Metric(s) to Monitor Effectiveness : 4.3, 4.4
4.4	**Action:** Personnel: Equity, Diversity, Inclusion Department Staff **Need:**	Staff specifically focus on unduplicated students by addressing systemic barriers and ensuring equitable access to resources and opportunities. They advocate for policies and practices that support students from low-income families, foster	Metric(s) to Monitor Effectiveness : 4.5, 4.6, 4.7

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
	Equity, Diversity, and Inclusion (EDI) staff to promote a culturally responsive and inclusive educational environment. These professionals play a crucial role in implementing policies, practices, and programs that address disparities, ensure equitable opportunities for all students, and foster a sense of belonging. **Scope:** LEA-wide	youth, and English learners, aiming to reduce disparities in educational outcomes. This action address the needs of our SED, EL, and Foster Youth students as evidence by metric: 2.01, 2.04, 2.05, 3.02, 3.03, 3.04, 4.02, 4.04, 5.01, 5.02	
4.5	**Action:** Alternatives to Suspension **Need:** The district has identified a need to implement programs at the high school level that provide effective alternatives to suspension and support student success. Traditional disciplinary measures such as suspension often remove students from valuable instructional time and disproportionately impact unduplicated student groups. To address this, the district is expanding the use of restorative practices, counseling, and skill-building workshops that address the root causes of behavior and equip students with tools to make positive choices. These alternatives are essential for maintaining student engagement, reducing exclusionary discipline, and fostering a safe, supportive school climate. By focusing on intervention and relationship-building rather than punishment, these programs promote equity	By offering alternatives to suspension, schools can help reduce dropout rates, improve graduation rates, and foster a positive school climate conducive to academic achievement for all students. This action address the needs of our SED, EL, and Foster Youth students as evidence by metric: 2.01, 2.04, 2.05, 3.02, 3.03, 3.04, 4.02, 4.04, 5.01, 5.02	Metric(s) to Monitor Effectiveness : 4.03, 4.04, 4.08, 4.09

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and ensure students remain connected to their education. **Scope:** LEA-wide		
4.7	**Action:** Restorative Practices & EDI Initiatives **Need:** The district has identified a need to strengthen school climate and culture through the implementation of Restorative Practices and Equity, Diversity, and Inclusion (EDI) initiatives. Data show that unduplicated students often experience disproportionate disciplinary outcomes and may feel less connected to school communities. Restorative Practices provide tools to address conflict, repair harm, and build strong relationships among students and staff, while EDI initiatives help ensure that school environments are inclusive, culturally responsive, and affirming of all identities. Together, these efforts promote a sense of belonging, reduce exclusionary discipline practices, and improve engagement and academic outcomes. Investing in these initiatives is essential to creating safe, supportive, and equitable learning environments for every student.	Support to on unduplicated students by addressing systemic barriers and ensuring equitable access to resources and opportunities. This action address the needs of our SED, EL, and Foster Youth students as evidence by metric: 2.01, 2.04, 2.05, 3.02, 3.03, 3.04, 4.02, 4.04, 5.01, 5.02	Metric(s) to Monitor Effectiveness : 4.5, 4.6, 4.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
4.8	**Action:** Parent Education Opportunities **Need:** Parental involvement in education to support student success. When parents are actively engaged in their children's education, students tend to have higher academic achievement, improved behavior, and better attendance. Parental involvement also strengthens the school community, fosters positive relationships between families and educators, and ensures that educational decisions reflect the needs and values of all stakeholders involved. **Scope:** LEA-wide	Based on parent survey data. This action address the needs of our SED, EL, and Foster Youth students as evidence by metric: 2.01, 2.04, 2.05, 3.02, 3.03, 3.04, 4.02, 4.04, 5.01, 5.02	Metric(s) to Monitor Effectiveness : 4.10, 1.4
4.9	**Action:** Transportation **Need:** The district has identified a critical need for reliable and accessible transportation services to ensure equitable access to education for all students, particularly those from underserved and unduplicated communities. Many students face significant barriers to consistent attendance and participation in school due to a lack of dependable transportation.	By providing transportation services, schools can reduce barriers to attendance, support academic achievement, and promote equal access to educational resources, contributing to overall student success and well-being. This action address the needs of our SED, EL, and Foster Youth students as evidence by metric: 2.01, 2.04, 2.05, 3.02, 3.03, 3.04, 4.02, 4.04, 5.01, 5.02	Metric(s) to Monitor Effectiveness : 4.3, 4.4

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
	Providing transportation not only supports regular school attendance, but also enables students to engage in extracurricular activities, extended learning opportunities, and specialized programs that may be located outside of their immediate neighborhoods. Ensuring that all students can physically access the full range of educational experiences is essential to closing opportunity gaps and supporting academic success across the district. This specifically address the needs of low income students as this removes a barrier to attending school. **Scope:** LEA-wide		
4.10	**Action:** Personnel: RCHS Culture & Climate **Need:** A position will be development to support students across RCHS. Specifically focusing on the needs of Low Income students. These students often face external challenges that impact their sense of belonging, emotional well-being, and school connectedness. There is an identified need for intentional systems and practices that foster inclusive, positive, and culturally responsive school climates. The Culture and Climate position helps address these needs by supporting the implementation of social-emotional learning (SEL), positive behavior supports, restorative	RCHS is the district's only comprehensive high school and serves a diverse student population, including a significant number of unduplicated pupils—English Learners, Foster Youth, and Low Income students. Data shows a disproportionate number of these students do not graduate on time and/or report not feeling safe or connected to school. To address these critical needs, the Culture and Climate position is implemented on a schoolwide basis to support all students while strategically targeting the needs of unduplicated pupils. This role provides consistent access to social-emotional supports, student engagement strategies, and campus climate initiatives such as restorative practices, equity-centered activities, and improved school-home communication. These actions are	Metric(s) to Monitor Effectiveness : 4.06, 4.07, 4.10

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
	practices, and student voice initiatives. This position also helps ensure that schools develop environments where students are treated with respect, experience positive relationships, and have access to proactive mental health and behavioral supports. These efforts are critical in reducing disciplinary disparities, improving engagement, and creating equitable learning environments for all students, especially those in unduplicated groups. **Scope:** Schoolwide	designed to create a safer, more inclusive school environment and promote stronger connections to school for students who may otherwise be at risk of disengagement. Because RCHS is the only comprehensive high school in the district, providing this support schoolwide ensures equitable access to essential services and fosters a campus climate that supports academic success and well-being for all students—particularly those in historically underserved groups.	
5.1	**Action:** Professional Development Goal 5 **Need:** Data indicate that unduplicated student groups including: English learners, low-income students, and foster youth, face significant challenges in accessing and navigating college and career readiness pathways. These students often have less exposure to rigorous academic planning, college application support, and career exploration resources. To address these needs, the LEA provides professional learning for all staff focused on enhancing college and career readiness supports. This includes training on equitable counseling practices, culturally responsive guidance, use of data to identify and support students at risk of falling off-track, and	After assessing the needs, conditions, and circumstances of grades in secondary schools, we learned that a disproportionate number of unduplicated students are receiving Ds and Fs compared to all students. This has an impact on graduation eligibility, A-G eligibility, and student reported need for additional support during the student forums. In order to address this condition of our unduplicated students, we will develop and implement wide-scale professional development and action research into grading and research based interventions. This action address the needs of our SED, EL, and Foster Youth students as evidence by metric: 2.01, 2.04, 2.05, 3.02, 3.03, 3.04, 4.02, 4.04, 5.01, 5.02	4A.i: CAASPP ELA 4A.ii: CAASPP Math California Science Test Attendance at Professional Learning

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
	strategies for increasing student engagement in A-G completion, CTE pathways, and postsecondary opportunities. While this professional learning benefits all students by improving college and career readiness supports districtwide, it is principally directed toward unduplicated students to ensure they receive the targeted support necessary to overcome systemic barriers. This PL strengthens educators' capacity to provide equitable, personalized guidance that prepares every student for success after high school. **Scope:** LEA-wide		
5.2	**Action:** Personnel: Intervention Specialist **Need:** Intervention specialist focused on literacy to address the academic needs of students who require additional support in reading and writing and math. This specialist plays a crucial role in implementing targeted literacy interventions, assessing student progress, and collaborating with teachers to differentiate instruction effectively. 7 multi funded positions 3 title I 100%	Based on ELA and Math CAASPP scores. This action address the needs of our SED, EL, and Foster Youth students as evidence by metric: 2.01, 2.04, 2.05, 3.02, 3.03, 3.04, 4.02, 4.04, 5.01, 5.02	Metric(s) to Monitor Effectiveness : 5.01, 5.02, 2.03

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		
5.3	**Action:** Personnel: Instructional Coaches **Need:** Instructional coaches to support teachers by providing ongoing professional development, mentoring, and feedback to enhance instructional practices. These coaches play a vital role in improving teaching quality, increasing student engagement, and promoting effective classroom management strategies. **Scope:** LEA-wide	By supporting teachers in implementing evidence-based instructional methods and adapting to diverse student needs, instructional coaches help foster a collaborative and supportive school culture that ultimately enhances student learning outcomes and supports equity in education. 4 multi funded positions. This action address the needs of our SED, EL, and Foster Youth students as evidence by metric: 2.01, 2.04, 2.05, 3.02, 3.03, 3.04, 4.02, 4.04, 5.01, 5.02	Metric(s) to Monitor Effectiveness : 5.01, 5.02, 5.03, 2.01
5.4	**Action:** Personnel: CTE Certificated and Classified Staff **Need:** The district has identified a growing need to expand and support Career and Technical Education (CTE) programs that prepare students for both college and career success. To meet this need, the district must invest in qualified certificated and classified staff to deliver high-quality, hands-on instruction and program support across a range of industry-aligned pathways.	Based Dashboard data for graduation rate and CTE completion rates. By integrating CTE programs into the curriculum, schools can provide pathways for unduplicated students to explore diverse career options, bridge the skills gap, and promote economic mobility, thereby ensuring equitable access to meaningful and sustainable career opportunities. This action address the needs of our SED, EL, and Foster Youth students as evidence by metric: 2.01, 2.04, 2.05, 3.02, 3.03, 3.04, 4.02, 4.04, 5.01, 5.02	Metric(s) to Monitor Effectiveness : 5.04, 5.05, 5.06, 5.09

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
	CTE programs equip students with practical skills, industry-recognized certifications, and workplace readiness through real-world learning experiences. Certificated teachers provide specialized instruction aligned with workforce demands, while classified staff offer essential operational, technical, and student support. Increasing staffing capacity is critical to ensuring equitable access to these opportunities, especially for unduplicated student groups, and to building sustainable, high-impact programs that lead to postsecondary success. **Scope:** Schoolwide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** Supplemental Applications **Need:** Based on the California Dashboard Data. Supplemental applications in the LCAP for unduplicated students addresses the unique challenges faced by English learners, low-	This action is provided district-wide due to the high percentage of unduplicated students, which ensures that resources and support are accessible to all who need them. Implementing supplemental applications across the district helps create an equitable learning environment where every student, regardless of their background, has the opportunity to succeed.	Metrics to Monitor Effectiveness: 1.01, 1.02, 1.03, 2.03, 2.05

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	income students, and foster youth, ensuring they receive targeted support and resources. This approach aims to close achievement gaps and provide equitable educational opportunities, enhancing their overall academic success and well-being. **Scope:** Limited to Unduplicated Student Group(s)	This action address the needs of our SED, EL, and Foster Youth students as evidence by metric: 2.01, 2.04, 2.05, 3.02, 3.03, 3.04, 4.02, 4.04, 5.01, 5.02	
1.4	**Action:** Bilingual Stipends **Need:** Increase progress towards English proficiency and skillful celebration of multilingual learners in all classes. CDE dashboard data in ELA and Math from English Learners indicates need. **Scope:** Limited to Unduplicated Student Group(s)	The bilingual stipends support staff in engaging with students and families in their primary language.	Metric(s) to Monitor Effectiveness : 1.4, 2.1
1.5	**Action:** SDC ELD Teachers **Need:** Increase progress towards English proficiency and skillful celebration of multilingual learners in all classes. CDE dashboard data in ELA and Math from English Learners indicates need. **Scope:** Limited to Unduplicated Student Group(s)	Actions are designed to address the needs of EL students who are in SDC classroom who require designated ELD.	Metric(s) to Monitor Effectiveness : 2.1

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.7	**Action:** English Leaner Support Materials **Need:** Increase progress towards English proficiency and skillful celebration of multilingual learners in all classes. CDE dashboard data in ELA and Math from English Learners indicates need. **Scope:** Limited to Unduplicated Student Group(s)	Specific Support materials for English learners to support ELA and Math.	Metric(s) to Monitor Effectiveness : 1.5, 2.4, 2.5
1.9	**Action:** Fingerprinting for Volunteers **Need:** Fingerprinting parent volunteers to ensure a safe and secure school environment, promoting student safety and well-being by thoroughly vetting all individuals who interact with students. **Scope:** Limited to Unduplicated Student Group(s)	This action elevates the financial barrier for parents to volunteer at the school.	Metric(s) to Monitor Effectiveness : 1.4
2.5	**Action:** Personnel: Newcomer Center **Need:** Staffing for newcomer classes to accommodate the unique needs of students who are new to the educational system or English language learners. Adequate staffing ensures these students receive tailored	Staff to include: 3 certificated teachers 3 paraprofessionals This action address the needs of our SED, EL, and Foster Youth students as evidence by metric: 2.01, 2.04, 2.05, 3.02, 3.03, 3.04, 4.02, 4.04, 5.01, 5.02	Metric(s) to Monitor Effectiveness : 2.1

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	support in language acquisition, academic integration, and cultural adjustment, fostering their successful transition into the school community. **Scope:** Limited to Unduplicated Student Group(s)		
2.6	**Action:** Personnel: Certificated Support at High Schools **Need:** Based on the CA Dashboard data and LTELs data: Staffing to support English learners at the high school level, ensuring they receive targeted language instruction and academic support tailored to their proficiency levels. Adequate staffing enables these students to access curriculum effectively, participate fully in classroom activities, and achieve academic success despite language barriers. **Scope:** Limited to Unduplicated Student Group(s)	Staff to support English Learner needs.	Metric(s) to Monitor Effectiveness : 2.1
2.11	**Action:** Standards Aligned Learning **Need:** English Learner (EL) curriculum to provide targeted instructional materials and resources that address the specific language development needs of EL students. Implementing a comprehensive EL curriculum is essential for enhancing language	Dashboard data for EL student academic progress including LTELS.	Metric(s) to Monitor Effectiveness : 1.01, 2.04, 2.05

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	proficiency, ensuring academic achievement, and supporting the overall integration of EL students into the educational environment. **Scope:** Limited to Unduplicated Student Group(s)		
2.13	**Action:** Newcomer Support **Need:** staffing for newcomer classes to accommodate the unique needs of students who are new to the educational system or English language learners. Adequate staffing ensures these students receive tailored support in language acquisition, academic integration, and cultural adjustment, fostering their successful transition into the school community. **Scope:** Limited to Unduplicated Student Group(s)	Dashboard data for EL student academic progress including LTELS	Metric(s) to Monitor Effectiveness : 1.1, 2.4, 2.5
2.21	**Action:** Communication **Need:** Translation of documents to ensure all families, regardless of language proficiency, have equitable access to important information and can fully engage with the school community. This is essential for fostering inclusive communication and ensuring that non-English-speaking parents can support their children's education effectively.	Increase communication to multi lingual families.	Metric(s) to Monitor Effectiveness : 2.4, 1.4

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
3.2	**Action:** Personnel: Director of English Learners & Support Programs **Need:** Dedicated personnel to support EL students and their families, ensuring they receive tailored language instruction and resources. This support is crucial for fostering effective communication, enhancing academic success, and promoting full participation in the school community. **Scope:** Limited to Unduplicated Student Group(s)	Position directly supports EL students, families and staff who supports students.	Metric(s) to Monitor Effectiveness : 3.2, 3.3, 3.4
3.3	**Action:** Support for EL Reclassification **Need:** Substitutes to support testing for EL students, ensuring that regular teachers can focus on providing consistent instruction while testing requirements are met. This support is essential for maintaining the integrity of the instructional program and accurately assessing the progress of EL students. **Scope:** Limited to Unduplicated Student Group(s)	Based on Dashboard EL academic data and LTELs.	Metric(s) to Monitor Effectiveness : 3.2, 3.3

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.4	**Action:** Personnel: English Learner Program Specialist **Need:** The EL Program Specialist assists with initial language assessments, delivery of Professional Learning and classroom instructional coaching support, as well as connecting families with WUSD's team of Home School Liaisons for academic and community resources. **Scope:** Limited to Unduplicated Student Group(s)	Directly supports staff who works with English Learners.	Metric(s) to Monitor Effectiveness : 3.2, 3.3, 3.4
3.5	**Action:** Personnel: Bilingual School Liaisons **Need:** Provide additional administrative, education specialist and emotional health support to high needs school sites impacted by poverty and social emotional needs. **Scope:** Limited to Unduplicated Student Group(s)	Support to families to remove language barriers with school district.	Metric(s) to Monitor Effectiveness : 1.4, 3.2
3.8	**Action:** Personnel: Foster Youth & FIT Youth Outreach Specialist **Need:** Foster youth liaison to support students and families by providing specialized assistance and advocacy. This role ensures that foster youth receive targeted support services,	Dashboard data for homeless and foster youth students.	Metric(s) to Monitor Effectiveness :

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	educational stability, and resources to overcome challenges related to placement changes, ensuring their academic success and overall well-being. **Scope:** Limited to Unduplicated Student Group(s)		
3.12	**Action:** Site supports for targeted students **Need:** Site allocation of funds to support students in addressing specific academic and social-emotional needs at the school level. This approach ensures that resources are tailored to meet the unique challenges and opportunities of each school community, promoting equitable access to educational support and enhancing overall student success. **Scope:** Limited to Unduplicated Student Group(s)	Allocations are based on unduplicated student counts. This action address the needs of our SED, EL, and Foster Youth students as evidence by metric: 2.01, 2.04, 2.05, 3.02, 3.03, 3.04, 4.02, 4.04, 5.01, 5.02	Metric(s) to Monitor Effectiveness : 1.1, 2.3, 3.2
3.15	**Action:** Foster Youth and FIT Families **Need:** Support students and families by providing specialized assistance and advocacy. Ensures that foster youth receive targeted support services, educational stability, and resources to overcome challenges related to placement changes, ensuring their academic success and overall well-being.	Dashboard data for foster youth and homeless data.	Metric(s) to Monitor Effectiveness : 3.04

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
5.5	**Action:** AVID/MESA **Need:** AVID (Advancement Via Individual Determination) programs to support student success, particularly for unduplicated students. AVID provides academic and social support, teaching study skills, critical thinking, and college readiness strategies. **Scope:** Limited to Unduplicated Student Group(s)	Based on Dashboard data for grad rate. By implementing AVID programs, schools aim to increase college-going rates among historically underserved students, close achievement gaps, and foster a college-bound culture that promotes equity and academic achievement for all students.	Metric(s) to Monitor Effectiveness : 5.4

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.

The percentage by which services to or achievement of unduplicated pupils must increase is estimated at 21.4908%. The LCAP developed by Washington Unified recognizes the needs of English Learners, foster youth and students eligible for free and reduced lunch (unduplicated students) comprising over 69% of our student population. The methodology used to determine the planned percentage of action 1.07 took the amount of time each teacher dedicates to designated ELD in the primary grades. This amount of time was then calculated into a percentage of their time/daily rate for elementary teachers. For middle school the amount of time was determined by the percentage of the designated ELD that occurs during the assigned periods. Designated ELD directly supports EL students.

In order to meet the specific needs of the identified subgroups, WUSD provides increased or improved services for foster youth, English Learners, and low-income students in the following ways:
-West Sacramento is a diverse, urban community where student needs are more concentrated in specific areas. Ongoing costs of existing support staff providing services principally directed toward low-income, foster and English Learner students are included. Based on input

from sites personnel, and the risks associated with foster care, the district funds a full-time Youth Outreach Specialist to monitor and aid foster youth in the navigation of school and resources. For the coming year, this position will solely focus on foster youth and homeless.
-All Outreach Specialist (10) as well as one (1) dedicated specifically to Foster Youth and Families in Transition are paid for LCFF funds. These services are principally directed at serving the needs of Low--income, Foster Youth, and English Learners, they are available to all students who could benefit from the services. Outreach efforts are principally directed at providing district-wide and school-wide services to unduplicated students.-
Sites are using a variety of methods to meet the needs of their students, specifically for foster youth, English learners, and low income students. All teachers have the flexibility built in their instructional day to provide additional intervention support to students. Additional funds have been allocated to sites to support site based interventions based on needs. These interventions are outlined in the school Single Plan for Student Achievements (SPSA) which are aligned to the district goals. The funds to support the site will be increased this school year.
-Primary language support is provided to families for written communication and during meetings. WUSD recognizes the importance of communicating with families in their primary language. Our home school liaisons speak a variety of languages and routinely reach out to families. The 2025-26 LCAP recognizes this as an important action. There continues to be an action to support communication to families is their primary language.
EL summer school is provided to students for 19 days over the summer. Lessons are designed to be highly engaging and built around a keystone species. The EL summer program runs concurrently with the Extended Year Program. Support with EL reclassification, and EL Program Specialist, and English Learner support materials are also increased services for EL students. These actions are targeted toward EL students however support multiple schools.

Using evidence research based strategies and taking into consideration the expenditures incurred therein, we both qualitatively and quantitatively meet the increased or improved service percentage of 21.490%.

Additional Concentration Grant Funding

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

The following staff were included in the staff-to-student ratio calculations for Certificated: Certificated FTE, Administrations, Counselors, Intervention Specialists, Instruction Coaches

The following staff were included in the staff-to-student ratio calculations for Classified: Campus Aide, Para Educators, Para Educators (special education), Secretary, Health Aides, Custodians, Noon duty Supervisors, School Crossing Guard, and Campus Security

The following positions will will increase the number of staff providing direct services to students at school that have a high concentration (above 55 percent) of foster youth, English Learners and low-income students: Intervention Specialists, Newcomer Center Certificated staff, Newcomer Center para educators, additional Foster Home School Liaison

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	41.1:1	48.4:1
Staff-to-student ratio of certificated staff providing direct services to students	17.6:1	20.52:1

2025-26 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	$80,106,461.00	$17,215,068.00	21.490%	0.000%	21.490%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$17,584,553.00	$2,850,231.00	$0.00	$1,446,809.00	$21,881,593.00	$10,669,347.00	$11,212,246.00

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	Professional Development Goal 1	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$20,000.00	$180,000.00	$100,000.00	$100,000.00			$200,000.00	
1	1.2	Personnel: Administrative Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$135,773.00	$0.00	$135,773.00				$135,773.00	
1	1.3	Supplemental Applications	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$600,000.00	$0.00	$350,000.00	$250,000.00			$600,000.00	
1	1.4	Bilingual Stipends	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$176,500.00	$0.00	$176,500.00				$176,500.00	
1	1.5	SDC ELD Teachers	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Southport, Brideway Island									8.33%
1	1.6	Universal Screeners	All	No			All Schools		$20,000.00	$575,000.00	$475,000.00	$120,000.00			$595,000.00	
1	1.7	English Leaner Support Materials	English Learners	Yes	Limited to Unduplicated	English Learners	All Schools		$0.00	$25,000.00	$25,000.00				$25,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Student Group(s)											
1	1.8	Motivational Program		Yes	School wide		K-5 Grades		$0.00	$60,000.00	$60,000.00				$60,000.00	
1	1.9	Fingerprinting for Volunteers	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income			$0.00	$40,000.00	$40,000.00				$40,000.00	
2	2.1	Professional Development Goal 2	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$140,000.00	$140,000.00				$140,000.00	
2	2.2	Personnel: Site and District Administrators and Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$1,899,537.00	$1,899,537.00				$1,899,537.00	
2	2.3	Personnel: School Counselors	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: RCHS & Yolo		$523,577.00	$0.00	$523,577.00				$523,577.00	
2	2.4	Personnel: Social Workers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$763,559.00	$0.00	$763,559.00				$763,559.00	
2	2.5	Personnel: Newcomer Center	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Currently at RB		$504,466.00	$0.00	$504,466.00				$504,466.00	
2	2.6	Personnel: Certificated Support at High Schools	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: RCHS & Yolo		$355,350.00	$0.00	$355,350.00				$355,350.00	
2	2.7	Personnel: Coordinator of Student Leadership and Empowerment														

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.8	Personnel: Executive Director of Communications and Outreach	All	No					$250,019.00	$0.00	$250,019.00				$250,019.00	
2	2.9	Personnel: TOSA: HR Diversity & Recruitment	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$120,744.00	$0.00	$120,744.00				$120,744.00	
2	2.10	Standards Aligned Learning	All	No					$0.00	$1,100,000.00	$600,000.00	$500,000.00			$1,100,000.00	
2	2.11	Standards Aligned Learning	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$500,000.00	$300,000.00	$200,000.00			$500,000.00	
2	2.12	Support for Staff During Unstructured Times	Low Income	Yes	School wide	Low Income	All Schools		$0.00	$520,000.00	$20,000.00	$500,000.00			$520,000.00	
2	2.13	Newcomer Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$20,000.00	$20,000.00				$20,000.00	
2	2.14	Recruit and Retain Highly Qualified Staff	All	No					$0.00	$235,000.00	$235,000.00				$235,000.00	
2	2.15	Recruit Recruit and Retain Highly Qualified Staff	All	No			All Schools		$0.00	$40,000.00	$40,000.00				$40,000.00	
2	2.16	Diversity Recruitment	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$0.00	$150,000.00	$150,000.00				$150,000.00	
2	2.17	Induction	All	No					$230,100.00	$10,000.00	$240,100.00				$240,100.00	
2	2.18	Wellness Centers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$75,000.00	$75,000.00				$75,000.00	
2	2.19	Sly Park	Low Income	Yes	School wide	Low Income	6th grade		$0.00	$150,000.00	$150,000.00				$150,000.00	
2	2.20	Fingerprinting for Volunteers														

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.21	Communication	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$40,000.00	$70,000.00	$110,000.00				$110,000.00	
3	3.1	Professional Development Goal 3	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$150,000.00	$150,000.00				$150,000.00	
3	3.2	Personnel: Director of English Learners & Support Programs	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$208,095.00	$0.00	$208,095.00				$208,095.00	
3	3.3	Support for EL Reclassification	English Learners	Yes	Limited to Unduplicated Student	English Learners			$40,000.00	$0.00	$40,000.00				$40,000.00	
3	3.4	Personnel: English Learner Program Specialist	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$145,777.00	$0.00	$145,777.00				$145,777.00	
3	3.5	Personnel: Bilingual School Liaisons	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$0.00	$575,612.00	$575,612.00				$575,612.00	
3	3.6	Personnel: TOSA: Special Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$136,350.00	$0.00	$136,350.00				$136,350.00	
3	3.7	Personnel: Social Emotional & Behavior	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		$164,546.00	$0.00	$164,546.00				$164,546.00	
3	3.8	Personnel: Foster Youth & FIT Youth Outreach Specialist	Foster Youth	Yes	Limited to Unduplicated	Foster Youth	All Schools		$0.00	$123,070.00	$123,070.00				$123,070.00	

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
					cated Student Group(s)											
3	3.9	Personnel: TOSA: Dual Immersion	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Elkhorn		$133,712.00	$0.00	$133,712.00				$133,712.00	
3	3.10	Summer Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$290,000.00	$120,000.00	$140,000.00	$150,000.00		$120,000.00	$410,000.00	
3	3.11	Task Force	All	No					$0.00	$21,000.00	$21,000.00				$21,000.00	
3	3.12	Site supports for targeted students	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$0.00	$655,796.00	$655,796.00				$655,796.00	
3	3.13	Student Leadership & Empowerment	Low Income	Yes	LEA-wide	Low Income	Middle School & High Schools		$0.00	$60,000.00	$60,000.00				$60,000.00	
3	3.14	Tutoring	Low Income	Yes	School wide	Low Income	All Schools		$0.00	$205,000.00	$5,000.00	$200,000.00			$205,000.00	
3	3.15	Foster Youth and FIT Families	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth			$0.00	$20,000.00	$20,000.00				$20,000.00	
3	3.16	Support for Students with Disabilities	Students with Disabilities	No					$70,000.00	$20,000.00	$90,000.00				$90,000.00	
4	4.1	Professional Development Goal 4	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$150,000.00	$150,000.00				$150,000.00	
4	4.2	Personnel: Campus Security Monitors	All	No			Specific Schools: River City High School		$693,955.00	$0.00	$693,955.00				$693,955.00	

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
4	4.3	Personnel: Outreach Specialist	Low Income	Yes	LEA-wide	Low Income	All Schools		$1,289,038.00	$0.00	$1,289,038.00				$1,289,038.00	
4	4.4	Personnel: Equity, Diversity, Inclusion Department Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$307,503.00	$0.00	$307,503.00				$307,503.00	
4	4.5	Alternatives to Suspension	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		$0.00	$485,000.00	$285,000.00	$200,000.00			$485,000.00	
4	4.6	RCHS Support Class	All	No					$0.00	$10,000.00	$10,000.00				$10,000.00	
4	4.7	Restorative Practices & EDI Initiatives	Low Income	Yes	LEA-wide	Low Income			$0.00	$175,000.00	$175,000.00				$175,000.00	
4	4.8	Parent Education Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$100,000.00	$100,000.00				$100,000.00	
4	4.9	Transportation	Low Income	Yes	LEA-wide	Low Income	All Schools		$0.00	$1,750,000.00	$1,750,000.00				$1,750,000.00	
4	4.10	Personnel: RCHS Culture & Climate	Low Income	Yes	School wide	Low Income			$140,000.00	$0.00	$140,000.00				$140,000.00	
5	5.1	Professional Development Goal 5	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$40,000.00	$310,000.00	$150,000.00	$200,000.00			$350,000.00	
5	5.2	Personnel: Intervention Specialist	Low Income	Yes	School wide	Low Income			$1,000,091.00	$0.00	$167,841.00			$832,250.00	$1,000,091.00	
5	5.3	Personnel: Instructional Coaches	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$475,818.00	$0.00	$131,259.00			$344,559.00	$475,818.00	
5	5.4	Personnel: CTE Certificated and Classified Staff	Low Income	Yes	School wide	Low Income	Specific Schools: RCHS, Yolo		$1,471,374.00	$0.00	$1,321,374.00	$150,000.00			$1,471,374.00	
5	5.5	AVID/MESA	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools		$50,000.00	$125,000.00	$175,000.00				$175,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	**5.6**	Standardized Testing Support	All	No					$0.00	$60,000.00	$60,000.00				$60,000.00	
5	**5.7**	NCCT	All	No					$150,000.00	$150,000.00	$150,000.00			$150,000.00	$300,000.00	
6	**6.1**	Para Educator Support	All	No			Specific Schools: WUVA, Yolo, Evergreen/Opportunity		$123,000.00	$0.00		$123,000.00			$123,000.00	
6	**6.2**	Attendance Recognition	All	No			Specific Schools: WUVA, Yolo, Evergreen/Opportunity		$0.00	$30,000.00		$30,000.00			$30,000.00	
6	**6.3**	Transportation	All	No			Specific Schools: WUVA		$0.00	$5,000.00		$5,000.00			$5,000.00	
6	**6.4**	Parent Engagement	All	No			Specific Schools: WUVA		$0.00	$10,000.00		$10,000.00			$10,000.00	
6	**6.5**	Yolo High School	All	No			Specific Schools: Yolo High School		$0.00	$60,000.00		$60,000.00			$60,000.00	
6	**6.6**	Site Based Support	All	No			Specific Schools: WUVA, Yolo, Evergreen/Opportunity		$0.00	$52,231.00		$52,231.00			$52,231.00	

2025-26 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
$80,106,461.00	$17,215,068.00	21.490%	0.000%	21.490%	$14,719,479.00	8.330%	26.705 %	**Total:**	$14,719,479.00
								LEA-wide Total:	$8,373,309.00
								Limited Total:	$3,824,666.00
								Schoolwide Total:	$2,521,504.00

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	Professional Development Goal 1	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
1	1.2	Personnel: Administrative Support	Yes	LEA-wide	English Learners Foster Youth Low Income		$135,773.00	
1	1.3	Supplemental Applications	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$350,000.00	
1	1.4	Bilingual Stipends	Yes	Limited to Unduplicated Student Group(s)	English Learners		$176,500.00	
1	1.5	SDC ELD Teachers	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Southport, Brideway Island		8.33%
1	1.7	English Leaner Support Materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$25,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.8	Motivational Program	Yes	Schoolwide		K-5 Grades	$60,000.00	
1	1.9	Fingerprinting for Volunteers	Yes	Limited to Unduplicated Student Group(s)	Low Income		$40,000.00	
2	2.1	Professional Development Goal 2	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$140,000.00	
2	2.2	Personnel: Site and District Administrators and Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,899,537.00	
2	2.3	Personnel: School Counselors	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RCHS & Yolo	$523,577.00	
2	2.4	Personnel: Social Workers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$763,559.00	
2	2.5	Personnel: Newcomer Center	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Currently at RB	$504,466.00	
2	2.6	Personnel: Certificated Support at High Schools	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: RCHS & Yolo	$355,350.00	
2	2.9	Personnel: TOSA: HR Diversity & Recruitment	Yes	LEA-wide	English Learners Low Income	All Schools	$120,744.00	
2	2.11	Standards Aligned Learning	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$300,000.00	
2	2.12	Support for Staff During Unstructured Times	Yes	Schoolwide	Low Income	All Schools	$20,000.00	
2	2.13	Newcomer Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$20,000.00	
2	2.16	Diversity Recruitment	Yes	LEA-wide	English Learners Low Income	All Schools	$150,000.00	
2	2.18	Wellness Centers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.19	Sly Park	Yes	Schoolwide	Low Income	6th grade	$150,000.00	
2	2.21	Communication	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$110,000.00	
3	3.1	Professional Development Goal 3	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,000.00	
3	3.2	Personnel: Director of English Learners & Support Programs	Yes	Limited to Unduplicated Student Group(s)	English Learners		$208,095.00	
3	3.3	Support for EL Reclassification	Yes	Limited to Unduplicated Student Group(s)	English Learners		$40,000.00	
3	3.4	Personnel: English Learner Program Specialist	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$145,777.00	
3	3.5	Personnel: Bilingual School Liaisons	Yes	Limited to Unduplicated Student Group(s)	English Learners		$575,612.00	
3	3.6	Personnel: TOSA: Special Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$136,350.00	
3	3.7	Personnel: Social Emotional & Behavior	Yes	LEA-wide	Foster Youth Low Income	All Schools	$164,546.00	
3	3.8	Personnel: Foster Youth & FIT Youth Outreach Specialist	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$123,070.00	
3	3.9	Personnel: TOSA: Dual Immersion	Yes	Schoolwide	English Learners Low Income	Specific Schools: Elkhorn	$133,712.00	
3	3.10	Summer Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$140,000.00	
3	3.12	Site supports for targeted students	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$655,796.00	
3	3.13	Student Leadership & Empowerment	Yes	LEA-wide	Low Income	Middle School & High Schools	$60,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.14	Tutoring	Yes	Schoolwide	Low Income	All Schools	$5,000.00	
3	3.15	Foster Youth and FIT Families	Yes	Limited to Unduplicated Student Group(s)	Foster Youth		$20,000.00	
4	4.1	Professional Development Goal 4	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,000.00	
4	4.3	Personnel: Outreach Specialist	Yes	LEA-wide	Low Income	All Schools	$1,289,038.00	
4	4.4	Personnel: Equity, Diversity, Inclusion Department Staff	Yes	LEA-wide	English Learners Foster Youth Low Income		$307,503.00	
4	4.5	Alternatives to Suspension	Yes	LEA-wide	Foster Youth Low Income	All Schools	$285,000.00	
4	4.7	Restorative Practices & EDI Initiatives	Yes	LEA-wide	Low Income		$175,000.00	
4	4.8	Parent Education Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income		$100,000.00	
4	4.9	Transportation	Yes	LEA-wide	Low Income	All Schools	$1,750,000.00	
4	4.10	Personnel: RCHS Culture & Climate	Yes	Schoolwide	Low Income		$140,000.00	
5	5.1	Professional Development Goal 5	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,000.00	
5	5.2	Personnel: Intervention Specialist	Yes	Schoolwide	Low Income		$167,841.00	
5	5.3	Personnel: Instructional Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$131,259.00	
5	5.4	Personnel: CTE Certificated and Classified Staff	Yes	Schoolwide	Low Income	Specific Schools: RCHS, Yolo	$1,321,374.00	
5	5.5	AVID/MESA	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$175,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$19,655,198.00	$15,147,316.04

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**	Professional Development Goal 1	Yes	$100,000.00	94,281
1	**1.2**	Personnel: Administrative Support	Yes	$124,869.00	135,773
1	**1.3**	Supplemental Applications	Yes	$350,000.00	350,000
1	**1.4**	Bilingual Stipends	Yes	$171,500.00	188,589
1	**1.5**	SDC ELD Teachers	Yes		
1	**1.6**	iReady	No	$475,000.00	0
1	**1.7**	English Leaner Support Materials	Yes	$25,000.00	23,694
1	**1.8**	Motivational Program	Yes	$60,000.00	48,000
2	**2.1**	Professional Development Goal 2	Yes	$140,000.00	140,000
2	**2.2**	Personnel: Site and District Administrators and Support Staff	Yes	$2,457,035.00	2,457.035
2	**2.3**	Personnel: School Counselors	Yes	$566,343.00	523577

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Personnel: Social Workers	Yes	$694,309.00	754434
2	2.5	Personnel: Newcomer Center	Yes	$451,512.00	485681
2	2.6	Personnel: Certificated Support at High Schools	Yes	$352,712.00	327423
2	2.7	Personnel: Coordinator of Student Leadership and Empowerment	Yes	$182,395.00	89545
2	2.8	Personnel: Executive Director of Communications and Outreach	No	$200,001.00	249449
2	2.9	Personnel: TOSA: HR Diversity & Recruitment	Yes	$114,763.00	120744
2	2.10	Standards Aligned Learning	No	$500,000.00	500000
2	2.11	Standards Aligned Learning	Yes	$200,000.00	249,449
2	2.12	Support for Staff During Unstructured Times	Yes	$20,000.00	0
2	2.13	Newcomer Support	Yes	$20,418.00	19,290
2	2.14	Recruit and Retain Highly Qualified Staff	No	$235,000.00	251,415
2	2.15	Recruit Recruit and Retain Highly Qualified Staff	No	$40,000.00	10,000
2	2.16	Diversity Recruitment	Yes	$564,000.00	103,758

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.17	Induction	No	$205,100.00	197,183
2	2.18	Wellness Centers	Yes	$100,000.00	496,638
2	2.19	Sly Park	Yes	$100,000.00	153,779
2	2.20	Fingerprinting for Volunteers	Yes	$40,000.00	28,814
2	2.21	Communication	Yes	$80,000.00	80,000
3	3.1	Professional Development Goal 3	Yes	$150,000.00	112,492
3	3.2	Personnel: Director of English Learners & Support Programs	Yes	$208,095.00	206,496
3	3.3	Support for EL Reclassification	Yes	$32,000.00	40,856
3	3.4	Personnel: English Learner Program Specialist	Yes	$144,452.00	141,412
3	3.5	Personnel: Bilingual School Liaisons	Yes	$575,612.00	631,117
3	3.6	Personnel: TOSA: Special Education	Yes	$130,028.00	132,588
3	3.7	Personnel: Social Emotional & Behavior	Yes	$144,452.00	122,572
3	3.8	Personnel: Foster Youth & FIT Youth Outreach Specialist	Yes	$123,070.00	129,464
3	3.9	Personnel: TOSA: Dual Immersion	Yes	$133,712.00	129,464

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.10	Summer Programs	Yes	$220,000.00	224,416
3	3.11	Task Force	No	$13,000.00	0
3	3.12	Site supports for targeted students	Yes	$655,796.00	655,796
3	3.13	Student Leadership & Empowerment	Yes	$60,000.00	55,957
3	3.14	Peer Tutoring	Yes	$5,000.00	0
3	3.15	Foster Youth and FIT Families	Yes	$10,000.00	10,000
3	3.16	Support for Students with Disabilities	No	$152,000.00	26,000
4	4.1	Professional Development Goal 4	Yes	$150,000.00	107,426
4	4.2	Personnel: Campus Security Monitors	No	$628,177.00	560,607
4	4.3	Personnel: Outreach Specialist	Yes	$1,235,656.00	1,270,409
4	4.4	Personnel: Equity, Diversity, Inclusion Department Staff	Yes	$296,717.00	246,903
4	4.5	Alternatives to Suspension	Yes	$284,000.00	284,000
4	4.6	RCHS Support Class	No	$10,000.00	1,500

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.7**	Restorative Practices	Yes	$175,000.00	158,025
4	**4.8**	Parent Education Opportunities	Yes	$100,000.00	32,000
4	**4.9**	Transportation	Yes	$1,750,000.00	1,750,000
5	**5.1**	Professional Development Goal 5	Yes	$150,000.00	110,626
5	**5.2**	Personnel: Intervention Specialist	Yes	$1,000,091.00	100,886
5	**5.3**	Personnel: Instructional Coaches	Yes	$459,412.00	368,412
5	**5.4**	Personnel: CTE Certificated and Classified Staff	Yes	$1,253,977.00	1,253,977
5	**5.5**	AVID/MESA	Yes	$175,000.00	187,924
5	**5.6**	Standardized Testing Support	No	$30,000.00	62,000
5	**5.7**	NCCT	No	$300,000.00	387,000
6	**6.1**	Para Educator Support	No	$123,000.00	18,018
6	**6.2**	Attendance Recognition	No	$30,000.00	0
6	**6.3**	Transportation	No	$32,471.00	5,000
6	**6.4**	Parent Engagement	No	$34,573.00	0

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)
6	**6.5**	Yolo High School	No	$60,000.00	0
6	**6.6**	Site Based Support	No	$49,950.00	0

2024-25 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)
$16,892,041.00	$15,240,117.00	$14,165,719.00	$1,074,398.00	8.330%	8.330%	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	Professional Development Goal 1	Yes	$100,000.00	$94,281		
1	1.2	Personnel: Administrative Support	Yes	$124,869.00	$135,773.00		
1	1.3	Supplemental Applications	Yes	$350,000.00	$350,000.00		
1	1.4	Bilingual Stipends	Yes	$171,500.00	$188,589		
1	1.5	SDC ELD Teachers	Yes			8.33%	8.33%
1	1.7	English Leaner Support Materials	Yes	$25,000.00	$23,694.00		
1	1.8	Motivational Program	Yes	$60,000.00	$48,000.00		
2	2.1	Professional Development Goal 2	Yes	$140,000.00	$140,000.00		
2	2.2	Personnel: Site and District Administrators and Support Staff	Yes	$2,457,035.00	$2,457,035.00		
2	2.3	Personnel: School Counselors	Yes	$566,343.00	$523,577.00		
2	2.4	Personnel: Social Workers	Yes	$694,309.00	$754,434.00		
2	2.5	Personnel: Newcomer Center	Yes	$451,512.00	$485,681.00		
2	2.6	Personnel: Certificated Support at High Schools	Yes	$352,712.00	$327,423.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.7	Personnel: Coordinator of Student Leadership and Empowerment	Yes	$182,395.00	$89,545.00		
2	2.9	Personnel: TOSA: HR Diversity & Recruitment	Yes	$114,763.00	$120,744.00		
2	2.11	Standards Aligned Learning	Yes	$200,000.00	$249,449.00		
2	2.12	Support for Staff During Unstructured Times	Yes	$20,000.00	$0.00		
2	2.13	Newcomer Support	Yes	$20,418.00	$19,290.00		
2	2.16	Diversity Recruitment	Yes	$564,000.00	$103,758.00		
2	2.18	Wellness Centers	Yes	$100,000.00	$496,638.00		
2	2.19	Sly Park	Yes	$100,000.00	$153,779.00		
2	2.20	Fingerprinting for Volunteers	Yes	$40,000.00	$28,814.00		
2	2.21	Communication	Yes	$80,000.00	$80,000		
3	3.1	Professional Development Goal 3	Yes	$150,000.00	$112,492		
3	3.2	Personnel: Director of English Learners & Support Programs	Yes	$208,095.00	$206,496.00		
3	3.3	Support for EL Reclassification	Yes	$32,000.00	$40,856.00		
3	3.4	Personnel: English Learner Program Specialist	Yes	$144,452.00	$141,412.00		
3	3.5	Personnel: Bilingual School Liaisons	Yes	$575,612.00	$631,117.00		
3	3.6	Personnel: TOSA: Special Education	Yes	$130,028.00	$132,588.00		
3	3.7	Personnel: Social Emotional & Behavior	Yes	$144,452.00	$122,572.00		
3	3.8	Personnel: Foster Youth & FIT Youth Outreach Specialist	Yes	$123,070.00	$129,464.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.9	Personnel: TOSA: Dual Immersion	Yes	$133,712.00	$33,453.00		
3	3.10	Summer Programs	Yes	$100,000.00	$64,416.00		
3	3.12	Site supports for targeted students	Yes	$655,796.00	$655,796.00		
3	3.13	Student Leadership & Empowerment	Yes	$60,000.00	$35,957.00		
3	3.14	Peer Tutoring	Yes	$5,000.00	$0.00		
3	3.15	Foster Youth and FIT Families	Yes	$10,000.00	$0.00		
4	4.1	Professional Development Goal 4	Yes	$150,000.00	$107,426.00		
4	4.3	Personnel: Outreach Specialist	Yes	$1,235,656.00	$1,270,409.00		
4	4.4	Personnel: Equity, Diversity, Inclusion Department Staff	Yes	$296,717.00	$246,903.00		
4	4.5	Alternatives to Suspension	Yes	$284,000.00	$284,000.00		
4	4.7	Restorative Practices	Yes	$175,000.00	$158,025.00		
4	4.8	Parent Education Opportunities	Yes	$100,000.00	$32,00		
4	4.9	Transportation	Yes	$1,750,000.00	$1,750,000.00		
5	5.1	Professional Development Goal 5	Yes	$150,000.00	$150,000.00		
5	5.2	Personnel: Intervention Specialist	Yes	$167,841.00	$166,886.00		
5	5.3	Personnel: Instructional Coaches	Yes	$114,853.00	$128,254.00		
5	5.4	Personnel: CTE Certificated and Classified Staff	Yes	$1,253,977.00	$575,569.00		
5	5.5	AVID/MESA	Yes	$175,000.00	$147,924.00		

2024-25 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)
$78,171,862.00	$16,892,041.00	0.00%	21.609%	$14,165,719.00	8.330%	26.451%	$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 2025-26, 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 2025-26, 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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