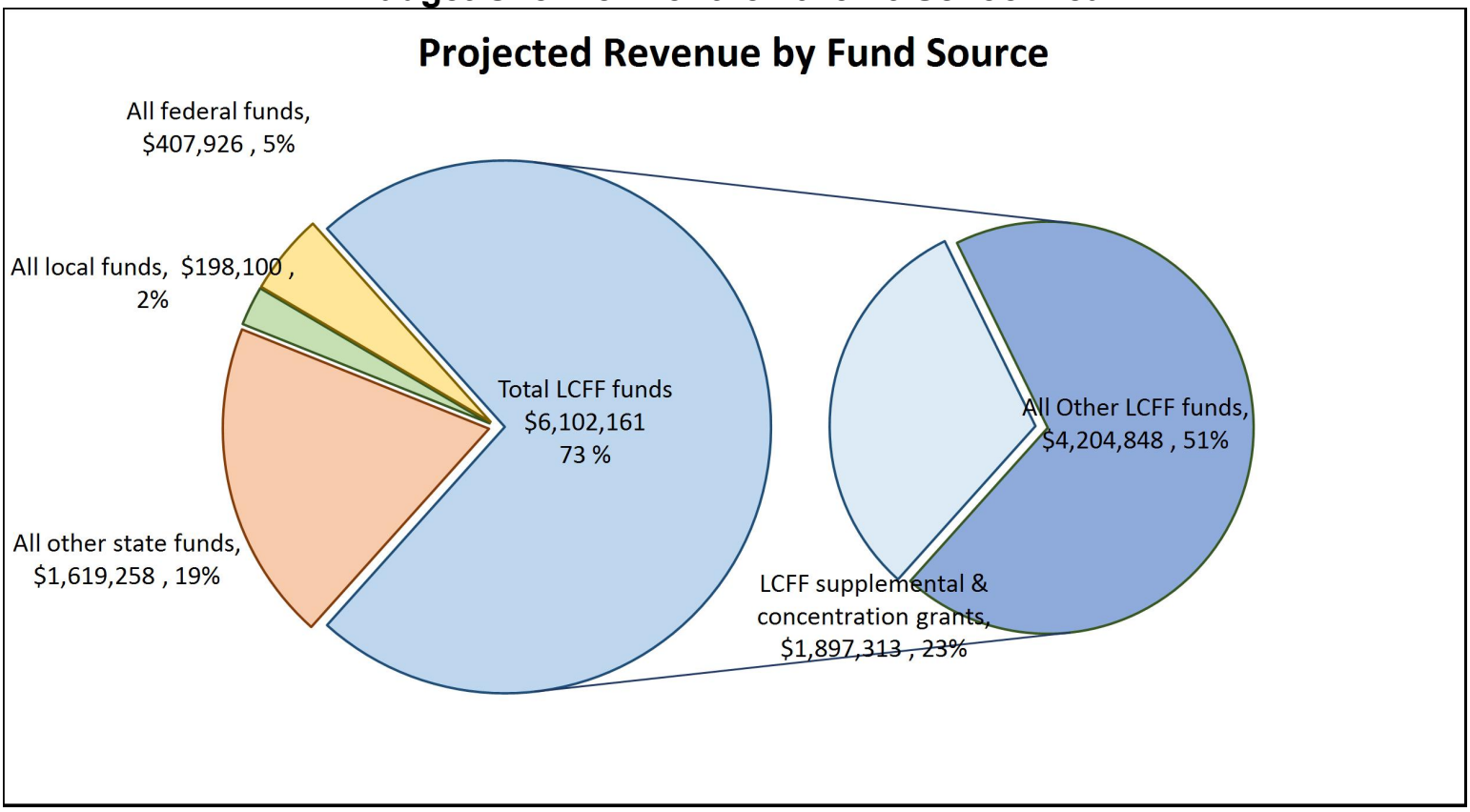
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Woodville Union School District
CDS Code: 54-72298-6054779
School Year: 2025-26
LEA contact information:
Lou Saephan
Superintendent
lsaephan@woodville.k12.ca.us
559-686-9712 Ext: 155

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

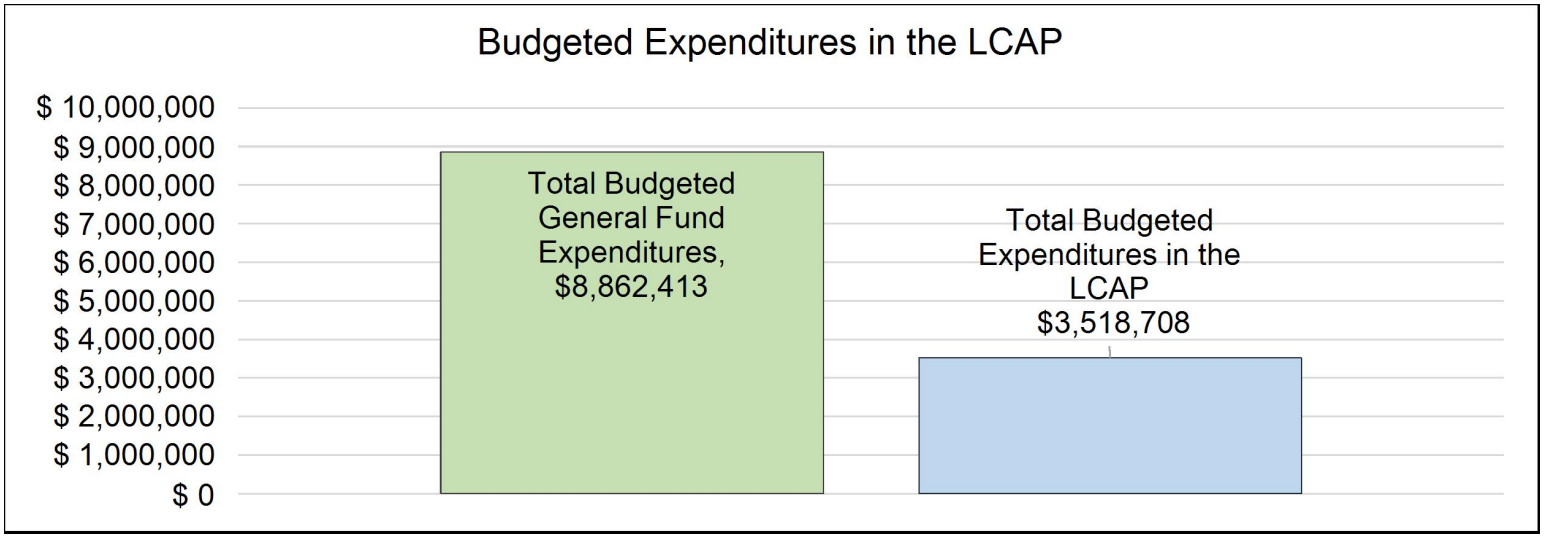



This chart shows the total general purpose revenue Woodville Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Woodville Union School District is $8,327,445, of which $6,102,161 is Local Control Funding Formula (LCFF), $1,619,258 is other state funds, $198,100 is local funds, and $407,926 is federal funds. Of the $6,102,161 in LCFF Funds, $1,897,313 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 Woodville Union 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: Woodville Union School District plans to spend $8,862,413 for the 2025-26 school year. Of that amount, $3,518,708 is tied to actions/services in the LCAP and $5,343,705 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

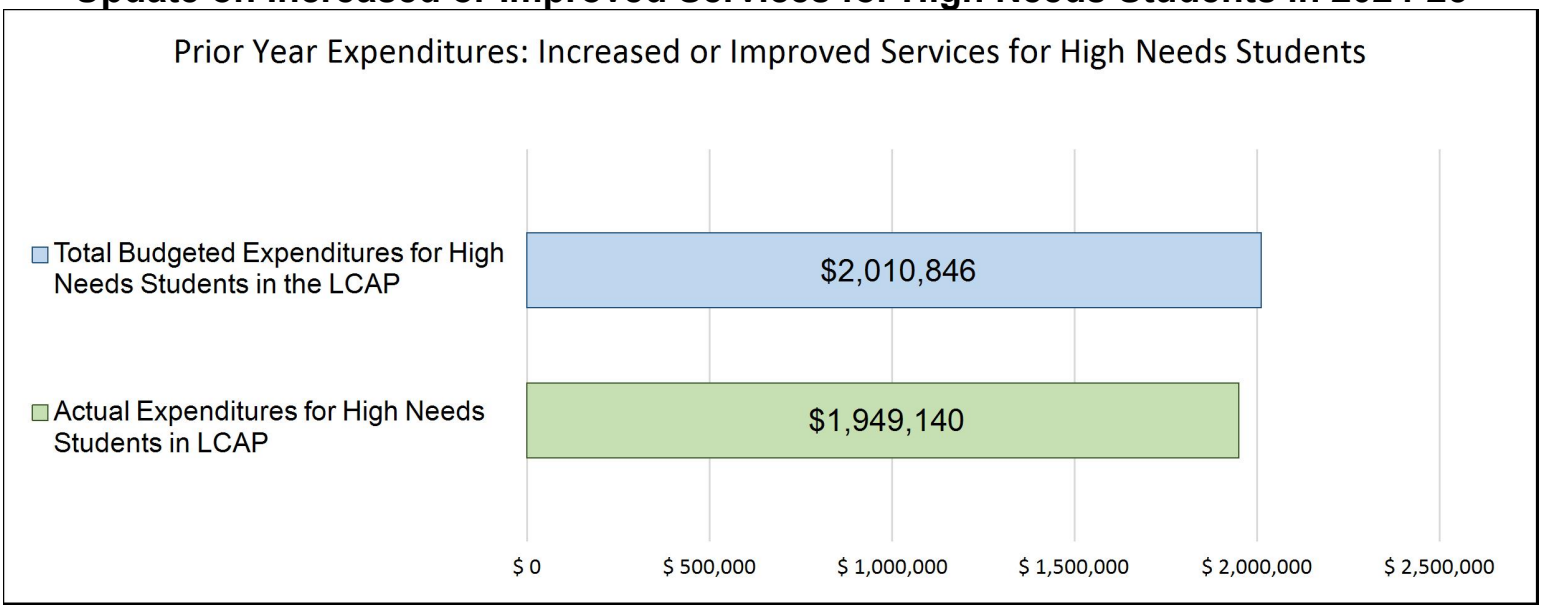
The budgeted expenditures not in the LCAP will be used on classroom teachers, site administration staff, business services, human resources, MOT staff, and other core program expenditures such as curriculum.

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

In 2025-26, Woodville Union School District is projecting it will receive $1,897,313 based on the enrollment of foster youth, English learner, and low-income students. Woodville Union School District must describe how it intends to increase or improve services for high needs students in the LCAP.  Woodville Union School District plans to spend $1,984,313 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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




This chart compares what Woodville Union 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 Woodville Union 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, Woodville Union School District's LCAP budgeted $2,010,846 for planned actions to increase or improve services for high needs students. Woodville Union School District actually spent $1,949,140 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $61,706 had the following impact on Woodville Union School District’s ability to increase or improve services for high needs students:

There was no impact on the students increased or improved services as the district was able to exceed the requirement with a combination of LCFF and other funds. Additionally, the carryover LCFF funds have been added to the 2025/26 plan to further increase services to students. The district is dedicated to improving outcomes for students through a combination of services including academic, extra-curricular and mental/social emotional supports as outlined in the 2025/26 LCAP.

# 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 |
|---|---|---|
| Woodville Union School District | Lou Saephan<br>Superintendent | lsaephan@woodvilleschools.org<br>559-686-9712 Ext: 155 |

# 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.

Woodville Union School District, nestled in the heart of Tulare County, California, serves as a small, rural, single school district serving students from Transitional Kindergarten (TK) to 8th grade. Predominantly inhabited by farm-working families, the district reflects the agricultural essence of the region.

According to the California School Dashboard demographic data from 2024, Woodville Union School District faces significant demographic challenges. Approximately 97.4% of our students are classified as "Socioeconomically Disadvantaged," highlighting the financial hardships many families in our community endure. Additionally, 55.1% of students are English Learners, indicating a substantial need for language support services. Furthermore, 0.5% of students are Foster Youth, emphasizing the importance of providing additional support to vulnerable populations.  Our overall student population is 99.0% Hispanic and 0.1% white with an overall enrollment last year of 390 students.

Despite these challenges, Woodville Union School District remains committed to providing a high-quality education to all students. Our enrollment currently stands at approximately 390 students in 2024, with an average Daily Attendance rate of 94%. Woodville Elementary School serves as the heart of our community, with numerous parents accompanying their children on foot to school, showcasing the strong bond between the school and its surrounding neighborhood.

Parental involvement is actively encouraged within Woodville Union School District, with parents urged to engage in the development of the Local Control and Accountability Plan (LCAP). This collaborative approach ensures that the district's goals and priorities align with the needs and aspirations of the community.

"No school in the LEA receives Equity Multiplier funding".

In summary, Woodville Union School District, despite its challenges, remains steadfast in its mission to provide a nurturing and inclusive educational environment where every student can thrive academically, socially, and emotionally. Through collaboration, innovation, and a commitment to equity, the district strives to empower students to reach their full potential and become successful members of society.

# Reflections: Annual Performance

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

According to the December 2023 California School Dashboard

ACADEMIC ACHIEVEMENT

English Language Arts:
2023 Dashboard- All Student groups increased 12.5 scaled score points for an average of -57.8 Distance from Standard and in the "Yellow" range on the
Dashboard. All subgroups performed in the Yellow as well and increased from 9.6 points to 12.5 points. The Students With Disabilities group increased by 14.4 points for an average score of -143.3, Distance from the Standard, but the subgroup is too small for a dashboard color indicator.
Local data indicates only 36% of students are reading at grade level.

2024 Dashboard Update: All Student Group: 61.9 points below standard average.  Slight decline, but three year plan just started so will monitor new progress.
The newly reported Long Term English Learner group in the "Red" category.

Mathematics
2023 Dashboard- All student groups increased slightly by 1.6 points to -89.8 Distance from Standard and in the "Orange" range on the Dashboard. All
subgroups performed in the Orange as well. The subgroups stayed within the maintaining range for their scores with changes between -2.4 points average and +1.5 points average Distance from Standard. The Students With Disabilities group decreased by 2.9 points for an average score of -168.4, Distance from the Standard, but the subgroup is too small for a dashboard color indicator.
English Language Proficiency Indicator (ELPI)

50.2% of our English Learner students increased one ELPI level to show satisfactory progress toward English fluency. This was an increase of 6.3% and put this indicator in the "Green" performance range on the dashboard.

2024 Dashboard Update: All Student Group: 76.8 points below standard average. Increase of 13 points, significantly increasing the growth from the prior year.
The newly reported Long Term English Learner subgroup in the "Red" category.

ACADEMIC ENGAGEMENT

Chronic Absenteeism
2023 Dashboard- The Chronic Absenteeism indicator showed that 10.3% of our students missed 10% or more of school in 2023-2024. This was an
improvement of 13.3% after post-COVID highs across the nation in 2021-2022. It placed us in the "Yellow" range.
All significant subgroups saw marked improvements between 13.4% and 15%, with the Socio-Economic group in the "Yellow" range and the English Learner and Hispanic groups in the "Green" range. The Students with Disabilities group was too small for a color indicator on the Dashboard, but this group had a chronic absenteeism rate of 16.7% and only saw an improvement of 0.6%. This will be an area to examine closer, and it is addressed in Action 2.6 (Attendance) as well as Action 3.5 (Nursing/ Health Services).

Local data indicates overall attendance rose to 95.8% last year, an increase of 2.8%

2024 Dashboard Update: OVERALL 12.2% chronically absent with no student groups in the "Red" category. Increase of 2.1% after amazing improvement the prior year, so will need to continue staying on top of the related actions' implementation and ongoing effectiveness.

CONDITIONS AND CLIMATE

Suspensions
2023 Dashboard- This dashboard indicator reports the number and % of students who are suspended at least one day during a school year. In 2023-2024, our overall suspension rate was 5.1%, which was an increase of 2.2%, and put us in the "Red" on the dashboard. The Hispanic subgroup was 4.9%, with an increase of 2.2% (Red), and the Socioeconomically Disadvantaged was 5.4%, with an increase of 2.2% (Red). Students with Disabilities did not receive a color rating but were 12.5%, with an increase of 5.8%- the highest of the groups overall.

The Woodville Union School District concentrated its efforts on analyzing the latest release of the California School Dashboards, focusing on English Language Arts, Mathematics, English Learner Progress, Suspension Rate, and Chronic Absenteeism. In 2023, Woodville USD showed improvement on the school dashboard, particularly in enhancing academic achievement across all student demographics in English Language Arts/Literacy, Mathematics, and English Learner Progress.

2024 Dashboard Updated: All Student Group: 3.4% of students suspended 1 or more days. This was a decrease of 1.7%. Continued mental health supports credited with part of the improvement.
The newly reported Long Term English Learner subgroup in the "Red" category.

SUCCESSES:

INITIAL 3 YEAR PLAN ANALYSIS- 2023- Specifically, in English Language Arts/Literacy, the district saw a rise in performance on the Smarter Balanced Summative Assessment, with
the percentage of students meeting and exceeding standards increasing from 19.47% to 26.85%. Similarly, in Mathematics, there was an increase from 17.61% to 19.06% of students meeting and exceeding standards on the assessment.

On the 2023 California School Dashboard, there were notable shifts, with English Language Arts moving from Very Low in 2022 to "Yellow" in 2023, Mathematics showing an improvement from "Red" to "Orange," and English Learner Progress marked as "Green."
Notably, the English Learner subgroup within the district demonstrated continued growth. Out of 207 identified English Language Learners, 50.2% are now making progress toward English Language Proficiency, marking a 6.3% increase from 2022.

Attendance, both overall attendance and Chronic Absenteeism, improved significantly.

CHALLENGES:

INITIAL 3 YEAR PLAN ANALYSIS- 2023- Suspension Rate: On the California School Dashboard, the district's suspension rating for ALL students, Socioeconomically Disadvantaged,
and Hispanic subgroups was categorized as "RED." There was a notable increase in the suspension rate, rising by 2.2% from 2.9% in 2022 to 5.1% in 2023. Despite this increase, it's important to note that the district's suspension rate remains lower than both state and county averages. Woodville has addressed these areas with Action 2.7 (behavioral and suspension interventions) and Action 3.5 (Crisis professional Development/ SEL and mental health) as well as Action 2.4 (PBIS).

Local data indicates only 36% of students are reading at grade level. We continue to work on this with RtI and MTSS actions, focused on reading skills.

The 2024 data adds the Long Term English Learner subgroup into our focus with support needed in Math/ ELA and behavior interventions. This will be an area for us to focus in on over the second year of the LCAP implementation.

Learning Recovery Block Grant Information

The district has $155,834.63 that we plan to hold onto in reserve until the 2026-27 school year. The intended use of these funds are to support summer school academic intervention, addressing of student mental well-being needs through additional staff time, support of reading recovery through additional support staff, and additional academic program supplemental materials.

The district will be receiving additional proposed LREBG funding as outlined as part of the Governor’s May Revision 2025-26 budget act. This proposed funding will be identified and addressed also as part of the district’s 2026-27 LCAP.

# Reflections: Technical Assistance

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

Woodville has been identified for Differentiated Assistance in 2024 as a result of Long Term English Learner Performance in the areas of academics and suspensions.

In 2024, the Long Term English Learner group began to be reported as a separate data group on the California School Dashboard. This new data placed the subgroup for Woodville in the "Red" category for English/ Language Arts and the Suspension rate.

Woodville is working with Tulare County Office of Education to improve performance in these areas for Long Term English Learners.

We will be analyzing our systems and culture using the FIA tool. Additionally, we will be working on systems improvement work facilitated by Tulare County Office of Education Leadership Support Services.
As part of the Title III consortium, we will be participating in targeted Integrated and Designed ELD professional development. (Action 1.2)
Our educational team is evaluating instructional materials to determine gaps that match our LTEL needs, and making recommendations for supplemental material purchases. (Action 1.3)

Finally, we will be doing ongoing monitoring of data and educational partner surveys/ interviews to determine how to best continue to meet the evolving needs of this student group, and individualize supports when possible.

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### *Schools Identified*

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

NOT APPLICABLE

### *Support for Identified Schools*

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

NOT APPLICABLE

### *Monitoring and Evaluating Effectiveness*

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

NOT APPLICABLE

# Engaging Educational Partners

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

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

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

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

| Educational Partner(s) | Process for Engagement |
|---|---|
| District Administrator and Principal | Participation in LCAP training sessions at TCOE, including LCAP University sessions and the annual TCOE meeting. The LCAP timeline outlines a structured approach to engagement, including student forums, design team meetings, advisory committee sessions, and board hearings during the spring of 2025. Throughout the process, the Woodville USD administration emphasizes the importance of involving educational partners in LCAP development, implementation, and review. Educational partners are provided with comprehensive data spanning five years, including attendance rates, academic performance metrics from CAASPP/SBAC, demographic information, suspension rates, and ELPAC results. This data facilitates informed participation in surveys and discussions, ensuring that the LCAP reflects the needs and aspirations of the entire Woodville community. |
| Teachers | Site staff met in January 2025 to review progress on the LCAP and conduct a needs assessment.<br><br>Site administrators, teachers, and representatives from the Woodville Teachers Association (WTA) and CSEA actively contribute through site presentations and surveys during the Spring of 2025. The LCAP timeline outlines a structured approach to engagement, including design team meetings, advisory committee sessions, and board hearings. Engagement efforts primarily occurred during the Spring of 2025 but feedback received throughout the year was considered in the development and update of the LCAP. |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | |
| Parents | Parent advisory committees, including LCAP Parent Advisory Committee (PAC), School Site Council (SSC), and ELAC meetings, facilitate in-person discussions and surveys. A majority of SSC members represent unduplicated pupil parents. Engagement efforts primarily occurred during the Spring of 2025 but feedback received throughout the year was considered in the development and update of the LCAP.<br><br>SSC met to review the LCAP draft on 3/12/2025 and to provide input.<br><br>Our ELAC/DELAC met on 5/14/2025 to review the draft LCAP and to provide input and the superintendent was present at meetings and responded to their questions in writing.<br><br>The PAC/ DAC group, with representatives from all unduplicated student groups, met on 3/12/2025 to review the LCAP draft and to provide input on the LCAP . The superintendent was present at the meeting and responded to their questions in writing. |
| Students | Surveys are conducted directly with students to gather their perspectives. The LCAP timeline outlines a structured approach to engagement, including student forums. Engagement efforts primarily occurred during April 2025, but feedback received throughout the year was considered in the development and update of the LCAP.<br><br>The Student Advisory Group met on 4/24/2025 to provide input on the LCAP, and the superintendent responded in writing. |
| Other School Personnel | Classified staff and representatives from CSEA engage in LCFF awareness presentations at the site level. This occured on January 24, 2025.<br><br>In-person presentations are conducted to gather feedback from district staff through surveys. The LCAP timeline outlines a structured approach to engagement, including design team meetings and advisory committee sessions. Engagement efforts primarily occurred |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | during the Spring of 2025, via survey, but feedback received throughout the year was considered in the development and update of the LCAP. |
| Local Bargaining Units | Site administrators, teachers, and representatives from the Woodville Teachers Association (WTA) and CSEA actively contribute through site presentations and surveys during the Spring of 2024.<br>Consultation with the unions occurred on:<br>WTA: 4/23/2025<br>CSEA: 4/2/2025 |
| SELPA | Consultation with the SELPA regarding Woodlville USD's LCAP occurred on 1/24/2025<br><br>Attendance at TCOE Director of Special Education (DOSE) meetings ensures consultation and collaboration regarding special education considerations. Engagement efforts primarily occurred during the Spring of 2025, but feedback received throughout the year was considered in the development and update of the LCAP. |
| Community | Utilization of school apps, websites, and community news platforms for dissemination of information regarding LCAP activities. The LCAP timeline outlines a structured approach to engagement, including board hearings.<br><br>A public hearing is held at the first Board meeting in June, annually and the LCAP is approved at the second Board meeting in June, after allowing public input and comments. |

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

2024 Feedback:

The Educational Partners consensus overall was that situations have not changed fundamentally since the 2023 extensive needs assessment.

Staff still noted that professional development and support for new strategies afterwards was important. The trainings this year are still fresh and they are working on systemically incorporating practices into daily instruction.
Classified staff still believe the diverse needs of students continues to require addressing.
Students and parents want increased engagement opportunities and mental health supports.
Overall, there is a general consensus that we have just barely begun this three year plan and need to stay the course.

EDUCATIONAL PARTNERS LCAP FEEDBACK- For the Initial 3- year plan developed in 2023.:
The feedback provided by our educational partners was instrumental in shaping the goals and strategies outlined in our adopted LCAP. For instance, input from...

Teachers and administrators highlighted the need for increased professional development opportunities (Action 1.2)focused on differentiated instruction and inclusive practices to meet the diverse needs of our student population. (Actions 2.1, 2.2)

Parent and community input emphasized the importance of expanding family engagement initiatives to foster stronger partnerships between schools and families, ultimately supporting student success. (Action 2.9)

Students themselves informed our efforts to enhance social-emotional learning supports and promote a positive school climate conducive to academic achievement and overall well-being. (Actions 2.3, 2.4, 2.7)

Local organizations' input underscored the significance of providing equitable access to resources and opportunities for all students, particularly those from underserved communities. (Action 1.6)

SELPA- Consultation about the additional needs of special education students resulted in an additional action for goal one, including supplemental services for students with disabilities. (Action 1.10, 2.1, 2.2)

Bargaining Units- Continue support with staff development and reduced class sizes. (Actions 1.2 and 1.9)

DELAC- Maintain support for English Learners to continue their growth (Action 1.3)

PAC- Maintain engagement activities and lower class sizes (Action 1.9). Continue the after-school program.

In response to this valuable feedback, our LCAP prioritizes investments in targeted professional development, family engagement programs, social-emotional learning initiatives, and equitable resource allocation strategies. By incorporating the perspectives and insights of our educational partners, we have developed a comprehensive plan that reflects our shared commitment to educational excellence, equity, and student success at Woodville Union School District. Moving forward, we remain dedicated to ongoing collaboration and dialogue with our educational partners to ensure the continued refinement and implementation of our LCAP to best serve the needs of our students and community.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | STUDENT ACHIEVEMENT: The district is dedicated to implementing a guaranteed and viable curriculum, ensuring a sustainable and high-quality education system that elevates academic achievement for every student, without exception. | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The Woodville Union School District remains resolutely committed to advancing student achievement by implementing a guaranteed and viable curriculum, a central element of our Local Control Accountability Plan (LCAP). This strategic initiative underscores our dedication to delivering a high-quality and sustainable education system designed to elevate academic performance across all student groups. Our commitment to this goal is grounded in the belief that every student deserves an educational experience tailored to their individual needs and aimed at preparing them for success in an ever-changing world. By focusing on a curriculum that is both comprehensive and adaptable, we strive to ensure that all students acquire the knowledge and skills necessary to excel both inside and outside the classroom.

Language Arts:
Recent data reveals that all student groups have demonstrated meaningful progress in Language Arts, with an average increase of 12.5 scaled score points. This improvement brings the average Distance from Standard to -57.8, placing performance in the "Yellow" range on the Dashboard. All subgroups also showed growth, with increases ranging from 9.6 to 12.5 points. The Students With Disabilities group saw a notable increase of 14.4 points, resulting in an average Distance from Standard of -143.3. However, due to the small size of this subgroup, it does not qualify for a Dashboard color indicator.

Mathematics:
In Mathematics, all student groups made a slight improvement, with an average increase of 1.6 points, leading to an average Distance from Standard of -89.8, and placing performance in the "Orange" range on the Dashboard. All subgroups maintained performance within the Orange range, with score changes varying from a decrease of -2.4 points to an increase of +1.5 points Distance from Standard. The Students With Disabilities group experienced a decrease of 2.9 points, ending with an average Distance from Standard of -168.4, but, similar to Language Arts, this subgroup is too small for a Dashboard color indicator.

English Language Proficiency Indicator (ELPI):

Significant progress is evident in English Language Proficiency, with 50.2% of our English Learner students advancing by one ELPI level, reflecting satisfactory progress toward English fluency. This represents a 6.3% increase and places the ELPI indicator in the "Green" performance range on the Dashboard.

These results highlight the effectiveness of our curriculum and instructional strategies, reaffirming our commitment to providing an educational environment where excellence is the standard and every student is empowered to reach their full potential. Our focus remains on fostering a robust educational framework that supports academic growth and prepares our students for future success.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | ELA % of student at grade level or above.<br><br>CAASPP/Smarter Balanced Assessment Consortium (SBAC)<br><br>https://caaspp-elpac.ets.org/caaspp/ | All Students: 26.85%<br><br>English Learners: 19.87%<br>Hispanic: 26.78%<br>SED: 26.32%<br>SWD: 0.0%<br><br>2022-2023 | All Students- 27.06%<br><br>English Learners- 17.91%<br><br>Hispanic- 26.99%<br><br>SED- 26.42%<br><br>SWD- 5.0%<br><br>Spring 2024 testing results | | All Students: 50%<br><br>English Learners: 40%<br>Hispanic: 50%<br>SED: 50%<br>SWD: 10% | All Students- increase of .21%<br><br>English Learners- decrease of 1.96%<br><br>Hispanic- increase of .21%<br><br>SED- increase of .10%<br><br>SWD- increase of 5% |
| 1.2 | ELA Average Scale Score- Distance from Standard<br><br>CAASPP/Smarter Balanced Assessment Consortium (SBAC): English Language Arts/Literacy | All Students: -57.8 Points below standard<br><br>English Learners: -57.2 Points<br>Hispanic: -58.1 Points<br>SED: -58.7 Points<br>SWD: -143.3 Points | All Students: -61.9 Points below standard<br><br>English Learners: -64 Points<br>Hispanic: -61.3 Points<br>SED: -63.2 Points | | All Students: - 45 Points<br><br>English Learners: -45 Points<br>Hispanic: -45 Points<br>SED: -45 Points<br>SWD: - 120 Points | All Students: declined 4.1 points<br><br>English Learners: declined 6.7 points<br>Hispanic: declined 3.2 points<br>SED: declined 4.6 points |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | California School Dashboard | December 2023 Dashboard<br><br>LTEL: -92.5 points (new baseline- 2024 data) | SWD: -161.6 Points<br>LTEL: -92.5 points (new baseline)<br><br>December 2024 Dashboard | | LTEL: -80 points | SWD:declined 18.3 points<br>LTEL: new baseline |
| 1.3 | Math % of student at grade level or above.<br><br>CAASPP/Smarter Balanced Assessment Consortium (SBAC): English Language Arts/Literacy<br><br>https://caaspp-elpac.ets.org/caaspp/ | All Students: 19.06%<br><br>English Learners: 12.18%<br>Hispanic: 18.90%<br>SED: 19.74%<br>SWD: 0.0%<br><br>2022-23 Data<br><br>LTEL: 0% (new baseline- 2024 data) | All Students- 23.92%<br><br>English Learners- 25.37%<br><br>Hispanic- 23.81%<br><br>SED- 22.36%<br><br>SWD- 0.0%<br><br>LTEL - 0% (new baseline)<br><br>Homeless and FY not reported due to small group size<br><br>Spring 2024 testing results | | All Students 45%<br><br>English Learners: 30%<br>Hispanic: 45%<br>SED: 45%<br>SWD: 10%<br><br>LTEL: 20% | All Students- increase of 4.86%<br><br>English Learners- increase of 13.19%<br><br>Hispanic- increase of 4.91%<br><br>SED- increase of 2.62%<br><br>SWD- no change<br><br>LTEL - new baseline<br><br>Homeless and FY not reported due to small group size |
| 1.4 | Math Average Scale Score- Distance from Standard | All Students: -89.8 Points<br><br>English Learners: -92.6 Points | All Students: -76.8 Points below standard<br><br>EL: -82.3 Points | | All Students: -75 Points<br><br>English Learners: -80 Points | All Students: increased 13 points |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | CAASPP/Smarter Balanced Assessment Consortium (SBAC)<br><br>California School Dashboard | Hispanic: -90.3 Points<br>SED: -90.8 Points<br>SWD: -168.4 Points<br><br>December 2023 Dashboard<br><br>LTEL: -132.9 points (new baseline- 2024 data) | Hispanic: -77.2 Points<br>SED: -80.5 Points<br>SWD: -197.6 Points<br>LTEL: -132.9 points (new baseline)<br><br>December 2024 Dashboard | | Hispanic: - 75 Points<br>SED: - 75 Points<br>SWD: -155 Points<br><br>LTEL: -110 points | EL: increased 10.3 points<br>Hispanic: increased 13.1 points<br>SED: increased 10.5 points<br>SWD: declined 29.2 points<br>LTEL: (new baseline) |
| 1.5 | California Science Test (CAST):<br>% meeting or exceeding standards<br>(Grades 5 and 8 only)<br><br>https://caaspp-elpac.ets.org/caaspp/ | All Students: 12.04%<br><br>English Learners: 4.17%<br>Hispanic: 12.20%<br>SED: 14.29%<br>SWD: "Data suppressed to protect student privacy - less than 11 students".<br><br>2022-2023 | All Students- 13.98%<br><br>English Learners- 17.39%<br><br>Hispanic- 14.13%<br><br>SED- 13.05%<br><br>LTEL, SWD, Homeless and FY not reported due to small group size<br><br>Spring 2024 testing results | | All Students 30%<br><br>English Learners: 20%<br>Hispanic: 30%<br>SED: 30%<br>SWD: 10% | All Students- increase of 1.94%<br><br>English Learners- increase of 13.22%<br><br>Hispanic- 1increase of 1.93%<br><br>SED- decrease of 1.24%<br><br>LTEL, SWD, Homeless and FY not reported due to small group size |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.6 | English Learner Proficiency Indicator<br>% of students making progress towards fluency<br><br>California School Dashboard | 50.2% of English Learner Students making progress towards fluency<br><br>December 2023 Dashboard<br><br>52.4% of LTEL (new baseline- 2024 data) | 59.7% of EL students made progress<br><br>52.4% of LTEL made progress (new baseline)<br><br>December 2024 Dashboard | | Maintain 50% of English Learner Students<br><br>Maintain 50% of LTEL | EL and LTEL Goals Met: maintained above 50%<br>EL:(increased 9.5%) |
| 1.7 | English Learner Reclassification Rate<br>% of English Learners designated as "Fluent" in a school year.<br><br>CALPADS Report | 15% of EL Students were reclassified, 34 out of 222.<br><br>2023-2024 Data | 15.27% (33 of 217)<br><br>2024-2025 | | 35% of EL Students will be reclassified annually | .27% increase |
| 1.8 | Literacy Development:<br>% of students reading at or above grade level<br><br>Literacy Footprints and STAR Reading | 2023-2024 Local Reading Data: Reading on Grade Level<br><br>Grades K-8: 64% Not Reading on Grade Level. 36% Reading on Grade level. | K-8- 66% on grade level<br><br>2024-25 | | Grades K-8: 80% | Increased 2% |
| 1.9 | % of students with access to standards-aligned instructional materials in core subjects, including unduplicated and students with disabilities. | 100% of students<br><br>2023-2024 | 100% of students<br><br>2024-25 | | Maintain 100% | Goal Met: Maintained 100% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.10 | Implementation of state academic content and performance standards, including ELD for all students including unduplicated students and students with disabilities.<br><br>California School Dashboard | "Standard Met"<br><br>2023 California School Dashboard | "Standard Met"<br><br>2024 California School Dashboard | | Maintain "Standard Met" | Goal Met: Maintained "Standard Met" |
| 1.11 | Student Access to a Broad Course of Study<br><br>Review of Master Schedule and student schedules | 2023-2024<br>100% of students, including EL, had access to a Broad Course of study | 100% of students<br><br>2024-25 | | Maintain 100% | Goal Met: Maintained 100% |

## 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, this goal was implemented during the first year of the three year plan. There were some challenges with hiring highly qualified staff which left positions unfilled during the search.
Successes include resulting increases in Math, ELD, and ELA results for student academic achievement.

Action 1- Fully implemented as planned
Action 2- Fully implemented as planned
Action 3- Fully implemented as planned
Action 4- Partially implemented early in the year due to some staffing vacancies earlier this year- now fully implemented
Action 5- Fully implemented as planned
Action 6- Fully implemented as planned with some technology being identified as not needed/ redundant so cost savings
Action 7- Partially implemented due to some staffing vacancies this year

Action 8- Fully implemented as planned
Action 9- Fully implemented as planned
Action 10- Fully implemented as planned.

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

Action 1: Instructional Materials- Savings of $6,905 due to less materials being identified by teaching staff as needed than anticipated.
Action 3: English Learner language acquisition needs- $75,340 savings due to lower than anticipated salary/benefits costs
Action 4: Increased Instructional Minutes- savings of $16,000 due to less than anticipated salary/benefits costs
Action 5: Literacy Development- Savings of $43,000 due to less extra duty time needed and fewer material costs than anticipated
Action 6: Instructional and operational technology needs- Savings of $245,000 due to work streamlining the tools needed and lower than anticipated cost increases in contracts.
Action 7: Increased co-curricular offerings and specialized programs- Savings of $171,000 due to staffing positions that went unfilled for part of the year.
Action 8: School Site Administrative Services- Savings of $20,604 due to less than anticipated salary/benefits costs.
Action 10: Special Education- Savings of $4,500 due to lower than anticipated contract costs.

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

Action 1: Instructional Materials: This action was effective for ELPI performance with an increase of 9.5% of EL making progress towards language acquisition. Math and ELA scores were mostly maintained with all subgroups decreasing in ELA. In Math the EL and SED subgroups increased more than 10 points each, compared to smaller gains for the overall student group.
Action 2: Professional learning opportunities (PLO)- This action was effective in maintaining instructional access to standards based education for all students.
Action 3: English Learner language acquisition needs- This action was effective for ELPI performance with an increase of 9.5% of EL making progress towards language acquisition.
Action 4: Increased Instructional Minutes-This action was effective for unduplicated student growth in Math, but not yet for ELA. Math and ELA scores were mostly maintained with all subgroups decreasing in ELA. In Math the EL and SED subgroups increased more than 10 points each, compared to smaller gains for the overall student group.
Action 5: Literacy Development: Limited info yet on effectiveness information due to early implementation of three year plan. Small increase of 2% on local assessments this year.
Action 6: Instructional and operational technology needs: This action was effective for ELPI performance with an increase of 9.5% of EL making progress towards language acquisition. Math and ELA scores were mostly maintained with all subgroups decreasing in ELA. In Math the EL and SED subgroups increased more than 10 points each, compared to smaller gains for the overall student group.
Action 7: Increased co-curricular offerings and specialized programs- This action was effective in maintaining access for all students to a broad course of study.

Action 8: School Site Administrative Services- This action was effective for unduplicated student growth in Math, but not yet for ELA. Math and ELA scores were mostly maintained with all subgroups decreasing in ELA. In Math the EL and SED subgroups increased more than 10 points each, compared to smaller gains for the overall student group.
Action 9: Grade Span Adjustment (GSR)- This action was effective for unduplicated student growth in Math, but not yet for ELA. Math and ELA scores were mostly maintained with all subgroups decreasing in ELA. In Math the EL and SED subgroups increased more than 10 points each, compared to smaller gains for the overall student group.
Action 10: Special Education- This action has not yet shown effectiveness for SWD in ELA, Math and ELPI. We anticipate growth with consistent practices and systems that are being refined during the three year plan and will continue to monitor progess and use education stakeholder input to make those refinements.

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.

Metrics 2, 3, and 4 had baseline data added for Long Term English Learners as a result of changes in CA School Dashboard reporting groups. Target outcomes were also added, based on the 2024 baseline data.
Action 10 acctivities included were adjusted to reflect current needs for special education supplemental supports.

Funding amounts were adjusted, as needed, to reflect changes in costs and historical patterns.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.1** | Instructional Materials | Providing Access to State-Adopted CCSS supplemental Instructional Materials - Securing additional instructional materials/ tools for the latest curriculum updates in areas such as English Language Arts, Mathematics, NGSS, Social Science, and ELD; substituting lost or damaged Supplemental materials to enhance access to state standards for Low-income, English Learners, and Foster Youth.<br><br>Services include, but are not limited to:<br>1. Sustaining site instructional budget allocations for necessary supplemental materials and supplies.<br>2. Continue to allocate extra funds for expanding classroom library collections to support reading and literacy. | $10,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | 3. Acquiring additional supplemental instructional materials/ tools that comply with California Standards and the Next Generation Science Standards.<br>4. Providing annual SBAC Digital Student Score Reports. | | |
| **1.2** | Professional Learning Opportunities (PLO) | Offer professional development aimed at achieving mastery in Common Core State Standards content for teachers specializing in ELA and Mathematics, alongside the newly adopted Social Science Framework, Science, and the development of rigorous lessons. This training will be available to all TK-8th grade educators, enhancing their skills in educational strategies and assessment. The professional learning objectives are designed to cater to the needs of all students, with a particular focus on Low-income students, English learners, and foster youth. The professional development (PD) sessions will align with the district's goals of elevating student achievement and narrowing the educational disparities.<br><br>Services include, but are not limited to:<br>1. Utilizing Tulare County Offices of Education (TCOE) Service Plans for professional development in ELA, Mathematics, and Science.<br>2. Engaging DataWorks consulting services for expertise in Language Acquisition Development, funded through Title I supplemental funds.<br>3. Implementing Instructional Rounds Training to enhance teaching practices.<br>4. Providing necessary Materials and Supplies for effective learning and teaching.<br>5. Planning to add two additional In-Service Days for professional training to the Instructional Calendar, per negotiations with WTA.<br>6. Offering professional learning opportunities to Classified Staff, including Instructional Aides (IA), in common core standards, instructional strategies/best practices, and student support services to aid classroom teaching. This will be supported by Title I supplemental funds. | $39,217.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **1.3** | English Learner Language Acquisition Needs | Maintain support for students learning English through Designated and Strategic ELD (English Language Development) programs for both English Learners and Long Term English Learners as well.<br><br>Services include, but are not limited to:<br>1. Providing training and support from TCOE to enhance the performance of English Learners on the ELPAC Assessment.<br>2. Utilizing contract services with DataWorks.<br>3. Offering TCOE ELPAC Training for Instructional Aides to assist with the administration of the annual assessment.<br>4. Allocating additional hours for Classified Support Staff for the ELPAC State Assessment's administration.<br>5. Increasing support in the classroom by adding Instructional Aides (classified staff) with salaries and benefits funded by TITLE I Funds. Introducing an EL Resource position (60% FTE) funded by Title III Funds to aid with ELPAC and assessments for English Learners.<br>6. Conducting English workshops for all identified English Learners.<br>7. Creating data tracking and analysis frameworks to guide decision-making.<br>8. Training staff in English Learner processes, procedures, and best practices.<br>9. Acquiring supplemental curriculum and materials for identified English Learners.<br>10. Provide ELPAC Practice materials. | $362,116.00 | Yes |
| **1.4** | Increased Instructional Minutes | Continue the increased instructional minutes that were put in place to provide more time for interventions and English Language Development. Extends staff duties to provide additional instructional minutes initiated in the 2013-2014 academic year to lengthen the school day, thereby improving or augmenting access to educational standards for our Low-income, English Learner, and Foster Youth students. | $171,657.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **1.5** | Literacy Development | Continue to enhance the reading proficiency of low-income and EL (English Learner) and SED students by implementing Guided Reading strategies. Introduce a Literacy Coach/Reading Specialist to provide continuous training and coaching for teachers. This support focuses on evidence-based practices to increase the chances for English learners and low-income students to engage in and benefit from a balanced literacy environment. The Literacy Coach/Reading Specialist will promote the application of Universal Design for Learning strategies, aiming to improve educational access for students facing additional challenges, such as those who are low-income, English learners, homeless, and foster youth.<br><br>Services include, but are not limited to:<br>1. Guided Reading Workshops: Conduct regular, interactive workshops for teachers on guided reading strategies, emphasizing differentiation and scaffolding to meet the diverse needs of low-income and EL students. These workshops can be led by the Literacy Coach/Reading Specialist and include hands-on practice sessions.<br>2. Peer Observations and Collaborative Planning: Facilitate opportunities for teachers to observe each other's guided reading sessions and engage in collaborative planning. This peer observation can foster a culture of continuous improvement and shared best practices.<br>3. Customized Literacy Plans: Work with the Literacy Coach/Reading Specialist to develop customized literacy plans for low-income and EL students, incorporating guided reading strategies tailored to individual student needs and leveraging assessments to track progress.<br>4. Professional Learning Communities (PLCs): Establish PLCs focused on literacy development, where teachers can share resources, discuss challenges, and strategize on implementing guided reading more effectively. The Literacy Coach/Reading Specialist can guide these communities, focusing discussions on evidence-based practices.<br>5. Universal Design for Learning (UDL) Training: Provide training sessions on UDL principles, teaching teachers how to create inclusive literacy environments that accommodate the diverse needs and learning styles of all students. Emphasize practical applications in guided reading sessions.<br>6. Parent Engagement Programs: Organize workshops and resources for parents of low-income and EL students, offering strategies to support their children's reading at home. This could include simple guided reading | $270,438.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | techniques, creating a conducive reading environment, and understanding the importance of literacy.<br>7. Technology Integration: Leverage technology to enhance guided reading practices, such as using apps for personalized reading experiences or software that tracks reading progress. Ensure that technology use aligns with UDL principles to support diverse learners.<br>8. Culturally Responsive Materials: Curate a diverse collection of reading materials that reflect the cultural backgrounds and interests of low-income and EL students. This inclusivity can increase engagement and foster a deeper connection to reading.<br>9. Mentorship Programs: Pair experienced teachers with those new to guided reading or working with low-income and EL populations. The Literacy Coach/Reading Specialist can facilitate these mentorships, providing an additional layer of support and professional growth.<br>10. Ongoing Assessment and Feedback: Implement regular assessments to monitor student progress in reading. Use this data to adjust instructional strategies and provide targeted interventions. The Literacy Coach/Reading Specialist can help analyze data and recommend actions.<br>11. Acquiring high-interest books for the school library.<br>12. Implementing the Renaissance STAR Reading Program / Freckle for grades 4-8 to support differentiated learning.<br><br>By focusing on these strategies, schools can enhance the reading proficiency of low-income and EL students, creating a more equitable and effective literacy environment. | | |
| **1.6** | Instructional and Operational Technology Needs | Ensure unduplicated students have access to both instructional and operational technology. Sustain and enhance technology systems to provide students and staff with reliable technology that supports the District's objectives.<br><br>Services include, but are not limited to:<br>1. Technology Access Audit: Conduct regular assessments to identify gaps in technology access among students and staff, focusing on both instructional and operational needs. | $348,583.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | 2. 1:1 Device Program: Implement or expand a program that ensures every student has access to a personal computing device, such as a hotspot, laptop, or tablet, for use at school and home.<br>3. High-Speed Internet Initiatives: Partner with local governments, businesses, and internet service providers to ensure all students have high-speed internet access at home, especially in underserved areas.<br>4. Professional Development: Offer ongoing training for teachers and staff on integrating technology into the curriculum and enhancing digital literacy skills, ensuring they can effectively use instructional and operational technology.<br>5. Tech Support Teams: Establish dedicated tech support teams for students and staff to address technical issues promptly, ensuring minimal disruption to learning and administrative tasks. Provide a classified support staff for tech support.<br>6. Technology Upgrade Plan: Develop a multi-year plan for upgrading hardware, software, and network infrastructure to keep pace with technological advancements and educational needs.<br>7. Digital Resource Library: Create or expand a digital library of educational resources, including e-books, subscription-based services, and educational apps, accessible to students and teachers.<br>8. Parent and Community Training: Offer workshops for parents and community members on digital literacy and how to support students' use of technology for learning, promoting a community-wide approach to digital access.<br>9. Flexible Learning Environments: Equip classrooms with adaptive technologies and flexible learning tools that cater to a variety of learning styles and needs, including assistive technologies for students with disabilities.<br>10. Feedback Mechanism: Implement a system for regularly gathering feedback from students, teachers, and staff on technology needs and challenges, ensuring the technology strategy remains responsive to the community it serves.<br>11. Cybersecurity Measures: Strengthen cybersecurity protocols and provide training to protect the privacy and safety of students and staff online, ensuring a secure digital environment.<br>12. Sustainability Practices: Incorporate eco-friendly practices in the procurement, usage, and disposal of technology, promoting sustainability in the district's technology initiatives. | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **1.7** | Increase Co-Curricular offerings and specialized programs | To broaden the course of study access for unduplicated TK-8 grade students, the District will implement a variety of initiatives. These initiatives aim to enhance engagement and ensure equitable access to performing arts and Visual and Performing Arts (VAPA) programs. Here are several ideas and programs to consider:<br><br>Services include, but are not limited to:<br>1. STEM - Establishing a new Science Lab with necessary materials and supplies.<br>2. Performing Arts/Art - Providing materials and supplies for artistic endeavors.<br>3. Robotics Programming and Coding - Offering materials and supplies for robotics and coding projects.<br>4. Digital Video Production - Supplying materials and supplies for video production activities.<br>5. Journalism/School Newspaper - Providing materials and supplies for journalism and school newspaper production.<br>6. Yearbook Production and Photography - Offering materials and supplies for yearbook and photography projects.<br>7. Computers - Providing materials and supplies for computer-based learning.<br>8. Music/Band - Funding a full-time equivalent (FTE) certificated position, competition fees, and materials and supplies.<br>9. PE Teacher/Athletic Director - Funding a full-time equivalent (FTE) certificated position, including an Athletic Director stipend.<br>10. ASB/Leadership Class - Supplying materials and supplies for student body leadership activities.<br>11. Spanish 1A/Spanish 1B - Providing materials and supplies for Spanish language classes.<br>12. AVID Program - Offering materials and supplies for the AVID college readiness program.<br>13. TCOE Competitions - Covering expenses for materials, supplies, travel, conference participation, and staff stipends. | $381,116.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | 14. Advanced Course Offerings - Providing materials and supplies for advanced academic courses. | | |
| **1.8** | School Site Administrative Services | Support staff to oversee the specialized programs targeted at unduplicated students needs. Assign a site administrator dedicated to enhancing student services, promoting teacher development, conducting teacher evaluations and coaching, and facilitating teacher collaboration. This individual will aim to bridge the educational divide for unduplicated students (LI, EL, Foster Youth, and Homeless) by gathering achievement data and employing data-informed strategies to answer the four pivotal questions of a Professional Learning Community (PLC): "What do we want all students to learn? How will we know when they have learned it? What will we do if they haven't learned it? How will we enrich the learning for students who have already mastered the content?".<br><br>Services include, but are not limited to:<br>1. Implementing creative changes in teaching methods to enhance classroom instruction.<br>2. Assisting students with academic and social transitions.<br>3. Strengthening the connection between families and the school, including involvement in school events.<br>4. Optimizing the utilization of community resources for educational support.<br>5. Addressing crisis support and prevention measures.<br>6. Enhancing partnerships with external providers of mental health and behavioral services. | $210,457.00 | Yes |
| **1.9** | Grade Span Adjustment (GSR) | Lower class sizes in grades TK-3, focusing particularly on the levels with the highest concentration of target student groups. Efforts will be primarily aimed at serving Low-Income (LI), English learners (EL), and Foster Youth/Homeless students to achieve a 24:1 student-to-teacher ratio. The | $387,341.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | unduplicated student groups targeted by these efforts are among those who perform lowest on state and local assessments. | | |
| **1.10** | Special Education | Special education students who are dually identified as part of the unduplicated count are performing below their peers. To address this, the district plans to improve services for students with Individual Education Plans (IEPs), focusing on those who are Low-Income (LI), English Learners (EL), and Foster Youth (FY), or who qualify for special education programs/services in other ways. The source of funding for these enhancements is yet to be determined.<br><br>Services include, but are not limited to:<br>1. Provide Professional Learning Opportunities (PLO) for staff to deepen their understanding of the Individuals with Disabilities Education Act (IDEA), available program services, and effective strategies for supporting students with disabilities (SWD).<br>2. Invest in additional materials, supplies, and digital resources to support the learning needs of SWD.<br>3. Assign one certified staff member to extend the learning year for SWD, covering both salary and benefits for the extra duty time. | $12,558.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | CLOSE ACHIEVEMENT AND OPPORTUNITY GAP: The district is committed to implementing a multi-tiered system of support (MTSS) to reduce the disparities in achievement and provide valuable opportunities that will increase success and promote more all-round positive outcomes for ALL students. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In alignment with our Local Control Accountability Plan (LCAP), the Woodville Union School District has embraced the goal of closing the achievement and opportunity gaps as a cornerstone of our mission to foster an equitable educational environment for all students. Recognizing that disparities in achievement and access to educational opportunities undermine the foundation of our community and the potential of our students, we are committed to implementing a multi-tiered system of support (MTSS). This approach is designed to proactively identify and address the diverse needs of students through a comprehensive framework that includes academic, behavioral, and social-emotional support. The adoption of this goal is driven by our understanding that equity in education is not just about providing equal opportunities; it's about ensuring every student receives the personalized support they need to succeed and thrive. By committing to this multi-faceted approach, we aim to dismantle barriers to success and create a more inclusive, supportive, and empowering educational landscape for every student, affirming our belief that all students, regardless of their background or circumstances, have the right to achieve their full potential.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Attendance Rate | 94.8% Attendance<br><br>2023-2024 School Year | 96.17%<br><br>2024-25 | | 97% Attendance | Increased 1.37% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Overall rate of student attendance for the year.<br><br>CALPADS P2 Report | | | | | |
| 2.2 | Chronic Absenteeism<br>% of students absent 18 days or more in a school year.<br><br>California School Dashboard | All Students: 10.3%<br><br>EL Students: 6.4%<br>Hispanic Students: 9.9%<br>SED: 10.4%<br>SWD: 16.7%<br><br>December 2023 Dashboard<br><br>LTEL: 6.3% (new baseline- 2024 data) | 12.2% All Students<br><br>EL Students: 8.8%<br>Hispanic Students: 11.8%<br>SED: 12%<br>SWD: 11.5%<br>LTEL: 6.3% (new baseline)<br><br>December 2024 Dashboard | | 5% All Students<br>4% EL Students<br>5% Hispanic Students<br>6% SED Students<br>9% SWD<br><br>5% LTEL | All Students increased 1.9%<br><br>EL Students: increased 2.4%<br>Hispanic Students: increased 2%<br>SED: increased 1.7%<br>SWD: declined 5.1%<br>LTEL: new baseline<br><br>December 2024 Dashboard |
| 2.3 | Suspension Rate<br>% of students suspended at least one day that school year.<br><br>California School Dashboard | All Students: 5.1%<br><br>EL students: 4.4%<br>Hispanic: 4.9%<br>SED: 5.4%<br>SWD: 12.5%<br><br>December 2023 Dashboard<br><br>LTEL: 14.6% (new baseline- 2024 data) | 3.4% All Students<br><br>EL Students: 3.4%<br>Hispanic Students: 3.4%<br>SED: 3.5%<br>SWD: 3.8%<br>LTEL: 14.6% (new baseline)<br><br>December 2024 Dashboard | | 3%- All Students<br><br>3% EL Students<br>3% Hispanic Students<br>3% SED Students<br>5% SWD<br><br>7% LTEL | All Students: declined 1.7<br><br>EL Students: declined 1%<br>Hispanic Students: declined 1.5%<br>SED: declined 1.9%<br>SWD: declined 8.7%<br>LTEL: (new baseline) |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | | December 2024 Dashboard |
| 2.4 | Expulsion Rate<br><br>CALPADS Report | 0%<br><br>2023-2024 | 0%<br><br>2024-25 | | Maintain 0% | Goal Met: 0% maintained |
| 2.5 | Middle school dropout rate<br><br>CALPADS Report | 0%<br><br>2023-2024 | 0%<br><br>2024-25 | | Maintain 0% | Goal Met: 0% maintained |
| 2.6 | Access to a Broad Course of Study<br>% of students with access<br><br>Analysis of student schedules and school master schedule. | 100% of Students<br><br>2023-2024 | 100% of Students<br><br>2024-25 | | Maintain 100% | Goal Met: 100% maintained |
| 2.7 | Extra and Co-Curricular Activities<br>% of students enrolled in an extra or co-curricular activity<br><br>Analysis of sign-in sheets, schedules, and rosters | 100% of students<br><br>2023-2024 | 100% of Students<br><br>2024-25 | | Maintain 100% | Goal Met: 100% maintained |
| 2.8 | Percent of Staff Trained in Positive Behavior Intervention and Support (PBIS) | 17 of 22 are trained in PBIS<br><br>2023-2024 | 100%<br><br>2024-25 | | 100% of staff | 100% trained Goal Met |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.9 | All teachers are appropriately assigned and fully credentialed. | 100% of teachers are appropriately assigned.<br><br>82% Fully Credential Teachers: 18<br>PIPS/STPS: 4<br><br>2023-2024 - | 95.83% Fully Credentialed<br>100% Appropriately Assigned<br><br>2024-25 | | All teachers will be appropriately assigned.<br><br>All teachers will be fully credentialed. | Goal Met for Appropriately Assigned- 100% maintained<br><br>Increased 13.83% for Fully Credentialed- goal not met |
| 2.10 | Parent Feeling of Engagement/Connectedness<br><br>Annual Survey | 94% of parents agree or strongly agree they feel engaged and connected to the school. | 92.9%<br><br>2024-25 | | 95% of parents will feel engaged/connected to the school. | Decreased 1.1% |
| 2.11 | Staff Feeling of Engagement/ Connectedness.<br><br>Annual Survey | 87% of staff agree or strongly agree they feel engaged and connected to the school. | 69.5%<br><br>2024-25 | | 90% of staff will feel engaged/connected to the school. | Decreased 17.5% |
| 2.12 | Student feeling of engagement and climate.<br><br>CHKS survey grades 5 and 7 only | 1. SUPPORT and ENGAGEMENT: 67.4% of students reported having a high level of connectedness at school.<br><br>2. SCHOOL CLIMATE: Over 90% of students reported the school is Fair.<br><br>2023-2024 | CHKS is given every other year- no new data this year for this metric<br><br>Questions related to these topics will be included on our local school survey in the interim years to continue to measure progress towards our goals, beginning in 2025-26 | | engagement- 75%<br><br>fairness- 94% | No data for comparability |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | | |
| 2.13 | Provide Parent Meetings and Trainings<br><br>Including involvement of unduplicated (EL, FY, SED) parents and parents of Students with Disabilities (SWD) | 2023-24<br><br>3 parent trainings and 3 informational meetings provided during the school year | 5 parent trainings and 3 informational meetings provided during the school year<br><br>2024-25 | | Maintain at three (3) parent training and three (3) informational meetings including special need parents and parents of unduplicated pupils. | Goal Met- parent trainings increased 2 |

# 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.

This actions for this goal were substantially implemented. Challenges included finding of highly qualified staff for some of the programs, and contracting for behavioral support staff.

Successes include parent and community donations to support Action 7 and resulting decreases in suspension rates and rising overall attendance rate. Challenge continues to be chronic absenteeism. This is the first year of a three year plan so we anticipate more improvements as the systems in place are refined and done consistently.

Action 1: Multi-Tiered Systems of Support (MTSS)- Fullly Implemented
Action 2: Response to Intervention (RtI)/ Learning Loss Mitigation- Substantially implemented with some savings due to decisions later to reduce staff FTE dedicated to this action.
Action 3: Social Emotional Learning (SEL)- Fullly Implemented
Action 4: Positive Behavior and Supports (PBIS)- Fullly Implemented
Action 5: Student engagement- Fullly Implemented
Action 6: Attendance supports- Fullly Implemented
Action 7: Behavioral supports and suspension interventions- Several items in this action were not fully implemented due to staffing issues. The parts that were, did not require additional costs so $12,000 was saved.
Action 8: Extra and Co-Curricular activities- Partially Implemented. Difficulty finding qualified staff. Open positions resulted in less salary/benefit costs as well as materials for those programs.
Action 9: Parent, community and outside agency relationships- Fullly Implemented

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

Action 1: Multi-Tiered Systems of Support (MTSS)- Savings of $1,500 since we did not need any additional supplies for this year.
Action 2: Response to Intervention (RtI)/ Learning Loss Mitigation- Savings of $307,000 due to less than anticipated salary/benefits costs, savings of LREBG funding as a calculated decistion to maintain the programs for longer as budgets tighten.
Action 3: Social Emotional Learning (SEL)- Savings of $1,000 as items were donated
Action 4: Positive Behavior and Supports (PBIS)- Over estimated amounts by $3,302 as additional supplies were identified to continue supporting behavior interventions
Action 5: Student engagement- Over estimated amounts by $10,500 as additional events were scheduled to increase engagement
Action 6: Attendance supports- Over estimated amounts by $19,000 which included costs of SARB and home visits as well as increases to staff salaries/ benefits
Action 7: Behavioral supports and suspension interventions- Several items in this action were not fully implemented due to staffing issues. The parts that were, did not require additional costs so $12,000 was saved.
Action 8: Extra and Co-Curricular activities- Savings of $98,000 due to difficulty finding staff to fill some of the positions. Open positions resulted in less salary/benefit costs as well as materials for those programs.
Action 9: Parent, community and outside agency relationships- Over estimated costs by $25,887 due to additional parent events added and contracted service cost increases.

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

Action 1: Multi-Tiered Systems of Support (MTSS)- Partially effective on academics (Math) but Dashboard data is from prior to the implementation of this plan. CHKS data is only collected every other year. Educational partner feedback shows some improvements in this area are being seen.
Action 2: Response to Intervention (RtI)/ Learning Loss Mitigation- Partial effectiveness- Some improvement in behavioral interventions with suspension decline. Academic data not yet released for this school year. There was a decrease in parents feeling of connectedness per local survey, but it is not yet clear whether this year's actions begun later in the school year have impacted that.
Action 3: Social Emotional Learning (SEL)- This action has had mixed results so far, in its first year. It was effective for reducing suspension rates overall and for all unduplicated student groups. In the 2023-24 year, Chronic absenteeism decreased for student with disabilities group, but not unduplicated student groups.
Action 4: Positive Behavior and Supports (PBIS)- This action was effective for reducing suspension rates overall and for all unduplicated student groups.
Action 5: Student engagement- CHKS data is only collected every other year. Educational partner feedback shows some improvements in this area are being seen.
Action 6: Attendance supports- This action was effective for Students with Disability chronic absenteeism, but not yet for overall, SED or EL student groups.

Action 7: Behavioral supports and suspension interventions- This action was effective for reducing suspension rates overall and for all unduplicated student groups.
Action 8: Extra and Co-Curricular activities- This action was effective for Students with Disability chronic absenteeism, but not yet for overall, SED or EL student groups. not yet showing results- first of three year implementation
Action 9: Parent, community and outside agency relationships- not yet showing results- first year of the three year plan. There was a decrease in parents feeling of engagement and connectedness per local survey, but it is not yet clear whether this year's actions begun later in the Spring of this school year have impacted that.

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.

Metrics 2 and 3 had baseline data added for Long Term English Learners as a result of changes in CA School Dashboard reporting groups. Target outcomes were also added, based on the 2024 baseline data.

Action 1: Multi-Tiered Systems of Support (MTSS)- Removed metrics for SBAC that were from Goal 1 to focus on culture/climate data effectiveness
Action 2: Response to Intervention (RtI)/ Learning Loss Mitigation- Removed metrics for SBAC that were from Goal 1 to focus on culture/climate data effectiveness
Actions 6 and 7- Dashboard color updated in Description to reflect 2024 data.

Fiscal amounts were adjusted based on new budget figures and historical expenses in those areas.

**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** | Multi-Tier System of Support (MTSS) | Provide targeted Interventions for Unduplicated students social, behavioral, and academic needs.<br><br>Tiered support is a strategy for assisting students in achieving their academic objectives. It focuses on the individual needs of students, employing varied instructional methods to cater to these needs. The following resources offer further insight into different methods of implementing tiered support. We deliver multi-level support services tailored to the distinct requirements of English Learners, including Migrant, | $1,500.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Low-Income, and Foster Youth. To improve assistance for English Learners, we will introduce extra push-in services into content courses to overcome language barriers in learning.<br><br>DIFFERENTIATED INSTRUCTION MODULES:<br>Differentiated Instruction: Maximizing the Learning of All Students: Focus on the importance of differentiating three aspects of instruction:<br>Content, process (instructional methods), and product (assessment). It also explores the student traits, readiness level, interest, and learning profile that influence learning.<br>*Differentiated Professional Development for teachers.<br><br>UNIVERSAL LEARNING DESIGN (UDL): Creating a Learning Environment that Challenges and Engages All Students: Focus on<br>three principles of Universal Design for Learning (UDL) and discusses how to apply these principles to the four curricular components (i.e., goals, instructional materials, instructional methods, and assessments).<br>* UDL professional development for teachers.<br><br>RESPONSE TO INTERVENTION:<br>Provide Response to Intervention (RTI) training and support on processes and procedures. This action is designed to increase the<br>Capacity of staff to better identify and serve those struggling in reading and math and provide supplemental curriculum and materials as<br>needed. Evidenced-based instructional strategies, designed specifically to target the unique language needs of English learners, as well as additional risk factors faced by low-socioeconomic, Homeless, and Foster Youth, are used to support RTI programming<br>and services. This specific action/service is principally directed towards and is effective in increasing and improving outcomes for low-income English Learners and Foster and Homeless Youth.<br><br>Services include, but are not limited to:<br>1. Provide enrichment for mid-day intervention.<br>2. Provide professional development on the effective use of RtI for staff.<br>3. Provided professional development community (PLC) to promote a culture of collaboration amongst teachers.<br>4. Materials and supplies for RtI deployments. | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | State assessments show that the performance of Low-income and English Learner students is below that of the general student population. To address this gap, the district will ensure that fully certified teachers/support staff are available to "push in" to K-5 classes during normal school hours. These teachers/support staff will deliver targeted instruction primarily aimed at supporting English Learners and low-income and Foster Youth students who are not meeting grade-level expectations. Based on WUSD's observations, students from these groups are more likely to face challenges in reaching grade-level standards and advancing toward proficiency. | | |
| **2.2** | Response to Intervention (RtI)/ Learning Loss Mitigation | To support unduplicated student academic success and address learning setbacks due to COVID-19 school closures, implement strategies that include:<br><br>Services include, but are not limited to:<br><br>Targeted Tutoring Programs: Offer personalized tutoring sessions that focus on key subjects where students have shown the greatest learning loss. These programs can be conducted in person or virtually to accommodate various learning environments.<br><br>Extended Learning Time: Increase instructional time through before-school, after-school, and weekend programs, as well as summer learning opportunities. These extended periods can help students catch up on missed content and skills.<br><br>Enhanced Technology Access: Ensure that all students have access to the necessary technology and internet connectivity for remote learning. This includes providing laptops, tablets, and Wi-Fi hotspots to students who lack these resources at home.<br><br>Professional Development for Teachers: Equip educators with the skills and tools needed to address learning gaps and deliver high-quality | $576,040.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | instruction, both in-person and online. Focus on strategies for differentiated instruction and engagement to meet the diverse needs of students.<br><br>Social-Emotional Support Services: Recognize and address the social-emotional needs of students, which may have been exacerbated by the pandemic. This could include counseling services, mental health support, and programs designed to build resilience and coping skills.<br><br>Assessment and Monitoring: Regularly assess student progress using both formal and informal assessments to identify areas of need and adjust instruction accordingly. Monitoring should be ongoing to ensure interventions are effective and to make adjustments as needed.<br><br>Curriculum Adjustments: Review and adjust the curriculum to focus on core concepts and skills that are essential for grade-level proficiency. Prioritize content that builds a strong foundation for future learning while integrating recovery learning into the regular school curriculum.<br><br>By implementing these strategies, schools can provide direct support to students affected by COVID-19 school closures, helping them achieve academic success and mitigate learning loss. | | |
| **2.3** | Social Emotional Learning (SEL) | Provide additional materials and tools to support SEL program, including Class Dojo materials/ supplies. .<br><br>This pays for ClassDojo Materials/Supplies | $6,000.00 | Yes |
| **2.4** | Positive Behavior Intervention and Supports (PBIS) | In Woodville USD, Positive Behavior Intervention and Supports (PBIS) are being implemented across both comprehensive and alternative education settings for grades TK-8. The expected benefits of adopting the PBIS framework include the creation of a positive school environment, enhanced campus safety, improved school attendance and academic performance, reduction in behaviors that hinder learning, and clear definition, modeling, teaching, and reinforcement of behavioral expectations. Additionally, PBIS | $12,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | aims to set up various levels of support to address the behavioral and social-emotional needs of students. Services will primarily focus on supporting Low-Income (LI), English Learners (EL), Foster Youth (FY), and Homeless students.<br><br>Services include, but are not limited to:<br>1. Tulare County Office of Education (TCOE) Service Plan<br>2. Student Incentives/Student Store<br>3. Breakfast or lunch with the principal<br>4. Name on the announcements and/or “wall of fame”<br>5. School Spirit items<br>6. Special field trips.<br>7. Classroom freebies<br>8. PBIS program implementation<br>9. Conference attendance for administration<br>and workshop teachers/staff<br>10. TRIBE awards, certificates, trophies<br>11. TRIBE Character program lesson planning and curriculum development | | |
| **2.5** | Student Engagement | Career Technical Education (CTE) Exposure - All students from TK-8 will have the chance to engage in at least one fully funded educational field trip focused on College and Career Readiness (CCR) standards.<br><br>Services include, but are not limited to:<br>1. Organizing field trips for different grade levels, covering vendor fees.<br>2. Covering the costs of transportation.<br>3. Acquiring vehicles if needed.<br>4. Implementing the SCICON program through a contract with TCOE for 5th and 6th graders.<br>5. Offering additional specialized programs and activities for Special Education students.<br>6. Hosting an Academic Awards Night, including materials and supplies.<br>7. Inviting motivational guest speakers from various career fields.<br>8. Providing materials and supplies for clubs.<br>9. Organizing visits to college and university campuses. | $44,403.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | 10. Arranging a Career Day, including materials, supplies, and presenter fees.<br>11. Holding spirit rallies and recognition assemblies with necessary materials and supplies.<br>12. Undertaking a Campus Beautification Project with required materials and supplies.<br>13. Organizing TK/Kinder Signing Day, along with recruitment materials, supplies, and staffing.<br>14. Planning eighth-grade graduation ceremonies and activities, including materials and supplies.<br>15. Student Council and Governance: Support student council initiatives and provide students with governance roles in their school, empowering them to make decisions. | | |
| **2.6** | Attendance Supports | Woodville USD is presently rated as "Orange" for chronic absenteeism on the California School Dashboard. The District emphasizes the importance of delivering quality education and recognizes that regular school attendance is crucial for a student's academic achievement.<br><br>Services include, but are not limited to:<br>1. Addressing Chronic Absenteeism by offering SARB Coordination (Service Contract), informing parents about state laws related to school attendance, and organizing SARB hearings.<br>2. Parent Liaison or Advocate: Employ a parent liaison or advocate to work directly with families to understand their needs and challenges. This role can bridge the gap between home and school, providing resources and support to improve attendance.<br>3. Implementing attendance incentives to encourage daily participation from students.<br>4. Organizing end-of-trimester incentive excursions to support and reward perfect attendance.<br>5. Continuing the development and application of the Truancy Intervention Plan (T.I.P.) program.<br>6. Awarding students with rewards and holding ceremonies to celebrate perfect attendance. | $21,659.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | 7. Facilitating teacher workshops and monthly discussions on truancy in grade-level and PLC meetings.<br>8. Offering a Saturday School Program that includes materials for staff, supplies, and meal services. | | |
| **2.7** | Behavioral Supports and suspension interventions | Woodville USD is presently rated as "Yellow" for suspension rate on the California School Dashboard for all students, Low Income and Hispanic. Suspension rates among Socioeconomically Disadvantaged (SED), English Learners (EL), and Foster Youth (FY) students exceed those of the broader student population. The ongoing issue of student suspensions is linked to several adverse outcomes, including diminished academic performance and an increase in failure rates. By developing an action plan that aligns with strategic objectives and employing rigorous, targeted progress tracking, the district can decrease disciplinary incidents and ensure more students remain engaged in learning. To achieve this, the district should take four critical steps: analyze historical data, implement the 80 percent rule (aiming for 80% or more of student behaviors to be positive), establish strategic objectives, and create a detailed action plan. 90 % of our students are Hispanic<br><br>Services include, but are not limited to:<br>1. Training staff in alternative disciplinary/other means of correction strategies.<br>2. Providing materials and supplies for PBIS, Time to Teach, and REFOCUS programs.<br>3. Offering digital/remote learning options for students who are suspended.<br>4. Equipping staff with resources for in-school suspension, including materials, supplies, and a designated transition room.<br>5. Compensating staff for overseeing after-school detention or Saturday school sessions.<br><br>Addresses the RED indicator on the California Dashboard for Woodville in the area of  suspension rate. (all students, SED, and Hispanic) | $5,001.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **2.8** | Extra and Co-Curricular Activities | Students at Woodville Elementary School, particularly those classified as unduplicated, experience limited interaction with communities beyond Woodville and have fewer chances to engage in diverse visual and performing arts as well as sports programs. Such conditions impact the school's culture and atmosphere. Recognizing this, the district is committed to expanding the range of opportunities available to all unduplicated students, allowing them to partake in:<br><br>Services include, but are not limited to:<br>1. Extended Day Sports Programs through the collaboration with the Sheriff's TCOE Shared PAL Program.<br>2. An assortment of Visual and Performing Arts programs: drama, fine arts, music, art exhibitions, and sports events.<br>3. Ongoing updates and enhancements to athletic fields.<br>4. Updating and replacing outdated sports uniforms.<br>5. Entry fees for sports tournaments.<br>6. Mid-day intramural sports activities, including coaching stipends and the provision of materials and supplies.<br>7. Participation in TCOE student competitions and activities: transportation costs, staff remunerations, and necessary materials. | $35,355.00 | Yes |
| **2.9** | Parent, Community, and outside agency relationships | Involve parents and caregivers actively in their children’s education by offering resources and training to facilitate learning support at home. Ensure communication is regular and available in various languages to include all members of the community. Boost parental involvement through educational and training programs, providing support resources, and including them in decision-making processes that affect Low-income students, English Learners, and Foster Youth.<br><br>Services include, but are not limited to:<br>1. Offering Parent Education Courses, such as the Parent Institute for Quality Education (PIQE), No Parents Left Behind (NPLB), Parent University, and Parent Literacy programs. | $15,323.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | 2. Organizing Parent Nights with events like Father and Daughter Dance, Grandparent Night, Family Puzzle Night, Mother's Day Event, Christmas Event, and others.<br>3. Providing childcare services during parent education sessions and meetings.<br>4. Utilizing Parent Communication Tools like Parent Caller, District App, Social Media, materials and supplies for Zoom remote meetings, and installing a new school marquee for updates on parent information.<br>5. Offering incentives to encourage parent engagement within the school community.<br>6. Offering translation services to facilitate parent engagement (Interpreters and Lingopal AI translation system).<br>7. Arranging parent transportation for attending meetings.<br>8. Provide a community newsletter/newspaper periodically. | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | ENSURING A SAFE AND SUPPORTIVE LEARNING ENVIRONMENT - The district is dedicated to functioning with the utmost efficiency and effectiveness across all operational areas, fostering a safe and nurturing environment for learning. This commitment ensures that every student and staff member can thrive in an atmosphere that prioritizes their safety and well-being, thereby promoting an optimal setting for educational excellence and personal growth. | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Within the framework of our Local Control Accountability Plan (LCAP), the Woodville Union School District has embraced the imperative goal of ensuring a safe and supportive learning environment. This objective stems from the profound understanding that the foundation of successful education lies not just in academic rigor but equally in the physical and emotional security of our students and staff. By pledging to operate with unparalleled efficiency and effectiveness across all operational facets, we are committing to creating a sanctuary of learning. This sanctuary is one where safety and well-being are paramount, thereby nurturing an atmosphere where educational pursuits and personal development can flourish unimpeded. The adoption of this goal reflects our holistic approach to education, recognizing that optimal learning occurs only within environments that respect and protect the diverse needs of every individual. It's a commitment to transforming our schools into spaces where everyone, regardless of their role, feels valued, safe, and supported, laying the groundwork for a culture of academic excellence intertwined with personal growth.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Williams Facility Inspection Rating FIT Report | Good Repair<br><br>2023-2024 Rating | All Areas in Good repair. Overall Rating of Exemplary<br><br>2024-25 | | Maintain Facility Inspection Tool (FIT) Rating at "Good Repair" | Goal Met: all areas maintained in "Good Repair" rating level |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.2 | Healthy Kids Survey<br><br>Annually completed | 1. SUPPORT and ENGAGEMENT: 67.4% of students reported having a high level of connectedness at school.<br><br>2. LOW VIOLENCE: Better than 84% of students reported a Low Violence Perpetration, and 63% reported Low Violence Victimization.<br><br>3. SCHOOL CLIMATE: Over 90% of students reported the school is Fair.<br><br>2023-2024 Student CHKS | Healthy kids survey is administered every other year. No new data this year<br><br>Beginning in 2025-26, survey questions related to this measure will also be added to the local student survey to maintain annual assessment of progress towards our goal. | | SUPPORT and ENGAGEMENT: 90% of student will report having a high level of connectedness at school.<br><br>LOW VIOLENCE: 92% of students will report a Low Violence Perpetration, 80% report Low Violence Victimization.<br><br>SCHOOL CLIMATE: Maintain 93% or better of students will report the school is Fair. | NO data collected for comparability |
| 3.3 | Staff Climate Survey<br><br>Local, Annual survey | 95% of Staff agree that school is safe.<br><br>2023-2024 School Year | 86.3%<br><br>2024-25 | | 98% of staff will report the they perceive the school as being safe. | declined 8.7% |
| 3.4 | Parent Climate Survey<br><br>Local, Annual survey | 91% of Parents agree or strongly agree the school is safe.<br><br>2023-2024 School Year | 80%<br><br>2024-25 | | 90% of parents will report that they perceive school to be safe for their child. | declined 11% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.5 | Student Climate Survey<br><br>Local, Annual survey | 84.7% of students agree or strongly agree the school is safe.<br><br>2023-2024 School Year | 76.1%<br><br>2024-25 | | 95% of students will report that school is safe. | declined 8.6% |
| 3.6 | Chronic Absenteeism % of students absent 18 days or more in a school year. California School Dashboard | All Students: 10.3%<br>EL Students: 6.4%<br>Hispanic Students: 9.9%<br>SED: 10.4%<br>SWD: 16.7%<br>December 2023 Dashboard<br><br>LTEL: 6.3% (new baseline- 2024 data) | 12.2% All Students<br><br>EL Students: 8.8%<br>Hispanic Students: 11.8%<br>SED: 12%<br>SWD: 11.5%<br>LTEL: 6.3% (new baseline)<br><br>December 2024 Dashboard | | 5% All Students<br>4% EL Students<br>5% Hispanic Students<br>6% SED Students<br>9% SWD<br><br>5%: LTEL | All Students increased 1.9%<br>EL Students: increased 2.4%<br>Hispanic Students: increased 2%<br>SED: increased 1.7%<br>SWD: declined 5.1%<br>LTEL: 6.3% (new baseline)<br><br>December 2024 Dashboard |

# 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.

This actions in this goal were fully implemented, in fact some of the funding from actions in Goals 1 and 2 that had savings were moved to meet the increased needs identified in this goal.
Challenges included cost overruns for projects, rising costs of supplies/materials, and additional staffing costs for salaries/benefits. These fiscal challenges slowed down implementation components of some actions until later in the year than originally planned.

Action 1- Fully implemented
Action 2- Fully Implemented
Action 3 - Fully implemented

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

Action 1: Additional Maintenance Costs-Unduplicated Program- Over $165,000 due to additional staffing needs, equipment replacement, and additional project costs.
Action 2: Cleaning and sanitation- Over $1,576 due to rising supply costs
Action 3: Safety and Security- Over $4,794 due to increased hourly and equipment identified

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

Action 1: Additional Maintenance Costs-Unduplicated Program- This action was effective in maintaining our facilities despite additional wear and tear from unduplicated supplemental programs. All areas received "Good Condition" in 2024 FIT.
Action 2: Cleaning and sanitation- This action was effective in keep facilities clean despite additional use and extended times for unduplicate support events. All areas received "Good Condition" in 2024 FIT.
Action 3: Safety and Security- Not yet effective. The new actions and improvements have not yet had time to show results and national media reports of school violence create increasing concerns for our families.
Action 4: Health and Wellness Support- This action was not yet effective, overall, for decreasing chronic absenteeism, however there was a drop for the SWD group by 5%. We are monitoring for systemic implementation over the next 2 years of this 3 year plan to determine overall impact and effectiveness.

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.

Metric 6 had baseline data added for Long Term English Learners as a result of changes in CA School Dashboard reporting groups. Target outcome were for LTEL was also added, based on 2024 baseline.

Action 5 was added due to educational partner input (students and parents) regarding ongoing mental health and emotional issues, and the current rate of chronic absenteeism as a result.

**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** | Additional Maintenance Costs-Unduplicated Programs | Increase maintenance and facilities services beyond the general daily need for core instruction. This covers the additional wear, tear, parts, and maintenance due to all the additional events and services the campus is being used for as a result of the actions in this LCAP designed to increase opportunities for our unduplicated students.<br><br>Ongoing maintenance and repair, restoration, or renovate school property school facilities to ensure quality learning environments for Low-income English Learners and staff. | $313,436.00 | Yes |
| **3.2** | Cleaning and Sanitation | School facilities are cleaned and maintained.<br><br>Activities Include but are not limited to:<br>1. Provide (1) additional substitute custodians support staff as needed to maintain, clean, and sanitize learning facilities.<br>2. Continue to provide PPE supplies as needed to mitigate health risks.<br>3. Purchased cleaning supplies for MOT.<br>4. Ongoing training for MOT staff regarding sanitation and cleaning | $5,667.00 | Yes |
| **3.3** | Safety and Security | Update and upgrade school security systems across the district.<br><br>Activities Include but are not limited to:<br>1. Maintain and upgrade safety audio equipment (Walkie-Talkies)<br>2. Security Cameras<br>3. Telecommunication System<br>4. Ongoing Safety Professional Learning Opportunities for readiness in response to the intruder(s) on campus.<br>5. Secure school perimeter (fencing)<br>6. Student Drop-off (Parent/Bus drop zone)<br>7. Safety Signage<br>8. Install security cameras for ALL the buses<br>9. School Resource Officer or Campus Supervision Staff | $24,440.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | 10. Crisis Professional Development: Crisis Prevention, Crisis Response, and ActivNet. | | |
| **3.4** | Health and Wellness Support | All staff will be provided with  training to promote and improve the overall health and wellness of our LI, EL FY, and Homeless students.<br><br>Activities include but are not limited to:<br>1. Provide an additional ten days for nursing services with TCOE to work at the school site with a higher percentage of targeted students. Services will be principally directed toward LI, EL FY, and Homeless students. It is WUSD's experience that LI, EL FY, and Homeless students are at greater risk of chronic absenteeism. We believe that this action will positively impact those outcomes for these students.<br>2. Offer training for staff on health and safety protocols and education.<br>3. Crisis intervention and mental health support staff/ services | $259,901.00 | Yes |
| **3.5** | Crisis Professional Development | Provide staff support and training for mental health and safety related situations.<br><br>Training will help staff handle student suicide/ self-harm situations and help them provide early interventions to classroom issues related to mental health. | $4,500.00 | 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 |
|---|---|
| $1,897,313 | $256,426 |

**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 |
|---|---|---|---|
| 46.226% | 1.153% | $47,159.18 | 47.379% |

**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:**<br>Instructional Materials<br><br>**Need:**<br>Action: 1.1 - Instructional Materials<br><br>CAASPP Math Scores 2023-24<br>All Students: -89.8 Points<br>English Learners: -92.6 Points<br>Hispanic: -90.3 Points<br>SED: -90.8 Points | Provides the supplemental materials our Educational Partners noted were needed in the classrooms for integrated ELD instruction across all curriculums. This includes vocabulary development, culturally sensitive and inclusive, and graphic organizer materials as well as supplemental workbooks and practice materials for unduplicated students and their families.<br><br>In order to most effectively and efficiently implement this action to address the need of | #1.2- ELA CAASPP Scores EL, SED<br>#1.4- Math CAASPP Scores EL, SED<br>#1.6- ELPI |

| 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 |
|---|---|---|---|
| | SWD: -168.4 Points<br><br>CAASPP ELA Scores 2023-24<br>All Students:  -57.8 Points below standard<br>English Learners: -57.2 Points<br>Hispanic: -58.1 Points<br>SED: -58.7 Points<br>SWD: -143.3 Points<br><br>ELPI 2023-24<br><br>50.2% of English Learner Students making progress towards fluency<br><br>Need:<br>Only half of our EL students are making adequate progress towards English proficiency and SED/EL students- who are the majority of our ALL student group- are significantly below grade level on the CAASPP in Math and ELA. In analyzing the data for these groups, teachers note the need for additional, supplemental materials to better incorporate integrated ELD strategies that will also support the SED students.<br><br>The most recent state adoptions are at least six years old and no longer aligned with best practices according to the EL Roadmap- for integrated ELD.  Most importantly, surveys from parents, staff, and students indicate a high need for additional instructional materials to support ELD and a broad course of study. | Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services. | |

| 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 |
|---|---|---|---|
| | Extra funds will be allocated to expand classroom library collections, support reading and literacy initiatives, acquire supplemental instructional resources aligned with California Standards and the Next Generation Science Standards, and provide annual SBAC Digital Student Score Reports to assess student progress and inform instruction.<br><br>**Scope:**<br>LEA-wide | | |
| **1.2** | **Action:**<br>Professional Learning Opportunities (PLO)<br><br>**Need:**<br>CAASPP Math Scores 2023-24<br>All Students: -89.8 Points<br>English Learners: -92.6 Points<br>Hispanic: -90.3 Points<br>SED: -90.8 Points<br>SWD: -168.4 Points<br><br>CAASPP ELA Scores 2023-24<br>All Students: -57.8 Points below standard<br>English Learners: -57.2 Points<br>Hispanic: -58.1 Points<br>SED: -58.7 Points<br>SWD: -143.3 Points<br><br>ELPI 2023-24<br><br>50.2% of English Learner Students making progress towards fluency | Provides professional development targeted at intervention, instructional strategies, and lesson design that is evidence based to support closing the academic performance gap for unduplicated students.<br><br>Embedding research-proven professional learning opportunities, including co-planning and in-class coaching with outside consulting groups, is an evidence-based practice that yields the highest results in terms of implementation and effectiveness.<br><br>By providing these services on campus, the coaches will ensure that all staff have access to continuous, high-quality professional learning. By offering professional development with embedded coaching programs district-wide, the district ensures that all students, regardless of their background, have access to these enriching educational experiences, thereby promoting equity and excellence. | #1.10- Implementation of Academic Standards |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Unduplicated pupils in Woodville Union School District have very diverse needs and our instructional staff has noted the need for professional learning opportunities for staff to ensure they are able to structure lessons to insure equitable access to high-quality education. To address this need, the district will implement the following actions:<br><br>Action: 1.2 - Professional Learning Opportunities (PLO)<br><br>NEED: Teachers have identified a significant need for high-quality professional development to enhance their skills and better address the diverse needs of unduplicated students and students with special needs. This includes embedded coaching and ongoing training opportunities that are specifically tailored to equip educators with the strategies and tools necessary for effectively supporting these student groups. By investing in comprehensive professional development, teachers can stay current with best practices, collaborate more effectively, and create inclusive learning environments that foster all students' academic and personal growth.<br><br>**Scope:**<br>LEA-wide | | |

| 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 |
|---|---|---|---|
| **1.4** | **Action:**<br>Increased Instructional Minutes<br><br>**Need:**<br>Action: 1.4 - Increased Instructional Minutes<br><br>CAASPP Math Scores 2023-24<br>All Students: -89.8 Points<br>English Learners: -92.6 Points<br>Hispanic: -90.3 Points<br>SED: -90.8 Points<br>SWD: -168.4 Points<br><br>CAASPP ELA Scores 2023-24<br>All Students:  -57.8 Points below standard<br>English Learners: -57.2 Points<br>Hispanic: -58.1 Points<br>SED: -58.7 Points<br>SWD: -143.3 Points<br><br>To address the identified need to increase daily instructional minutes in the classroom for unduplicated pupils in Woodville Union School District, the following actions will be implemented:<br><br>Need:<br><br>In order to incorporate the targeted interventions for Tier II and Tier III in the regular school day for our unduplicated students, additional instructional minutes are needed- which increases our personnel costs.<br><br>By increasing instructional time across the board, we can better support in delivering | Provides the additional instruction time staff has identified in order to meet the need for increased interventions and additional time in the school day to close the achievement gaps for our unduplicated students between grade level expectations and current performance.<br><br>In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population. | #1.2 and #1.4 SBAC/ CAASPP Results in Math and ELA |

| 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 |
|---|---|---|---|
| | high-quality education that meets the unique needs of unduplicated students. This consistency allows for a standardized monitoring system to assess the effectiveness of the extended instructional time and make data-driven adjustments as needed.<br><br>**Scope:**<br>LEA-wide | | |
| **1.5** | **Action:**<br>Literacy Development<br><br>**Need:**<br>Action: 1.5 - Literacy Development<br><br>To address the identified need to enhance the reading proficiency of low-income and English learner (EL) students in Woodville Union School District, the following actions will be implemented:<br><br>NEED - Historically, Woodville USD students are reading below grade level. In 2023, TK -8 students are reading 64% below grade level, according to our local assessments (STAR Reading and Literacy Footprints). According to the CA School Dashboard, our EL and LI are falling behind. Parent and Staff survey indicated additional support for a Literacy Coach and Reading Specialist. | Implementing a Literacy Coach and Reading Specialist will help improve grade-level reading proficiency among unduplicated pupils. They will provide training and coaching to teachers to implement evidence-based practices for a balanced literacy environment and promote Universal design for Learning strategies.<br><br>Additionally, offering more opportunities to access the school library and leveled reader materials during the school day is crucial for enhancing reading skills and fostering a love for learning. Woodville USD has a robust school-wide program using Accelerated Reader (Renaissance) to engage students in both recreational and academic reading. Library materials play a key role in setting student goals, monitoring their reading habits, and tracking their progress.<br><br>In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions | #1.8- LOCAL ASSESSMENTS ( Literacy Development): Literacy Footprints (Grades TK-3) and STAR Reading (Grades 4-8) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Scope:**<br>LEA-wide | taken will inherently benefit a broader group of students, promoting equity and success across the entire student population. | |
| **1.6** | **Action:**<br>Instructional and Operational Technology Needs<br><br>**Need:**<br>Action: 1.6 Instructional and Operational Technology<br><br>Need:<br>Unduplicated Parents, students, and our staff have identified a critical need for students to have adequate access to technology devices suitable for school work and reliable internet access. Many families of SED and EL students primarily rely on mobile devices, which are often inadequate for running current educational applications and completing school assignments. These families are less likely to have access to laptops or tablets that can support the necessary software and resources for effective learning. Addressing this need is essential to ensure all students can participate fully in their education, particularly those from underrepresented and disadvantaged backgrounds.<br><br>**Scope:**<br>LEA-wide | Provides students with access to school-appropriate technology devices and reliable internet ensures equity across our educational system. This initiative implemented LEA-wide, is designed to meet the critical needs of all students but is especially focused on supporting our English Learners and SED students. These groups are most likely to benefit from increased access to technology, which is essential for their academic success. By addressing this need, we can help bridge the digital divide and create a more inclusive and effective learning environment for every student.<br><br>In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population. | Metric 2: ELA results<br>Metric 4: Math results<br>Metric 6: ELPI results |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **1.7** | **Action:**<br>Increase Co-Curricular offerings and specialized programs<br><br>**Need:**<br>CAASPP Math Scores 2023-24<br>All Students: -89.8 Points<br>English Learners: -92.6 Points<br>Hispanic: -90.3 Points<br>SED: -90.8 Points<br>SWD: -168.4 Points<br><br>CAASPP ELA Scores 2023-24<br>All Students: -57.8 Points below standard<br>English Learners: -57.2 Points<br>Hispanic: -58.1 Points<br>SED: -58.7 Points<br>SWD: -143.3 Points<br><br>Unduplicated students have a wide variety of interests and we can better meet their need for engagement and incorporate academic studies into co-curricular programs to expand their skills and close performance gaps.<br><br>Need:<br>Our annual LCAP survey indicates that students and parents, especially those from socioeconomically disadvantaged (SED) and English Learner (EL) families, are seeking greater access to a wider variety of courses and additional instructional experiences. Surveys from unduplicated parents and student interest surveys highlight a growing need for college and career awareness | Provides a variety of co-curricular and specialty programs based on interest surveys and participation records for unduplicated students. Increases engagement and contextualizes learning of academic and SEL skills being taught in core classes. Offering additional courses beyond the core programs is crucial for the success of unduplicated students.<br><br>By offering expanded elective and co-curricular programs district-wide, the district ensures that all students, regardless of their background, have access to these enriching educational experiences, thereby promoting equity and excellence. | #1.11- Access to Broad Course of Studies |

| 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 |
|---|---|---|---|
| | opportunities beyond the traditional classroom, focusing on careers in our local area.<br><br>**Scope:**<br>LEA-wide | | |
| **1.8** | **Action:**<br>School Site Administrative Services<br><br>**Need:**<br>Action: 1.8 - School Site Administrative Services<br><br>CAASPP Math Scores 2023-24<br>All Students: -89.8 Points<br>English Learners: -92.6 Points<br>Hispanic: -90.3 Points<br>SED: -90.8 Points<br>SWD: -168.4 Points<br><br>CAASPP ELA Scores 2023-24<br>All Students: -57.8 Points below standard<br>English Learners: -57.2 Points<br>Hispanic: -58.1 Points<br>SED: -58.7 Points<br>SWD: -143.3 Points<br><br>Need:<br>Unduplicated pupils are not Meeting and Exceeding State Standards on English Language Arts/Literacy and Mathematics. The 2022-2023 ELA state data shows that 57.8% of all students scored and that English Learners scored 57.2 points below standard. | Provides support staff to oversee and work on the supplemental programs planned to help meet unduplicated student needs.<br><br>The Assessment Coordinator will analyze CAASPP and ELPAC data for all students, with a specific focus on unduplicated pupils, to determine the necessary enrichment or intervention required for their academic achievement.<br><br>In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services. | #1.4, #1.2 CAASPP ELA/Mathematics (SED, EL, FY results) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | In the area of Mathematics, 89.8 points of all students are below standard. English Learners are 92.6 points below standard. Despite maintaining their English Learner Progress Indicator (ELPI), English Learners still need additional support in content areas. Similarly, students from low-income backgrounds, though not as far behind, also require extra help in these areas. Annual Parent and staff surveys indicated a high need for a school site administrator to expand program capabilities.<br><br>**Scope:**<br>LEA-wide | | |
| **1.9** | **Action:**<br>Grade Span Adjustment (GSR)<br><br>**Need:**<br>Action: 1.9 - Grade Span Adjustment (GSR)<br><br>CAASPP Math Scores 2023-24<br>All Students: -89.8 Points<br>English Learners: -92.6 Points<br>Hispanic: -90.3 Points<br>SED: -90.8 Points<br>SWD: -168.4 Points<br><br>CAASPP ELA Scores 2023-24<br>All Students: -57.8 Points below standard<br>English Learners: -57.2 Points<br>Hispanic: -58.1 Points<br>SED: -58.7 Points | To address the identified need of unduplicated pupils related to grade span adjustment, Woodville Union School District will prioritize maintaining a low student-to-teacher ratio of 24 to 1 in TK-3rd grade classes. This approach ensures that young learners receive the individualized attention and support necessary for their academic and socio-emotional development during their formative years.<br><br>Provides the teachers with additional time in class to serve small groups and individual needs for Tier One interventions integrated into initial instruction.<br><br>In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to | #1.2, #1.4 -SBAC/ CAASPP Scores in ELA and Math |

| 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:<br>Annual parent and staff LCAP surveys revealed that by keeping class sizes small in these critical early grades, the district aims to create a conducive learning environment where teachers can effectively address the diverse needs of unduplicated pupils, including those who are Low-Income (LI), English Learners (EL), Foster Youth, and Homeless. Research consistently demonstrates the positive impact of smaller class sizes on student engagement, academic achievement, and overall well-being, particularly for students from disadvantaged backgrounds. Also, this action was negotiated into the collective CBA between WTA and the district.<br><br>**Scope:**<br>LEA-wide | Unduplicated Pupils and other students who also exhibit the need for these services. | |
| **1.10** | **Action:**<br>Special Education<br><br>**Need:**<br>Action: 1.10 - Special Education Supplemental Supports<br><br>CAASPP Math Scores 2023-24<br>All Students: -89.8 Points<br>English Learners: -92.6 Points<br>Hispanic: -90.3 Points<br>SED: -90.8 Points<br>SWD: -168.4 Points | Provides these dually identified students with additional support services and support on an LEA-wide basis ensures that all students with special needs across the district benefit from the same level of high-quality resources and support.<br><br>In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services. | #1.2, #1.4, #1.6- CAASPP, ELPAC (SWD, EL, SED and ALL student subgroups) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | CAASPP ELA Scores 2023-24<br>All Students: -57.8 Points below standard<br>English Learners: -57.2 Points<br>Hispanic: -58.1 Points<br>SED: -58.7 Points<br><br>Need:<br>Students with disabilities (SWD) have historically underperformed on annual State assessments. The LCAP survey and input from educational partners highlighted the need for additional academic support and services. In response, the district has increased the hours for Special Education Aides to provide in-class academic support. In reviewing the data related to this group, we discovered that the vast majority of our SWD were dually identified as members of SED or English Learner subgroups as well, compounding their challenges and requiring additional supplemental materials and services related to their distinct needs. The action for this student group was based on their identified needs as low-income and/or English Learner students, as the vast majority of the group are one or both.<br><br>**Scope:**<br>LEA-wide | | |
| **2.1** | **Action:**<br>Multi-Tier System of Support (MTSS)<br><br>**Need:** | Provides supplies and materials that increase systems of targeted supports for unduplicated students' academic, social, and behavioral needs. | #2.12- CHKS student feeling of engagement and climate |

| 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 |
|---|---|---|---|
| | Action 2.1 - A Multi-Tier System of Support (MTSS)<br><br>CAASPP Math Scores 2023-24<br>All Students: -89.8 Points<br>English Learners: -92.6 Points<br>Hispanic: -90.3 Points<br>SED: -90.8 Points<br>SWD: -168.4 Points<br><br>CAASPP ELA Scores 2023-24<br>All Students:  -57.8 Points below standard<br>English Learners: -57.2 Points<br>Hispanic: -58.1 Points<br>SED: -58.7 Points<br><br>1. SUPPORT and ENGAGEMENT: 67.4% of students reported having a high level of connectedness at school.<br><br>NEED:<br>In the annual LCAP survey, staff, unduplicated parents, and unduplicated students universally agreed on the necessity of targeted supports and interventions in order to meet the behavioral, social and emotional needs of our unduplicated student population.  The need for these increased services was also seen when analyzing the suspension and student connectedness data in relation to academic performance indicators.<br><br>**Scope:** | The MTSS system will provide targeted support to all students, addressing their academic, behavioral, social, and emotional needs through a tiered approach. MTSS involves Student Study Teams, ILP recommendations, and IEP teams. Post-pandemic state and local data indicate a significant need to close academic gaps and enhance behavioral support.<br><br>Positive relationships are essential for the academic success and overall well-being of all students, including unduplicated pupils. Students who lack stable homes or families, experience poverty, or feel disconnected may struggle to access instruction and achieve academic success. Woodville USD, as a Multi-Tiered System of Support (MTSS) school district, is dedicated to educating and supporting the whole child. Our student population requires more than just adherence to Common Core Standards for academic success. Therefore, Woodville USD will continue to offer BHS social worker support alongside services from the Local Youth Support Services. Feedback from educational partners, particularly students, has shown that social work support is highly valued and necessary. It was suggested that all students have regular "check-ins" with social worker staff, as some students may not express their need for support or reach out for help on their own.<br><br>In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | LEA-wide | taken will inherently benefit a broader group of students, promoting equity and success across the entire student population. | |
| **2.2** | **Action:**<br>Response to Intervention (RtI)/ Learning Loss Mitigation<br><br>**Need:**<br>Action: 2.2 - Response to Intervention (RtI)/ Learning Loss Mitigation<br><br>94% of parents agree or strongly agree they feel strongly connected to school. (2023-24 annual survey)<br><br>67.4% of students reported having a high level of connectedness at school. (2023-24 CHKS)<br><br>NEED:<br><br>State and local assessment results reveal that unduplicated pupils are not performing at the same academic level as their non-unduplicated peers, and are having a more difficult time returning to Pre-COVID performance levels.<br><br>Specifically, English Learners scored 96.2 points below standard in Mathematics (orange indicator) and 96.6 points below standard in ELA CAASPP. The STAR reading data further highlights this learning gap. According to 2023-2024 local data, the average reading level of 8th-grade English Learners is equivalent to the beginning of 4th grade, | Based on the insights from state and local assessment data, Woodville Union School District will implement Tier II and III, targeted at interventions for unduplicated students who are not meeting academic standards. The approach will involve several key steps:<br><br>1. Student Identification: Using data analysis and the Student Success Team process, we will identify students who require additional support.<br><br>2. Parental Consultation: Parents will be actively involved through consultations to discuss their child's specific needs and the planned interventions.<br><br>3. Action Plan Implementation: An individualized action plan will be developed and executed, targeting the identified areas of need for each student.<br>4. Regular Follow-Up: Continuous monitoring and follow-up will ensure the effectiveness of the interventions, with adjustments made as necessary to optimize student progress.<br><br>Additionally, unduplicated students will receive extra support during the school day to address the equity gap. This support aims to provide these students with the necessary resources and instructional strategies to improve their academic performance. | #2.10- Parent Engagement (Survey results)<br>#2.12- Student Engagement (CHKS results) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | whereas the overall average is mid-5th grade. Additionally, low-income students in grades TK-3 have an average reading level of -4.12 below standard, compared to an overall average of -3.38. Students with disabilities in grades TK-3 performed -10.24 points below standard in reading.<br><br>When leadership analyzed this data in connection with the CHKS data, student engagement was seen as a significant need for our unduplicated student population to support their recovery after the isolation period and home-studies of COVID.<br><br>Similar performance gaps are evident in mathematics. Feedback from educational partners and advisory committee members emphasized the critical need to close this learning gap and improve academic performance for unduplicated students. Parents expressed a need for mid-day and after-school intervention and tutoring to support their children.<br><br>**Scope:**<br>LEA-wide | In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services. | |
| **2.3** | **Action:**<br>Social Emotional Learning (SEL)<br><br>**Need:**<br>Action: 2.3 - Social Emotional Learning & Supports | Provides therapy and instructional materials for teaching SEL skills to students and their parents-targeted at the needs of our unduplicated student population.<br><br>In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the | #2.2 -Chronic Absentee Rate<br>#2.3- Suspension Rate |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Chronic Absenteeism:<br><br>All Students: 10.3%<br>EL Students: 6.4%<br>Hispanic Students: 9.9%<br>SED: 10.4%<br>SWD: 16.7%<br>December 2023 Dashboard<br><br>Suspension Rate<br><br>All Students: 5.1%<br>EL students: 4.4%<br>Hispanic: 4.9%<br>SED: 5.4%<br>SWD: 12.5%<br>December 2023 Dashboard<br><br>NEED:<br>Unduplicated students were increasingly missing school due to mental/behavioral health issues. Social Emotional support staff note that the unduplicated students and their families need increased communication tools and materials for SEL development, counseling and support services.<br><br>The district has increased the number of support staff dedicated to social-emotional learning to meet the needs of our unduplicated students. This has increased the need for additional materials and tools to support their program<br><br>**Scope:** | unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population. | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | LEA-wide | | |
| **2.4** | **Action:**<br>Positive Behavior Intervention and Supports (PBIS)<br><br>**Need:**<br>Action: 2.4 - Positive Behavior Intervention and Supports (PBIS)<br><br>Suspension Rate<br><br>All Students: 5.1%<br>EL students: 4.4%<br>Hispanic: 4.9%<br>SED: 5.4%<br>SWD: 12.5%<br>December 2023 Dashboard<br><br>NEED:<br>The district is addressing the unduplicated families' and students' increased behavior concerns, bullying reports, and overall campus safety concerns through the Positive Behavior Intervention System, as reported in survey results and seen in suspension and referral data. Suspension data shows that SED, SWD students have higher rates of suspension, increased referrals, and a need for systematic positive behavior reinforcement to work in tandem with consequences.<br><br>**Scope:** | Provides a structured, positive behavior reinforcement system that addresses this barrier to student performance, seen in high rates of suspensions and referrals for our unduplicated student population.<br><br>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs. | #2.3- Suspension Rate |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | LEA-wide | | |
| **2.5** | **Action:**<br>Student Engagement<br><br>**Need:**<br>Action: 2.5 - Student Engagement<br><br>NEED:<br><br>CHKS<br>SUPPORT and ENGAGEMENT: 67.4% of students reported having a high level of connectedness at school.<br>2023-24<br><br>Surveys conducted among unduplicated parents, unduplicated students, and teachers have highlighted a pressing need to enhance student engagement and create a high level of interest in school activities beyond the regular core curriculum. There is also a need to provide increased awareness of economic opportunities and experiences outside our small, rural area and our unduplicated families have noted financial and geographic barriers to providing this for their children.<br><br>This initiative aims to foster a stronger sense of connection to the school community, promoting students' feelings of significance and belonging. | Provides increased Career Educational experiences designed to support unduplicated student long-term motivation, engagement, and success.<br><br>By offering a diverse array of engaging and enriching activities outside the standard academic schedule, we strive to cultivate an environment where students feel more involved and invested in their educational experience.<br><br>This approach not only boosts their academic performance but also supports their social and emotional development, contributing to a more inclusive and supportive school culture.<br><br>By offering CTE, extra-curricular, and co-curricular programs district-wide, the district ensures that all students, regardless of their background, have access to these enriching educational experiences, thereby promoting equity and excellence. | #2.12- Student engagement (CHKS) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Scope:**<br>LEA-wide | | |
| **2.6** | **Action:**<br>Attendance Supports<br><br>**Need:**<br>Action: 2.6 - Attendance Supports<br><br>NEED:<br><br>Chronic Absenteeism:<br><br>All Students: 10.3%<br>EL Students: 6.4%<br>Hispanic Students: 9.9%<br>SED: 10.4%<br>SWD: 16.7%<br>December 2023 Dashboard<br><br>The District's California School Dashboard reported a 13.3% decline in chronic absenteeism. However, following the pandemic, chronic absenteeism rates remained elevated in 2023. Parent and staff surveys for the Local Control Accountability Plan (LCAP) underscored a significant need to enhance daily student attendance and implement robust attendance accountability measures. To address these concerns, the district is prioritizing the promotion of consistent daily attendance and strengthening the role of the Student Attendance Review Board (SARB). | Identifies unduplicated students with attendance issues, providing family supports/ awareness, and ensures that all students have the opportunity to benefit from continuous and consistent educational programs.<br><br>Provides materials and support contracts for liaisons who will work directly with families to understand their needs and challenges. This will bridge the gap between home and school, providing resources and support to improve attendance.<br><br>In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services. | #2.2- Chronic Absenteeism |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Scope:**<br>LEA-wide | | |
| **2.7** | **Action:**<br>Behavioral Supports and suspension interventions<br><br>**Need:**<br>Action: 2.7 - Behavioral Supports and Suspension Interventions<br><br>Suspension Rate<br><br>All Students: 5.1%<br>EL students: 4.4%<br>Hispanic: 4.9%<br>SED: 5.4%<br>SWD: 12.5%<br><br>NEED:<br><br>Addresses the RED indicator on the California Dashboard for Woodville in the area of suspension rate. (all students, SED, and Hispanic)<br><br>The District's California School Dashboard reported that 5.1% of students were suspended for at least one day, reflecting an increase of 2.2% from 2023. | To address this issue, the district has implemented additional support programs for students in grades 1-3 (and kindergarten starting the second semester) focused on enhancing social engagement and promoting appropriate play. These interventions are provided when behavioral data and teacher observations indicate a need. Feedback from educational partners and staff has revealed that students in grades 4-8 who participated in similar support programs exhibited improved and desirable behaviors. This evidence underscores the effectiveness of these initiatives in fostering positive behavioral outcomes and creating a more conducive learning environment for all students.<br><br>Students who are referred to early childhood behavioral support programs will continue to benefit from our TRIBE system, which is designed to teach and reinforce desired social behaviors. Both unduplicated pupils (such as English learners, foster youth, and low-income students) and those not considered unduplicated will have increased access to academic standards and enriched social interactions.<br><br>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs. | #2.3- Suspension Rate |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Scope:**<br>LEA-wide | | |
| **2.8** | **Action:**<br>Extra and Co-Curricular Activities<br><br>**Need:**<br>Action: 2.8 - Extra and Co-Curricular Activities<br><br>Chronic Absenteeism:<br><br>All Students: 10.3%<br>EL Students: 6.4%<br>Hispanic Students: 9.9%<br>SED: 10.4%<br>SWD: 16.7%<br>December 2023 Dashboard<br><br>SUPPORT and ENGAGEMENT: 67.4% of students reported having a high level of connectedness at school.<br>CHKS 2023-24<br><br>NEED:<br><br>In the unduplicated Parent feedback and Staff LCAP survey, educational partners emphasized the critical need to address both the achievement gap and the opportunity gap within the district. For unduplicated students to succeed academically, they must not only be present at school but also engage in activities beyond the regular school day. By offering a range of extra and co-curricular programs, we can enhance school connectedness for both | Increases unduplicated student opportunities for co-curricular and extra-curricular activities that engage/connect them to school, increase relationships with staff, and build a more dynamic learning community that supports their overall needs and academic success.<br><br>In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.<br><br>This inclusive approach is expected to have the most significant impact on the unduplicated student population, helping to create a more equitable educational environment. Through these efforts, we aim to provide all students with the opportunities and support they need to thrive academically and socially, thereby closing both the achievement and opportunity gaps. | #2.2- Chronic Absenteeism<br>#2.12- Student feeling of engagement |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | students and parents, fostering a stronger sense of community and involvement.<br><br>**Scope:**<br>LEA-wide | | |
| **2.9** | **Action:**<br>Parent, Community, and outside agency relationships<br><br>**Need:**<br>Action: 2.9 - Parent Engagement<br><br>94% of parents<br>87% of staff<br>67.4% of students<br>agree or strongly agree they feel strongly connected/ engaged at school.<br>2023-24 data<br><br>NEED:<br><br>Unduplicated Parent feedback indicates that students and families feel more comfortable with staff on campus after informal interactions. The district provides unduplicated pupils with access to staff during evenings, weekends, holidays, field trips, and summer activities within their community. These informal events help build strong community ties, direct support services and help us understand their needs. For Woodville USD, | Continued to enhance information programs and family understanding of available supports and programs for unduplicated students' families. Woodville Union School District (WUSD) will continue to publish its quarterly newspaper, which highlights events and accomplishments. In addition, the newspaper will now include detailed information on the various supports and programs available to students and families. To ensure accessibility, all correspondence and communications will be provided in both English and Spanish. Whenever possible, an interpreter will be available to prevent any potential miscommunication.<br><br>These efforts aim to strengthen the connection between unduplicated parents, families, and the educational community, fostering a greater sense of inclusion and trust. By keeping families well-informed and engaged, WUSD hopes to build stronger, more trusting relationships that support the academic and social success of all students and the integration and feeling of belonging for our unduplicated student families.<br><br>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will | #2.12- Students Healthy Kids Survey- Engagement<br>#2.11- Staff Climate Survey- Engagement<br>#2.10 Parent Climate Survey- Engagement |

| 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 |
|---|---|---|---|
| | being present in the community is important to our families.<br><br>Unduplicated Parents have expressed a desire for educational opportunities to improve their learning, support their children, and become better parents. (survey and interviews)<br><br>We aim to empower unduplicated parents/guardians to invest in their children's future. During the 2023-2024 school year, we offered training in English Conversation, Financial Literacy, Health and Wellness, Parenting Skills, Digital Literacy (four sessions), Pathway to College, Small Business Development, Spanish Conversation, Social Emotional Learning, and Career Development.<br><br>**Scope:**<br>LEA-wide | be implemented LEA-wide to benefit all students, as many other students exhibited similar needs. | |
| **3.1** | **Action:**<br>Additional Maintenance Costs- Unduplicated Programs<br><br>**Need:**<br>Action: 3.1 Additional Maintenance Contribution<br><br>Williams Inspection rating<br>Good Repair<br><br>2023-2024 Rating | Maintains, provides additional services, and improves existing facilities to better support the programs for unduplicated student needs that are being offered on campus. Allows for the continuation of those services, covering the additional, hidden costs of support personnel involved in the offerings.<br><br>By offering increased maintenance, cleaning and facilities development programs district-wide, the district ensures that all students, regardless of their background, have access to these enriching | #3.1- Williams Facility Inspection Rating |

| 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:<br>The parent engagement, additional instructional time, additional co-curricular and extra-curricular activities and other programs being implemented on campus is increasing the wear and tear on the facilities and necessitating additional hours for maintenance and cleaning. It has also created short-term safety issues when current maintenance staff are unable to fix small things quickly that can become a problem.<br><br>Staff notes that in order to continue meeting the unduplicated student needs without reducing overall student/staff morale and feelings of safety on campus, additional support is needed.<br><br>Future facility improvements will continue to address safety concerns to ensure a secure and welcoming environment for all students.<br><br>**Scope:**<br>LEA-wide | educational experiences, thereby promoting equity and excellence. | |
| **3.2** | **Action:**<br>Cleaning and Sanitation<br><br>**Need:**<br>Action: 3.2 Cleaning and Sanitation<br><br>Williams Inspection rating<br>Good Repair | Maintains, provides additional services, and improves existing facilities to better support the programs for unduplicated student needs that are being offered on campus. Allows for the continuation of those services, covering the additional, hidden costs of support personnel involved in the offerings. | #3.1- Williams Facility Inspection Rating |

| 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 |
|---|---|---|---|
| | 2023-2024 Rating<br><br>NEED:<br>Our unduplicated students require additional programs, services, and events to meet their diverse needs for academic/behavioral/engagement/and SEL support. Many of our district low-income and English Learner students live in environments not optimally conducive to learning. Often, there are not available spaces in which to complete academic learning tasks and due to the very rural nature of the community, no such spaces are provided in the community, as well. Thus, the school is the hub for a learning dedicated environment, community/school related events, meeting spaces, and co-curricular/extra-curricular activities.<br><br>The parent engagement, additional instructional time, additional co-curricular and extra-curricular activities and other programs being implemented on campus are increasing the wear and tear on the facilities and necessitating additional hours for maintenance and cleaning. It has also created short-term safety issues when current maintenance staff are unable to fix small things quickly that can become a problem.<br><br>Staff notes that in order to continue meeting the unduplicated student needs without reducing overall student/staff morale and feelings of safety on campus, additional support is needed. | By offering increased maintenance, cleaning and facilities development programs district-wide, the district ensures that all students, regardless of their background, have access to these enriching educational experiences, thereby promoting equity and excellence. | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Scope:**<br>LEA-wide | | |
| **3.3** | **Action:**<br>Safety and Security<br><br>**Need:**<br>Action: 3.3 Safety and Security<br><br>95% of Staff agree that school is safe.<br>91% of Parents agree or strongly agree the school is safe.<br>84.7% of students agree or strongly agree the school is safe.<br>Annual Surveys<br><br>NEED:<br><br>Woodville USD unduplicated parents, staff, and unduplicated students (annual survey and interviews) have voiced serious concerns about school violence and safety. In their feedback, they strongly advocate for the presence of a school resource officer or campus supervision staff, adequate fencing or barriers, and campus monitoring or surveillance. They believe that an on-site school resource officer would provide essential interventions, family support, and a rapid response in emergencies. The addition of a school resource officer is considered a vital measure to enhance the overall safety and well-being of the school community. | This action addresses the significant concerns regarding school violence and safety expressed by parents, staff, and students. Ensures timely interventions, unduplicated family support, and increases the overall feeling of safety on campus. The addition of adequate fencing/barriers and enhanced campus monitoring/surveillance further reinforces the safety measures, creating a secure environment for all.<br><br>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs. | #3.5- Student Climate Survey- feeling of safety<br>#3.3- Staff Climate Survey- feeling of safety<br>#3.4- Parent Climate Survey- feeling of safety |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Scope:**<br>LEA-wide | | |
| **3.4** | **Action:**<br>Health and Wellness Support<br><br>**Need:**<br>Action: 3.4 Health and Wellness Support<br><br>Chronic Absenteeism<br><br>All Students: 10.3%<br>EL Students: 6.4%<br>Hispanic Students: 9.9%<br>SED: 10.4%<br>SWD: 16.7%<br>December 2023 Dashboard<br><br>NEED:<br><br>Low-income, SED, Foster Youth, and English Learner families have reported a significant shortage of accessible health care and counseling services in our area, due to the rural location and barriers as a result of their low-income status or primary language.<br><br>Many existing providers do not accept Medi-Cal, leaving families with limited options for affordable care. Additionally, the absence of services that accommodate families with no insurance or those that operate on a sliding scale fee structure exacerbates the problem. | Addresses the critical healthcare needs of our low-income, SED, Foster Youth, and English Learner families.<br><br>By offering and adding additional service days to the school nurse, we will ensure that students with medical issues receive continuous and coordinated care. Family health counseling services provide much-needed support to families navigating health challenges, helping them understand and manage their children's health conditions effectively. Health case evaluations are conducted to assess and address the medical needs of students who are feeling ill or have ongoing health concerns, ensuring timely and appropriate interventions.<br><br>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs. | #3.6- Chronic Absenteeism |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | This lack of access to essential healthcare services creates substantial barriers to maintaining students' physical well-being, which directly impacts their regular attendance and ability to thrive academically. Without proper health care, our unduplicated students experience higher chronic absenteeism and face challenges that hinder their educational progress and overall development. Addressing this need is critical to ensuring that all students have the support necessary to succeed both in and out of the classroom.<br><br>**Scope:**<br>LEA-wide | | |

## *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:**<br>English Learner Language Acquisition Needs<br><br>**Need:**<br>Action: 1.3 - English Learner Language Acquisition Needs<br><br>ELPI 2023-24 | Increases support for EL students not yet achieving English proficiency growth each year. This action provides students not only with additional materials and supplies but also with targeted instructional support from classified staff. Additional focus is placed on providing for the needs of Long-Term English Learners through staff acquisition and implementation of strategies | #1.6- English Learner Making Progress Toward English Proficiency on CA Dashboard |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | 50.2% of English Learner Students making progress towards fluency<br><br>To address the teacher/ administrator/ parent identified English Learner (EL) language development needs of unduplicated pupils in Woodville Union School District, the following actions will be implemented:<br><br>Need:<br>As noted in the goal explanation, nearly 63% of WUSD's student population are English Language Learners. Encompassed in this percentage is the number of students who have become long-term language learners. Also, students who are at risk of becoming long-term language learners. Although many of these students are making great progress, many have become stagnant and are requiring additional support and strategic intervention on top of designated and integrated ELD. Our data indicate that students who have become Redesignated Fluent English Proficient (RFEP) outperform all other students. On the 2023 CAASPP for ELA, reclassified students scored near 50%, meeting or exceeding standards for both ELA and Mathematics.<br><br>English Learners at Woodville USD are making progress through designated and integrated ELD, as well as core content instruction, and are currently achieving a "GREEN" rating on the CA Dashboard. However, many students are facing challenges in reaching the next level. Consequently, these | and effective practices to accelerate language acquisition for this student group. | |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | students need Tier II and Tier III support in language development.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | | |

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

This plan contains no actions with a planned percentage to improve services.

## Additional Concentration Grant Funding

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

WUSD serves a high student population of low-income, English learners, and/or foster youth that exceeds 55 percent. Currently, the additional concentration grant is being allocated and used for additional positions overstaffing, including a Computer Services Technician (Action 1.6), a Certificated Music/Band Teacher (Action 1.7), a 7th Grade Classroom Teacher (Action 1.9) to reduce class size and additional instructional administrative support (Action 2.2).

| **Staff-to-student ratios by type of school and concentration of unduplicated students** | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of classified staff providing direct services to students | n/a | N/A |
| Staff-to-student ratio of certificated staff providing direct services to students | n/a | N/A |

# 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 | 4,104,402 | 1,897,313 | 46.226% | 1.153% | 47.379% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $1,988,813.00 | $1,066,364.00 | $136,788.00 | $326,743.00 | $3,518,708.00 | $2,114,728.00 | $1,403,980.00 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Instructional Materials | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 2025-2027 | $0.00 | $10,000.00 | $10,000.00 | | | | $10,000.00 | |
| 1 | 1.2 | Professional Learning Opportunities (PLO) | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 2025-2027 | $15,717.00 | $23,500.00 | $29,812.00 | | | $9,405.00 | $39,217.00 | |
| 1 | 1.3 | English Learner Language Acquisition Needs | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | 2025-2027 | $341,116.00 | $21,000.00 | $68,945.00 | | | $293,171.00 | $362,116.00 | |
| 1 | 1.4 | Increased Instructional Minutes | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 2025-2027 | $171,657.00 | $0.00 | $171,657.00 | | | | $171,657.00 | |
| 1 | 1.5 | Literacy Development | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 2025-2027 | $147,738.00 | $122,700.00 | $122,700.00 | $147,738.00 | | | $270,438.00 | |
| 1 | 1.6 | Instructional and Operational Technology Needs | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 2025-2027 | $108,856.00 | $239,727.00 | $343,856.00 | | | $4,727.00 | $348,583.00 | |
| 1 | 1.7 | Increase Co-Curricular offerings and specialized programs | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 2025-2027 | $285,076.00 | $96,040.00 | $311,520.00 | $69,596.00 | | | $381,116.00 | |

| 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 | 1.8 | School Site Administrative Services | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2025-2027 | $210,457.00 | $0.00 | $210,457.00 | | | | $210,457.00 | |
| 1 | 1.9 | Grade Span Adjustment (GSR) | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2025-2027 | $387,341.00 | $0.00 | $387,341.00 | | | | $387,341.00 | |
| 1 | 1.10 | Special Education | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2025-2027 | $12,058.00 | $500.00 | $12,558.00 | | | | $12,558.00 | |
| 2 | 2.1 | Multi-Tier System of Support (MTSS) | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2025-2027 | $0.00 | $1,500.00 | $1,500.00 | | | | $1,500.00 | |
| 2 | 2.2 | Response to Intervention (RtI)/ Learning Loss Mitigation | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2025-2027 | $289,846.00 | $286,194.00 | $27,216.00 | $548,824.00 | | | $576,040.00 | |
| 2 | 2.3 | Social Emotional Learning (SEL) | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2025-2027 | $0.00 | $6,000.00 | $1,000.00 | $5,000.00 | | | $6,000.00 | |
| 2 | 2.4 | Positive Behavior Intervention and Supports (PBIS) | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2025-2027 | $0.00 | $12,000.00 | $12,000.00 | | | | $12,000.00 | |
| 2 | 2.5 | Student Engagement | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2025-2027 | $2,906.00 | $41,497.00 | $44,403.00 | | | | $44,403.00 | |
| 2 | 2.6 | Attendance Supports | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2025-2027 | $17,459.00 | $4,200.00 | $21,659.00 | | | | $21,659.00 | |
| 2 | 2.7 | Behavioral Supports and suspension interventions | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2025-2027 | $0.00 | $5,001.00 | $5,001.00 | | | | $5,001.00 | |
| 2 | 2.8 | Extra and Co-Curricular Activities | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2025-2027 | $27,660.00 | $7,695.00 | $28,867.00 | $3,788.00 | $2,700.00 | | $35,355.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2 | 2.9 | Parent, Community, and outside agency relationships | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 2025-2027 | $5,341.00 | $9,982.00 | $12,341.00 | $2,982.00 | | | $15,323.00 | |
| 3 | 3.1 | Additional Maintenance Costs- Unduplicated Programs | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 2025-2027 | $0.00 | $313,436.00 | $25,000.00 | $288,436.00 | | | $313,436.00 | |
| 3 | 3.2 | Cleaning and Sanitation | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 2025-2027 | $0.00 | $5,667.00 | $5,667.00 | | | | $5,667.00 | |
| 3 | 3.3 | Safety and Security | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 2025-2027 | $0.00 | $24,440.00 | $5,000.00 | | | $19,440.00 | $24,440.00 | |
| 3 | 3.4 | Health and Wellness Support | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 2025-2027 | $91,500.00 | $168,401.00 | $125,813.00 | | $134,088.00 | | $259,901.00 | |
| 3 | 3.5 | Crisis Professional Development | All | No | | | All Schools | 2025-2027 | $0.00 | $4,500.00 | $4,500.00 | | | | $4,500.00 | |

# 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 |
|---|---|---|---|---|---|---|---|---|---|
| 4,104,402 | 1,897,313 | 46.226% | 1.153% | 47.379% | $1,984,313.00 | 0.000% | 48.346 % | **Total:** | $1,984,313.00 |
| | | | | | | | | **LEA-wide Total:** | $1,915,368.00 |
| | | | | | | | | **Limited Total:** | $68,945.00 |
| | | | | | | | | **Schoolwide Total:** | $0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| **1** | **1.1** | Instructional Materials | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $10,000.00 | |
| **1** | **1.2** | Professional Learning Opportunities (PLO) | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $29,812.00 | |
| **1** | **1.3** | English Learner Language Acquisition Needs | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $68,945.00 | |
| **1** | **1.4** | Increased Instructional Minutes | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $171,657.00 | |
| **1** | **1.5** | Literacy Development | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $122,700.00 | |
| **1** | **1.6** | Instructional and Operational Technology Needs | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $343,856.00 | |

| 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 | 1.7 | Increase Co-Curricular offerings and specialized programs | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $311,520.00 | |
| 1 | 1.8 | School Site Administrative Services | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $210,457.00 | |
| 1 | 1.9 | Grade Span Adjustment (GSR) | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $387,341.00 | |
| 1 | 1.10 | Special Education | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $12,558.00 | |
| 2 | 2.1 | Multi-Tier System of Support (MTSS) | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $1,500.00 | |
| 2 | 2.2 | Response to Intervention (RtI)/ Learning Loss Mitigation | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $27,216.00 | |
| 2 | 2.3 | Social Emotional Learning (SEL) | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $1,000.00 | |
| 2 | 2.4 | Positive Behavior Intervention and Supports (PBIS) | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $12,000.00 | |
| 2 | 2.5 | Student Engagement | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $44,403.00 | |
| 2 | 2.6 | Attendance Supports | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $21,659.00 | |
| 2 | 2.7 | Behavioral Supports and suspension interventions | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $5,001.00 | |
| 2 | 2.8 | Extra and Co-Curricular Activities | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $28,867.00 | |
| 2 | 2.9 | Parent, Community, and outside agency relationships | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $12,341.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 3 | 3.1 | Additional Maintenance Costs- Unduplicated Programs | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $25,000.00 | |
| 3 | 3.2 | Cleaning and Sanitation | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $5,667.00 | |
| 3 | 3.3 | Safety and Security | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $5,000.00 | |
| 3 | 3.4 | Health and Wellness Support | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $125,813.00 | |

# 2024-25 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $3,726,016.00 | $2,778,589.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| **1** | **1.1** | Instructional Materials | Yes | $15,000.00 | 8,095 |
| **1** | **1.2** | Professional Learning Opportunities (PLO) | Yes | $89,752.00 | 82,851 |
| **1** | **1.3** | English Learner Language Acquisition Needs | Yes | $350,043.00 | 274,660 |
| **1** | **1.4** | Increased Instructional Minutes | Yes | $161,285.00 | 145,282 |
| **1** | **1.5** | Literacy Development | Yes | $166,416.00 | 123,767 |
| **1** | **1.6** | Instructional and Operational Technology Needs | Yes | $461,323.00 | 216,337 |
| **1** | **1.7** | Increase Co-Curricular offerings and specialized programs | Yes | $459,724.00 | 288,806 |
| **1** | **1.8** | School Site Administrative Services | Yes | $210,222.00 | 189,618 |
| **1** | **1.9** | Grade Span Adjustment (GSR) | Yes | $375,884.00 | 355,057 |
| **1** | **1.10** | Special Education | Yes | $15,912.00 | 11,403 |
| **2** | **2.1** | Multi-Tier System of Support (MTSS) | Yes | $1,500.00 | 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) |
|---|---|---|---|---|---|
| | | | | | |
| 2 | 2.2 | Response to Intervention (RtI)/ Learning Loss Mitigation | Yes | $663,786.00 | 315,000 |
| 2 | 2.3 | Social Emotional Learning (SEL) | Yes | $1,000.00 | 0 |
| 2 | 2.4 | Positive Behavior Intervention and Supports (PBIS) | Yes | $6,960.00 | 9,658 |
| 2 | 2.5 | Student Engagement | Yes | $32,759.00 | 43,399 |
| 2 | 2.6 | Attendance Supports | Yes | $6,000.00 | 25,781 |
| 2 | 2.7 | Behavioral Supports and suspension interventions | Yes | $12,000.00 | 0 |
| 2 | 2.8 | Extra and Co-Curricular Activities | Yes | $235,779.00 | 37,212 |
| 2 | 2.9 | Parent, Community, and outside agency relationships | Yes | $15,000.00 | 40,887 |
| 3 | 3.1 | Additional Maintenance Costs- Unduplicated Programs | Yes | $360,010.00 | 525,261 |
| 3 | 3.2 | Cleaning and Sanitation | Yes | $5,000.00 | 6,576 |
| 3 | 3.3 | Safety and Security | Yes | $5,000.00 | 9,794 |
| 3 | 3.4 | Health and Wellness Support | Yes | $75,661.00 | 69,145 |

# 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) |
|---|---|---|---|---|---|---|
| 1,899,980 | $2,010,846.00 | $1,949,140.00 | $61,706.00 | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Instructional Materials | Yes | $15,000.00 | 8095 | | |
| 1 | 1.2 | Professional Learning Opportunities (PLO) | Yes | $66,445.00 | 22406 | | |
| 1 | 1.3 | English Learner Language Acquisition Needs | Yes | $63,707.00 | 14076 | | |
| 1 | 1.4 | Increased Instructional Minutes | Yes | $161,285.00 | 145282 | | |
| 1 | 1.5 | Literacy Development | Yes | $28,500.00 | 8602 | | |
| 1 | 1.6 | Instructional and Operational Technology Needs | Yes | $461,323.00 | 178707 | | |
| 1 | 1.7 | Increase Co-Curricular offerings and specialized programs | Yes | $315,985.00 | 283841 | | |
| 1 | 1.8 | School Site Administrative Services | Yes | $210,222.00 | 189618 | | |
| 1 | 1.9 | Grade Span Adjustment (GSR) | Yes | $375,884.00 | 355057 | | |
| 1 | 1.10 | Special Education | Yes | $10,189.00 | 11403 | | |
| 2 | 2.1 | Multi-Tier System of Support (MTSS) | Yes | $1,500.00 | 0 | | |
| 2 | 2.2 | Response to Intervention (RtI)/ Learning Loss Mitigation | Yes | $27,647.00 | 34204 | | |
| 2 | 2.3 | Social Emotional Learning (SEL) | Yes | $1,000.00 | 0 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| **2** | **2.4** | Positive Behavior Intervention and Supports (PBIS) | Yes | $6,960.00 | 9658 | | |
| **2** | **2.5** | Student Engagement | Yes | $32,759.00 | 42680 | | |
| **2** | **2.6** | Attendance Supports | Yes | $6,000.00 | 25781 | | |
| **2** | **2.7** | Behavioral Supports and suspension interventions | Yes | $12,000.00 | 0 | | |
| **2** | **2.8** | Extra and Co-Curricular Activities | Yes | $28,779.00 | 37212 | | |
| **2** | **2.9** | Parent, Community, and outside agency relationships | Yes | $15,000.00 | 40887 | | |
| **3** | **3.1** | Additional Maintenance Costs-Unduplicated Programs | Yes | $85,000.00 | 525261 | | |
| **3** | **3.2** | Cleaning and Sanitation | Yes | $5,000.00 | 6576 | | |
| **3** | **3.3** | Safety and Security | Yes | $5,000.00 | 9794 | | |
| **3** | **3.4** | Health and Wellness Support | Yes | $75,661.00 | 0 | | |

# 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) |
|---|---|---|---|---|---|---|---|---|
| 4,091,724 | 1,899,980 | 2.354 | 48.789% | $1,949,140.00 | 0.000% | 47.636% | $47,159.18 | 1.153% |

# 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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