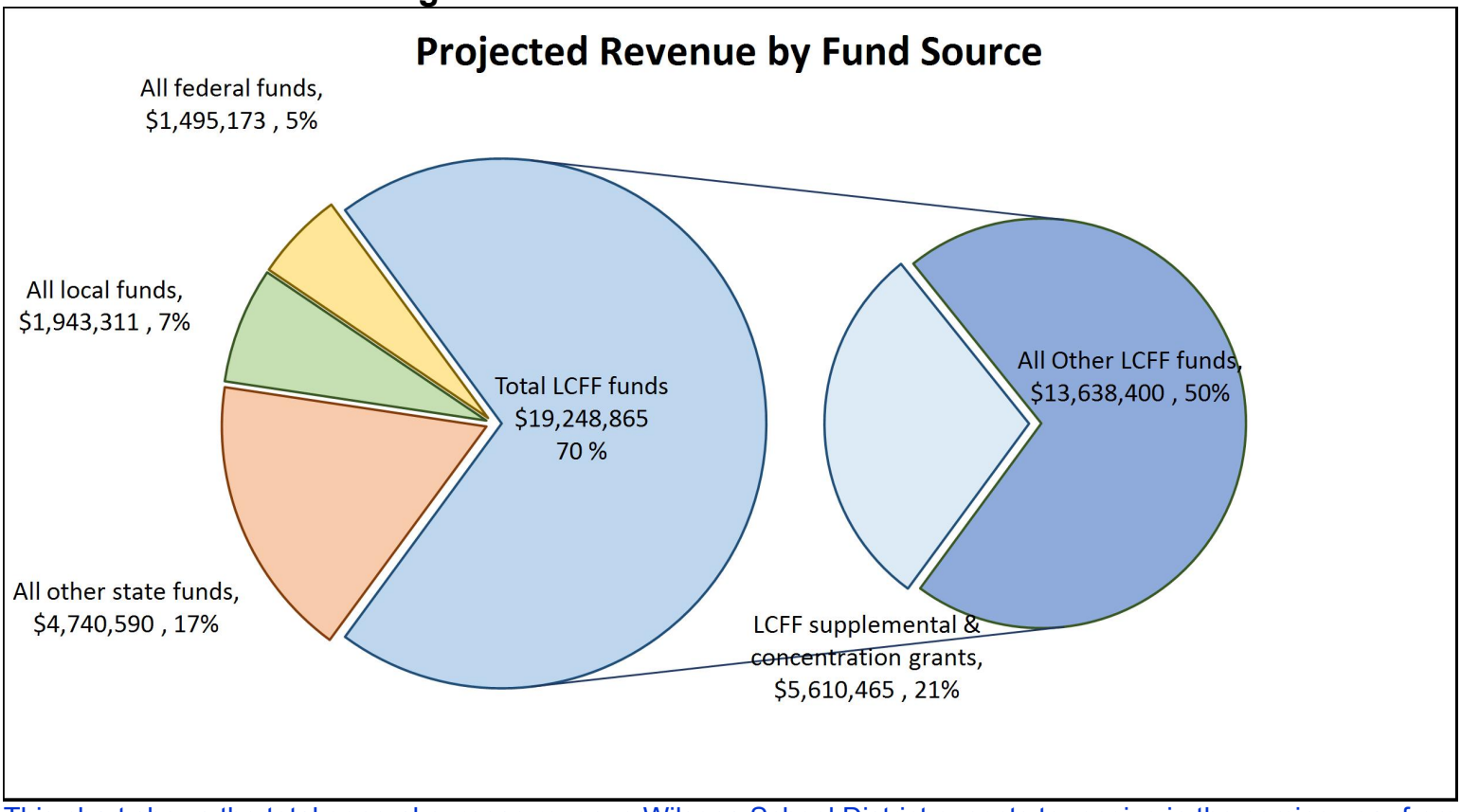
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Wilsona School District
CDS Code: 19651510000000
School Year: 2026-27
LEA contact information:
Steve Doyle
Superintendent
sdoyle@wilsona.k12.ca.us
6612641111

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

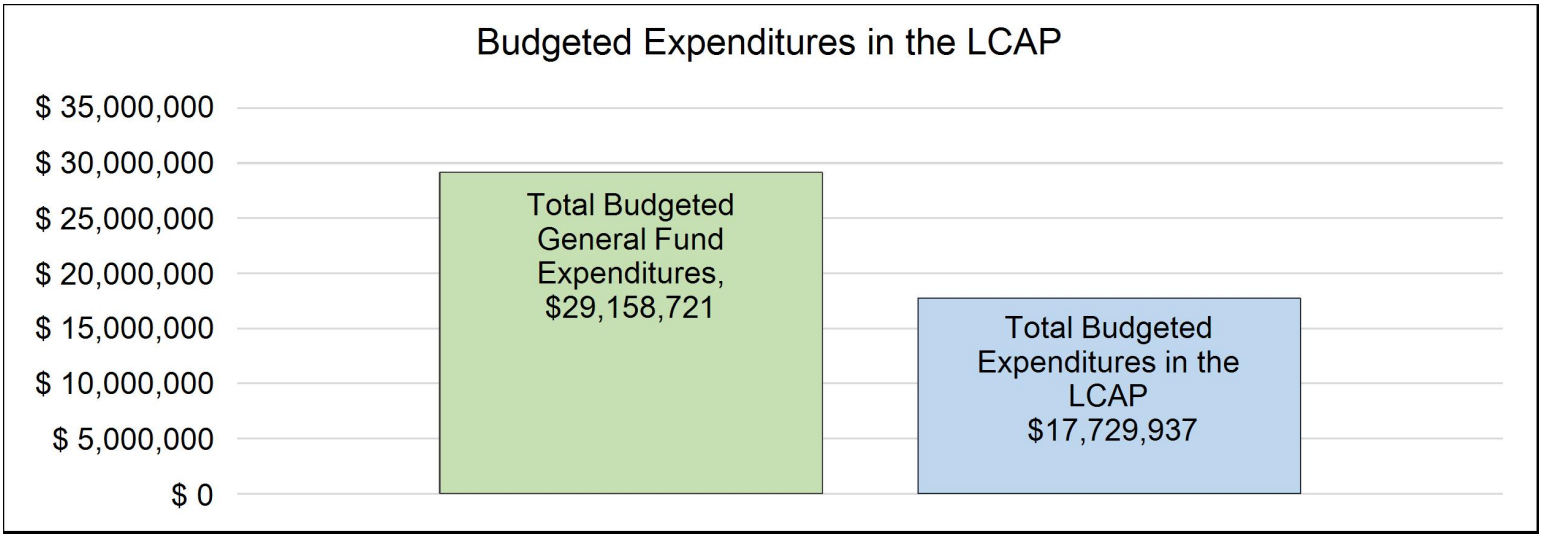


This chart shows the total general purpose revenue Wilsona School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Wilsona School District is $27,427,939, of which $19,248,865 is Local Control Funding Formula (LCFF), $4,740,590 is other state funds, $1,943,311 is local funds, and $1,495,173 is federal funds. Of the $19,248,865 in LCFF Funds, $5,610,465 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 Wilsona School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Wilsona School District plans to spend $29,158,721 for the 2026-27 school year. Of that amount, $17,729,937 is tied to actions/services in the LCAP and $11,428,784 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

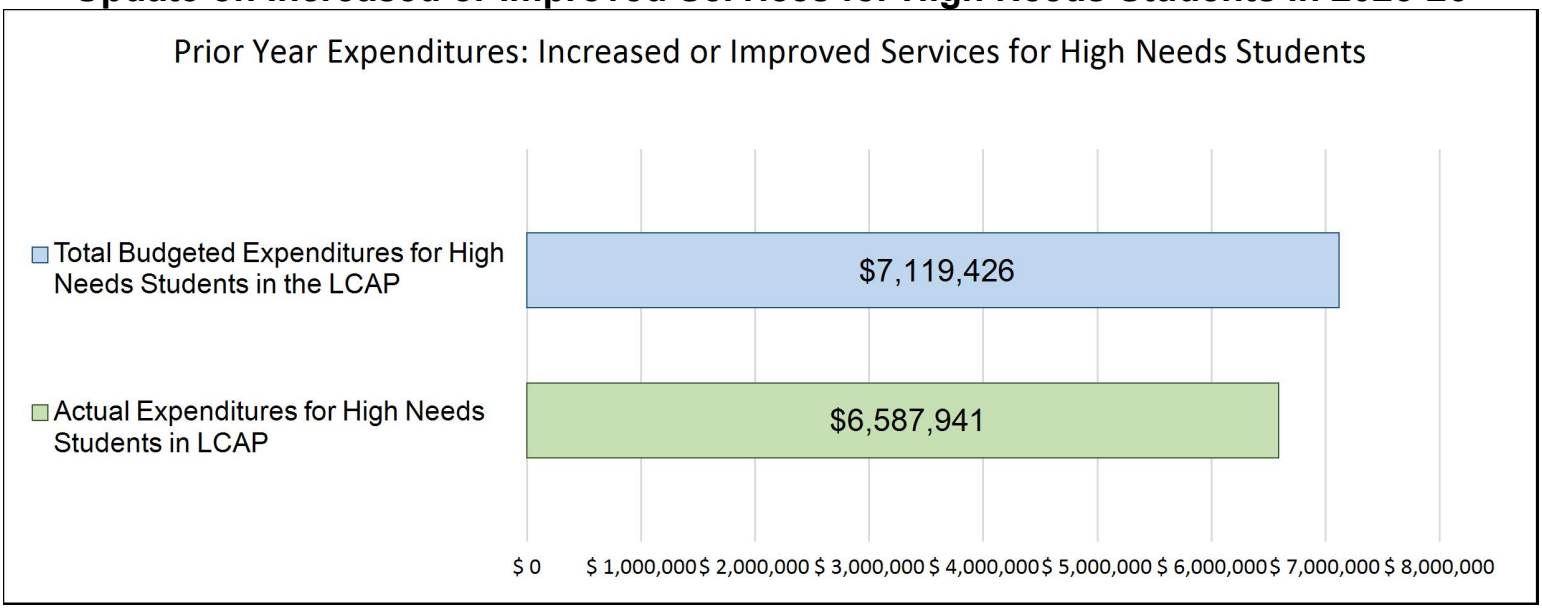
General fund expenditures not included in the LCAP include operational and special program costs such as maintenance and custodial supplies, Other Post Employment Benefits, Categorical and Special Program Costs

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

In 2026-27, Wilsona School District is projecting it will receive $5,610,465 based on the enrollment of foster youth, English learner, and low-income students. Wilsona School District must describe how it intends to increase or improve services for high needs students in the LCAP. Wilsona School District plans to spend $5,669,432 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Wilsona School District's LCAP budgeted $7,119,426 for planned actions to increase or improve services for high needs students. Wilsona School District actually spent $6,587,941 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $531,485 had the following impact on Wilsona School District's ability to increase or improve services for high needs students:

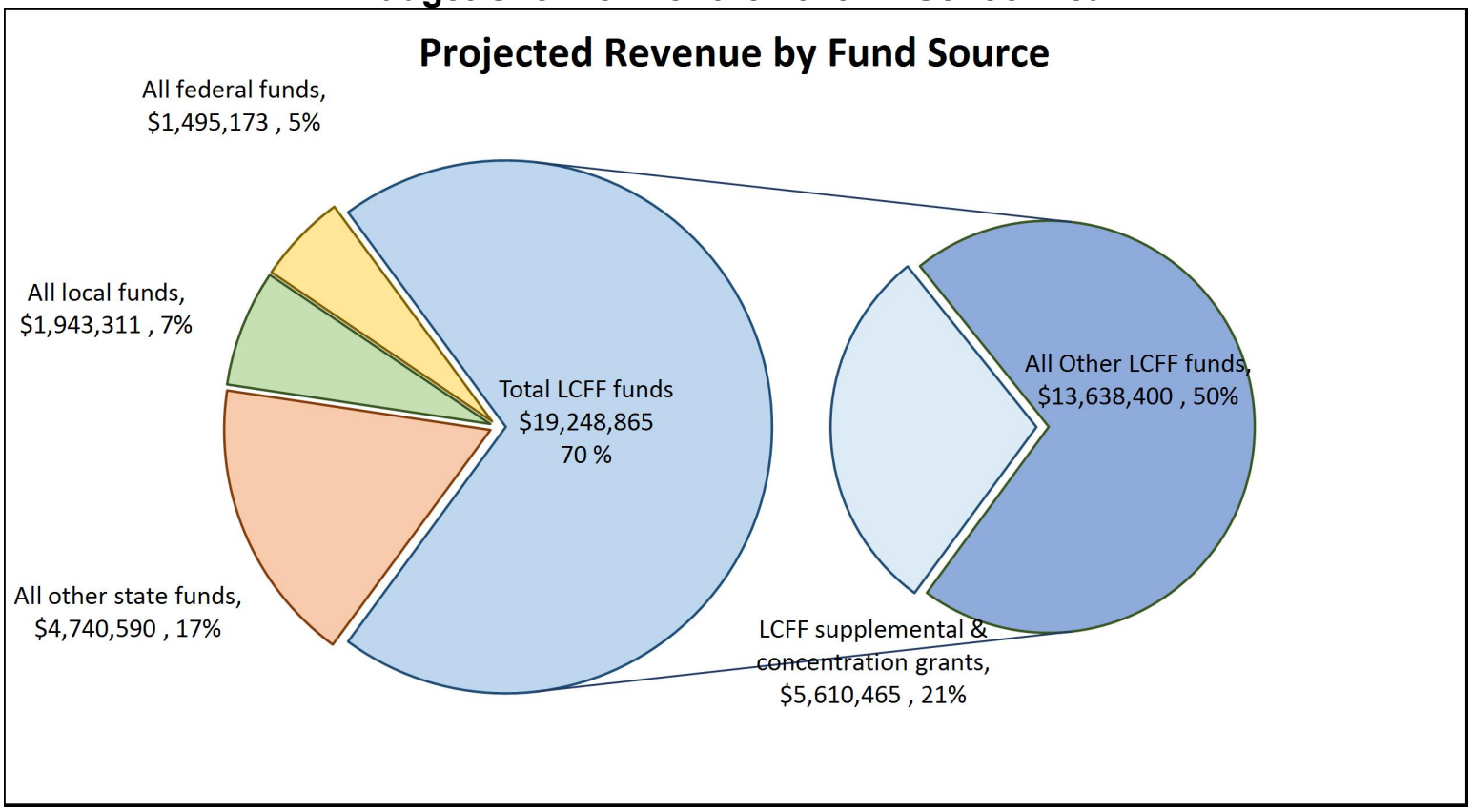
All services were provided to students but other funds were used to support those services.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Wilsona School District
CDS Code: 19651510000000
School Year: 2026-27
LEA contact information:
Steve Doyle
Superintendent
sdoyle@wilsona.k12.ca.us
6612641111

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

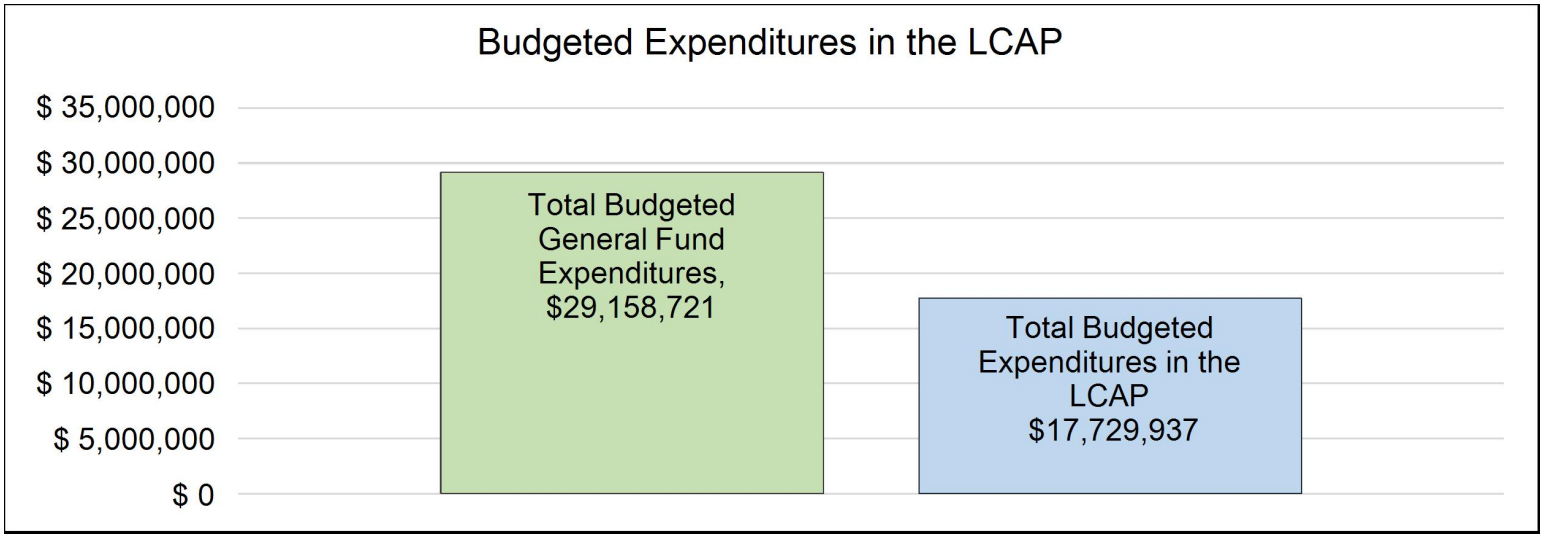


This chart shows the total general purpose revenue Wilsona School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Wilsona School District is $27,427,939, of which $19,248,865 is Local Control Funding Formula (LCFF), $4,740,590 is other state funds, $1,943,311 is local funds, and $1,495,173 is federal funds. Of the $19,248,865 in LCFF Funds, $5,610,465 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 Wilsona School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Wilsona School District plans to spend $29,158,721 for the 2026-27 school year. Of that amount, $17,729,937 is tied to actions/services in the LCAP and $11,428,784 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

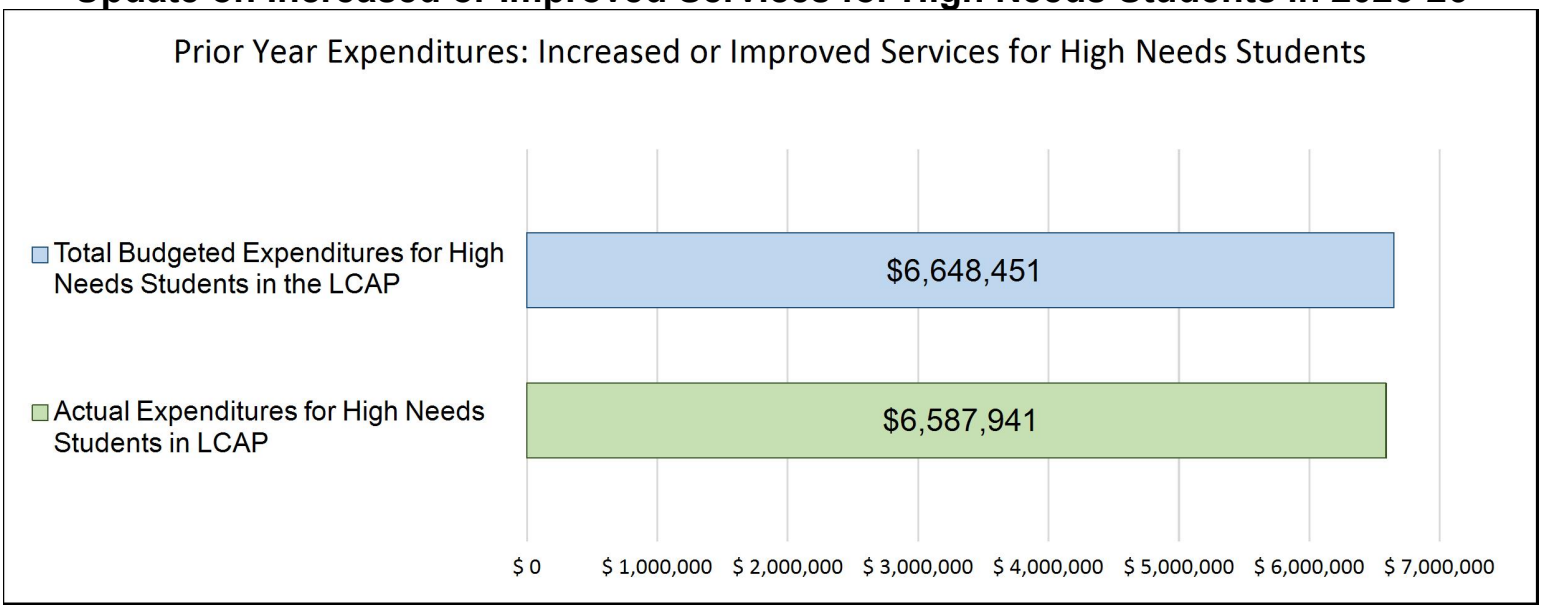
General fund expenditures not included in the LCAP include operational and special program costs such as maintenance and custodial supplies, Other Post Employment Benefits, Categorical and Special Program Costs

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

In 2026-27, Wilsona School District is projecting it will receive $5,610,465 based on the enrollment of foster youth, English learner, and low-income students. Wilsona School District must describe how it intends to increase or improve services for high needs students in the LCAP. Wilsona School District plans to spend $5,669,432 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Wilsona School District's LCAP budgeted $6,648,451 for planned actions to increase or improve services for high needs students. Wilsona School District actually spent $6,587,941 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $60,510 had the following impact on Wilsona School District’s ability to increase or improve services for high needs students:

All services were provided to students but other funds were used to support those services.

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
Wilsona School District	Steve Doyle Superintendent	sdoyle@wilsona.k12.ca.us 6612641111

Plan Summary [2026-27]

General Information

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

Overview
The Wilsona School District serves the small, rural, high desert community of Lake Los Angeles. The Wilsona School District is an organization which views itself as a family. Tucked in the northeast corner of Los Angeles County, the District provides welcoming campuses and devoted staff to its 1200 plus students. Student achievement and high standards are the focus of our schools. Parent participation is encouraged through volunteers, PTOs, School Site Councils, English Learner Advisory Committees, partnerships with Strength Based Community Change,(SBCC) Save the Children and other site and district committees.

The Wilsona School District has an enrollment of roughly 1230 students from Pre School through Eighth Grade. This is based on 2025-2026 CBEDS window. In June 2023, the District reconfigured the schools within the District. There are two elementary schools (PK-2nd & 3-5th), and one middle school (6th-8th). The District office is located on the elementary site. Currently there are around 60 teachers in the District and 125 support staff. The School District is managed by the Superintendent.

The District covers approximately 100 square miles in the northeast corner of Los Angeles County although most of the region is uninhabited. 90% of the area's population is located within 20 square miles. The community includes both unincorporated parts of Palmdale and Lancaster as well as Wilsona Gardens and Lake Los Angeles. The District boundaries reach Avenue J to the north, 260th to the east, Avenue S to the south and 142nd to the west. Our high school students attend Littlerock High School which is part of the Antelope Valley Union High School District.

Demographics
Based off of the 2024-2025 CBEDS Data, the following demographics make up the sub-groups within Wilsona School District: (1) 94.1% of the children in the district are eligible for free and reduced lunch; (2) 393 English Learners which is 30.9% of the school population; (3) 21 (<.1%) students are foster; (4) 233 students (0.2%) are homeless; (5) an unduplicated count of 94.1% (with the largest group being low socioeconomic students, then English learners); (6) Ethnicity breakdown is: 83.3% Hispanic, 7.9% White, 6.6% African American,1.4% Two or more races, 0.6% American Indian, and <0.1% Other.

Key specialized programs
Wilsona School District operates its own transportation department. Due to the remote location, it was determined it was more cost effective for the district to house a transportation department and buses to serve the district students.

WSD has implementation of 1:1 devices for all students transitional kindergarten through eighth grade. Due to teacher shortages intervention teachers were not fully staffed across the school District. Each Site has 1 counselor and .67 school psychologist. The district was also able to hire two LVN's to support the health needs of the sites. WSD previously had numerous electives which included an award winning middle school marching band. Due to fiscal issues over 10 years ago, all electives and after school activities/sports were discontinued. Fortunately with the influx of supplemental/concentration funding, electives have slowly been able to return to 7th and 8th grade . Last year 6th grade was added to the middle school master schedule. In 2019 band, music, art and technology returned as electives. The band was able to engage at the community Cinco de Mayo celebration. Title I and ELOP funding has allowed additional after school and enrichment opportunities for all students whom elect to participate in. The District is in need of even more activities for students during and after school. Wilsona School District uses the Expanded Learning Opportunity monies to support extending the school day to nine hours .The additional hours provide enrichment, recreation, leadership, clubs ,sports and technology for students. WSD is the fiscal agent for the SAVE the Children Early Steps for Student Success that is for parents and children under 5 years of age. The funding is guaranteed through June of 2026. This program includes literacy programs for parents and children birth to 5, a book bag exchange, parent child activities, and home visits and a Kindergarten readiness Ambassador who provides weekly classes to help families prepare their child for kindergarten. The district has also has worked to add some additional support opportunities for families through Strength Based Community Change, Antelope Valley Partners in Health and Freeman Thomas Enterprises.

Staffing
Administrator staffing includes the Superintendent and three school Principals. Ratio of Administrators to students meets the loading standards. In 2024-2025 A Chief Academic Officer level position was changed to an Assistant Superintendent of Educational Services and the Director of Accountability and Continuous Improvement position was discontinued, and replaced with a pupil services coordinator. Certificated Management includes FTE of: 1 Assistant Principal, 1 Program Specialist, and 2 Psychologists. Classified Management includes a Chief Business Officer, Accountant ,Director of Transportation, Director of Student Nutrition, Director of Maintenance and Transportation, Human Resources Technician and Confidential Classified include 2 Administrative Assistants.

Certificated staffing: WSD has 60 classroom teachers, with an average classroom ratio of 26:1. In addition, 1 nurse, 2 LVN's, 2 Educational Technology Support Staff,1 data system support staff, 3 counselors, 4 intervention teachers, 2 District Speech Therapists and 1 contracted speech therapist, and 7 specialized academic instructors.

Classified staffing: WSD has 125 regularly employed classified employees ranging in 2.5 hours to 8 hours per day.

Reflections: Annual Performance

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

California Dashboard (2025) results include:
English language arts- All students performing in "red" performance band- 83.4 points below standard (maintained) (2025 Dashboard)

2024 Dashboard - all students performed in the "orange" performance band - 85.8 points below standard
2023 Dashboard - all students performed in the "red" performance band - 89.6 points below standard

The following student groups were performing in "red" performance band District-wide (2025 Dashboard)
African American students - (128.8 points below standard) declined 8.4 points
Hispanic students - (80.5 points below standard) maintained
Homeless students - (102.1 points below standard) declined 12.7 points
socially/economically disadvantaged students - (85.2 points below standard) maintained
students with disabilities -(133.6 points below standard) declined 7.1 points

Student groups in "red" performance band
2024 Dashboard:
African American (120.3 points below standard), Long Term English learners(147.8 points below standard), White (103 points below standard)
2023 Dashboard:
English learners (110. 9 points below standard), Hispanic(88.9 points below standard, Homeless (117 points below standard), Socioeconomically disadvantaged (91.6 points below standard), students with disabilities (144.3 points below standard)

Challenger Middle School :(2025 Dashboard)
All students- red performance band (89.3 points below standard) maintained
English learners - red performance band (113.4 points below standard) maintained
Hispanic students - red performance band (85.9 points below standards) maintained
Homeless students - red performance band (109.4 points below standard) declined 11.9 points
socio/economically disadvantaged students - red performance band (90.4 points below standard) maintained
students with disabilities - red performance band (161.2 points below standard (declined 21.8 points)

Wilsona Elementary School - no Dashboard reported (year 1 of being reopened) - 2025

Vista San Gabriel Elementary:- no Dashboard in ELA - school serves grades Tk-2 - 2025

Mathematics: All students performing in "red" 112.2 points below standard (maintained) (2025 Dashboard)
2024 Dashboard -Orange performance band - 111.9 points below standard
2023 Dashboard - red performance band - 117.7 points below standard

The following student groups performed in the "red" performance band District-wide: (2025 Dashboard
Hispanic students -110.2 points below standard) maintained
socio/economically disadvantaged students - (112.2 points below standard) maintained
White Students - 114.3 points below standard (declined 4.5 points)
Homeless - 118.2 points below standard (declined 5.4 points)

Student groups in "red" performance band
2024 Dashboard:
Long-term English learners(198.9 points below standard, White (109.8 points below standard)
2023 Dashboard:
African American(167.4 points below standard), Hispanic(114.5 points below standard), Socioeconomically disadvantaged (117.5 points below standard), White (109 points below standard)

Challenger Middle School (2025 Dashboard)
All students - red performance band (152.3 points below standard (declined 17.5 points)
English learners - red performance band (166.5 points below standard (declined 8.7 points)
Hispanic students - red performance band (151.7 points below standard (declined 19.1 points
socio/economically disadvantaged students - red performance band (153.7 points below standard (declined 17.7 points)
students with disabilities - red performance band (211.6 points below standard) declined 22.3 points
Homeless students - red performance level (164.3 points below standard) declined 11.4 points

Wilsona Elementary School - no Dashboard reported (year 1 of being reopened)

Vista San Gabriel Elementary:- no Dashboard in math - school serves grades Tk-2

Wilsona School District - English learner progress (2025 Dashboard)
English learner progress - red performance band (35.5% making progress) declined 12.1%
Long Term English learners - 32.8% making progress - declined 15.8%.

2024 Dashboard: Yellow performance(47.5% making progress - no student groups in "red" performance band
2023 Dashboard - Green performance level (49.3% making progress)- no student groups in "red" performance band

2025 Dashboard
Challenger - red performance level - (32.3% making progress) declined 20.9%
Long Term English learners - red performance level (32.8% making progress) 32.8% making progress) declined 15.8%

Wilsona Elementary School - no dashboard reported (year 1 of being reopened)

Vista San Gabriel - red performance level (34.6% making progress) declined 8.1%
no LTEL - grades TK-2 only

Wilsona School District (2025 Dashboard)
Chronic Absenteeism - "yellow" performance band (36.4% of students chronically absent) declined 4.5% (2025 Dashboard)
2024 Dashboard: "Red" performance band (37.4% chronically absent)
2023 Dashboard: "Yellow performance band (36.4% chronically absent)

Student Groups performing in "red" performance level (2025 Dashboard)
African American students - 37.9% chronically absent - maintained
Long-term English learners - 43.4% chronically absent - increased 2.9%

Student Groups in "red" performance band
2024 Dashboard :
English learners 37% chronically absent, Foster youth 40% chronically absent, Hispanic 37.4% chronically absent, Long-term English learners 40.4% chronically absent, socioeconomically disadvantaged 38% chronically absent
2023 Dashboard:
African American 50% chronically absent, foster youth 32,3% chronically absent, white 40.5% chronically absent

2025 Dashboard
Challenger Middle School - Orange performance level - 35% chronically absent
The following student groups are in the red performance band:
English learners - 40% chronically absent (increased 3.6%)
Long Term English Learners - 43.4% chronically absent (increased 2.9%)
Socioeconomically disadvantaged - 35.8% chronically absent (maintained)
White students - 38.2% chronically absent (increased 1.5%)

Vista San Gabriel - Yellow performance band - 35% chronically absent (declined 3.4%)
African American students - red performance band (43.3% chronically absent) increased 9.4%
Students with disabilities - red performance band (40.4% chronically absent) increased 2.5%

Wilsona Elementary - no dashboard data

Wilsona School District
2025 Dashboard (suspension)
Suspension rate - Yellow performance band - 4.2% suspended (declined 1.4%)
2024 Dashboard - Yellow performance band - 5.6% suspended

2023 Dashboard- Red performance band - 7.4 % suspended

Student groups performing in "red": (2025 Dashboard)
Foster Youth - 12.5% suspended (increased 1.4%)
white students -8.5 % suspended (increased 5.8%)

2024 Dashboard Student Groups in "red" performance band:
African American 14.3%
2023 Dashboard Student Groups in "red" performance band:
African American 14.1%, English learners 8.1%, foster youth18.9%, Hispanic 6.6%, homeless 8.9%, two or more races 10.8%, socioeconomically disadvantaged 7.5%, students with disabilities 12.1%, white 9.6%

Challenger Middle School: yellow performance band - (10.3% suspended) declined 2.1%
The following student groups are in the red performance band
African American - 36.7% suspended - increased 4.8%
Homeless - 17.9% suspended - increased 4.1
white students - 20.6% suspended - increased 14.7%

Vista San Gabriel Elementary - orange performance band - 1.7% students suspended - increased 1.1%
no student groups in red performance band

Wilsona Elementary - no dashboard data reported

Dashboard Summary:
Over the past three years the distance from the standard in English language arts has not significantly changed for all students. Although the student group data is not consistent, students with disabilities, African American students and English learners continue to lag behind in achievement growth in this area. On the mathematics indicator, there is a similar pattern. Although there was some growth from 2023 to 2024, that growth was not sustained in 2025. However the distance from the standard did not grow but was able to be maintained. White and Hispanic students are two of the student groups that appear to be consistently among the student groups not making adequate progress. The English learner progress has been inconsistent with wide swings in the performance levels over the past three years. A possible consideration for this is the high numbers of students who were reclassified during year 2 or this plan. The District continues to review strategies to address the needs of long term English learners, a new student group in this plan, who continue to experience challenges in this area and in several other dashboard indicators. Chronic absenteeism rates have been fairly stable over the past three years even though the dashboard indicators have changed from yellow to red to yellow. English learners and African American students continue to be two of the student groups with consistently higher rates of chronic absenteeism. Suspension rates have continued a downward trend with fewer student groups impacted by suspensions over the past three years.

After the 2023 -2024 LCAP was developed the District reorganized the configuration of its three schools. All of the schools had some adjustments to their grade level configuration which has presented a challenge when trying to compare school level data. Teachers were moved to accommodate the reconfiguration which led to a need at all three schools to re-establish school culture, develop cohesive teams

and understand the impact of the data. This change is still creating a challenge, especially at Wilsona Elementary which was fully reconstituted with a new principal and a location for grades 3-5 students in the District. Another factor that has impacted, especially in math and ELA achievement, has been the lack of fully credentialed teachers available at all three schools, with Vista San Gabriel (grades TK-2 having the highest percentage of new and not fully qualified teachers.

Local indicators (Completed - May 2026 -

Implementation of Academic Standards (Priority 2)- May 2026
Self-reflection tool - Option 1
Wilsona school district tracks student academic progress using the iReady Assessment Platform, which is given three times per year in the academic areas of English Language Arts and Math. State Board adopted Curriculum assessments are given at the end of each unit for all curricular areas. State provided interim block assessments are used in grades 3-8 . Physical fitness goals that are set based on state testing criteria are monitored monthly. A yearly report of student state dashboard data is presented to the school board. School site administrators present their school site's academic data at their yearly Title 1 meeting. - overall implementation level - 3-4 (initial to full implementation)

Access to a Broad Course of Study (Priority 7) - based on a review of the master schedule at Challenger Middle School - all students have access to all core instructional classes; all 6th through 8th graders have access to an elective course. Based on a review of grade level schedules, all students in grades K-5 have access to all core instructional classes. Students in these grade levels also are provided with additional intervention support in both ELA and math at Vista San Gabriel and Wilsona Elementary.

Parent and family engagement (Priority 3)
-Building Relationships between School Staff and Families - rating range from initial implementation to full implementation
-Building Partnerships for Student Outcomes - rating range - full implementation and sustainability
-Seeking Input for Decision Making - rating - full implementation

Daily attendance rate: 92.4% (all students) - this represents a slight increase of 0.6% for daily attendance in the 25/26 school year

Current suspension rate: 5.2% (as of April 2026) - this represents a slight decrease for the 25/26 school year.

Current chronic absentee rate: 24.1% (as of April 2026) - this represents a decrease of 10.9% in chronic absenteeism for the 25/26 school year.

Reclassification rate: 20.8% (as of April 2026) - this represents an increase of 13.8% in students reclassified for the 25/26 school year.

The District will provide the following support to address our student groups performing in the "red" performance bands:
-Goal 1, Action 2 - Provide smaller class sizes in grades K-2 to increase small group instruction and provide more immediate feedback to students
-Goal 1, Action 6 - Provide professional development for teachers and instructional assistants in implementing small groups to improve standards-aligned instruction

-Goal 1, Action 3 - Provide a new math adoption and training on both the materials and the mathematics framework
-Goal 1, Action 9 - Provide instructional assistants who will support small group instruction during reading to ensure the lowest performing students receive more frequent small group instruction from the teachers in grades K-5
-Goal 2, Action 1 - Provide targeted intervention in math and English language arts to students performing at the lowest performance bands
-Goal 2, Action 2 - Provide social/emotional learning support (includes, social worker, counselors, and SEL specialist) - focusing on alternatives to suspension and mental health support
-Goal 2, Action 8 - Provide services for English learners- the services included in the action will specifically address support teachers with integrated ELD strategies to positively impact math and ELA instruction
-Goal 2, Action 12 - This action includes specific services including priority for online tutoring and counseling outreach to African American parents and students
-Goal 3, Action 10 - Implement an SEL Learning Center at Challenger Middle School - this center is designed to address those students who have the highest behavioral needs, are chronically absent and have mental health concerns.

Positive Reflections:
Based on a review of the California Dashboard and local data the District demonstrated an increase in performance in English language arts. District-wide fewer student groups were identified in the "red" performance band with Vista San Gabriel having no students groups in the "red". This is in part to the implementation of the District's early literacy plan. More consistent efforts to teach foundational reading skills has impacted student performance. At Challenger Middle School, although many student groups are performing in the "red" level, many groups did not decline in this area.

In the area of mathematics, the District is performing in the "orange" performance level with only two student groups performing in the "red". This demonstrates a continued improvement in math district-wide. Challenger Middle School's students performed in the "yellow" demonstrating positive growth. Only one student group continue to perform in the "red". Vista San Gabriel had no student groups in the "red" and two student groups, homeless students and students with disabilities demonstrating significant growth. The District is using supplementary math materials to support math instruction. These materials are in greater alignment with the Mathematics Framework.

Based on iReady diagnostic assessment results (May 2025) - The majority of students groups made good growth in both ELA and math; Homeless students and foster youth did not make progress

English learners are making some progress in gaining proficiency in English with 10.3% reclassified. English learners, district-wide and at Vista San Gabriel are performing at the "yellow" level maintaining a District wide proficiency growth of 47%. Reclassification rate also indicates 10.5%

Suspension rates reported on the 2025 Dashboard also demonstrates a reduction of suspensions for all but one student group and at both schools with Dashboard data. Local suspension rate compiled in May 2026i????? ndicate that all students groups except African American students, showed a decrease The District has implemented many actions to address student behavior. Some staff at Challenger Middle School have received training on restorative practices, the services of a district social worker and an SEL specialist have supported students and families experiencing trauma. Counseling services are provided at all schools to support school wide efforts to implement social/emotional curriculum. This year a Social/Emotional Center has been established at Challenger Middle School. Although not completely staffed this year, staff reports that the SEL Center has had an impact on suspensions.

Although chronic absenteeism District-wide and at Vista have improved, the Dashboard and current data continue to show a continued challenge in this area for multiple student groups. Daily attendance rates have improved but not to the pre-pandemic levels of attendance.

The District has implemented actions to support students with disabilities both behaviorally and academically, including the training of teachers (both general and special education) and instructional aides in understanding Universal Design for Learning.

Learning Recovery Emergency Block Grant

The District has unexpended LREBG funds for the 2026-27 school year. The District's plan for these funds con be found in Goal 5 , Action 1-3. These goals have been modified to reflect available LREGB funding. Our needs assessment revealed significant needs regarding related to the health and safety of our students as well as identifying, coordinating and delivering early intervention services to our youngest learners. In addition to review our chronic absentee and student achievement data, the District received considerable input from parents and the school nurse. Our chronic absentee rate is 37.4% which is a "red" indicator on the California Dashboard. This demonstrated an increase in chronic absenteeism from the 2023 Dashboard. The following student groups are also in the "red" performance band: socioeconomically disadvantaged and Hispanic students, foster youth, English learners and long-term English learners. This pattern is evident in all of our schools and across all grade levels. The chronic absenteeism of our students has an impact on student achievement and is reflected in both our CAASPP and iReady scores in reading and math. Other data received during the needs assessment process from parents, teachers and our school nurse indicated that there has been an increase in the number of students requiring medical follow up. These health needs range from students with seizure disorders to diabetics to students needing their multiple medications to be managed. In part this need is even greater in our community due its rural and isolated location. There is very limited health services in the community. Parents indicated that they are reassured that when they send their children to school they know their health needs will be addressed.

Another area the emerged through our needs assessment was the number of younger children, in particular, experiencing challenges in school. These challenges are reflected in our iReady data with the following student groups at the elementary level performing in "orange" performance level: All students, Hispanic and homeless students, student with disabilities and socioeconomically disadvantaged students. Students' performance on iReady has shown some improvement this year, however there continues to be a concern that children in the younger grades are struggling to achieve grade level standards expectations, which then establishes a weaker foundation for them to build on to achieve success in later grade levels. Suspension rates among some of our student groups remain high even though in general there was a decrease across student groups in the suspension rates. White and African American students as well as foster youth, homeless students and students with disabilities continue to demonstrate higher rates than "all students". The District is beginning to implement a rigorous intervention program especially at Vista San Gabriel (grades TK-2) as well as providing counseling and social/emotional learning support across the entire district. However the need to identify, coordinate and deliver services and supports to student needing early intervention remains high.

The last area identified through our needs assessment was the need at all of our schools to provide increased support during unstructured times during the day by providing an increase in adult to student ratio during these times of the school day. Many of the same data (iReady, suspension, office discipline referrals, chronic absenteeism) as well as input from teachers, administrators and parents, indicated that students need to have adults to connect and relate to during unstructured as well as classroom time. When the District has had increased

adults available the number of negative incidents decrease, students transition in a more positive manner to the classroom and are therefore more ready to learn and the number of safety concerns are reduced. The goals of keeping children safe and developing positive peer to peer and adult to peer relationships is critical for students to learn.

To address these needs the following actions in Goal 5 of this plan will be implemented:
Action 1:The District will provide support for schools to offer services that will allow students to be diagnosed, provide educational support and monitor their progress in a timely manner; this action will increase the effectiveness of the multi-tiered system of support provided at each school in ensuring that the supports and services provided are appropriately targeted; this action, although implemented District wide will primarily focus on early childhood intervention.

This action is aligned to an "allowable expense" identified in LREBG guidance : "Provide early intervention and literacy programs for pupils in pre-school to grade 3, inclusive, including but not limited to school library access" and "additional academic services for pupils, such as diagnostic, progress monitoring and benchmark assessment of pupil learning"

The evidence to support this action: Based on a variety of sources including, The Education Institute for Early Intervention, the American Speech and Hearing Association, the Center for Learning Disabilities, the following is cited as evidence to support the coordination and timely implementation of early intervention: improved academic performance, reduced need for special education, stronger learning foundations, enhanced social skills, improved self-esteem and confidence and better classroom behavior

Action 2: The District will provide additional health services to address the increase in the number of students who are experiencing more significant health issues; these services will support students and their families address health issues while increasing school attendance and reducing chronic absenteeism.

This action is aligned to an "allowable expense" identified in the LREBG guidance: "Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs"

The evidence to support this action: Based on information provided and research conducted by the National Institutes of Health, providing health services in low socioeconomically disadvantaged communities is crucial for students because it directly impacts their ability to learn and succeed in school. Health issues both physical and mental can significantly hinder a student's attendance, academic performance and over well-being. When these heath needs are addressed, school can create a more supportive environment for learning and can help students overcome barriers to their educational and future success. Children is poverty are more likely to experience health problems. Poverty is linked to various health issues that affect a child's cognitive abilities and social/emotional development.

Action 3: The District will provide increased staff to support students successfully engaging with peers and ensure that all students are safe. Increasing the number of staff will help students interact with their peers using specific social/behavioral strategies that are being implemented at each school. This will increase students' connectedness to school and therefore increase time students are in class and available to fully participate in learning experiences.

This action is aligned to an "allowable expenses" identified in the LREBG guidance: "Instructional learning time for the 2022–23 through 2027–28 school years by increasing the number of instructional days or minutes provided during the school year, providing summer school or intercessional instructional programs, or taking any other evidence-based action that increases or stabilizes the amount of instructional time or services provided to pupils, or decreases or stabilizes staff-to-pupil ratios, based on pupil learning needs".

The evidence to support this action: According to several studies, including one from the Center for Disease Control. According to this study feeling connected at school is crucial for students' academic success, well being and long term outcomes. When students feel connected they are more likely to attend classes and participate actively. Connectedness is also a factor in increasing engagement and when students feel connected there is increased engagement motivating students to invest more time and effort in learning. When students feel supported and safe, they are better equipped to learn and process information and develop critical thinking skills. (College of Education, University of North Carolina)

Reflections: Technical Assistance

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

The District has been identified for Differentiated Assistance. The following schools and students groups have been identified for Differentiated Assistance:

Wilsona Elementary School District (identification for DA based on the 2025 Dashboard) in 2025-26 for the following:

Long Term English Learners:
English Language Proficiency - this group is preforming in the "red" performance level (very low)-declining 15.5% which indicate a significant decrease
Chronic Absenteeism -this group is performing in the "red" performance level (very high), with an increased rate of 43.3% (2.9% increase)

African American Students:
English language arts - this group is performing in the "red" performance level (very low), with a decreased performance level currently at 128.8 points below standard (this is a decline of 8.4 points)
Chronic Absenteeism - this group is performing in the "red" performance level (very high) with a rate of 37.9 % and increase of 0.4%
Mathematics -this group is performing in the "orange" performance level with a performance level of 139.9 points below standard (this is an increase of 8.3 points)

White Student:
Mathematics - this group is performing in the "red" performance level (very low) with a decreased performance level of 114.3 points below standard (this is a decline of 4.5 points)
Suspension rate - this group is performing in the "red" performance level (very high) with a suspension rate of 8.6% (this is an increase of 5.8%)
English language arts- this group is performing in "orange"performance level of 83.4 points below standards (this is an increase of 20 points)

Identified in 2024
English language arts: African American, long-term English learners
Math: African American, long-term English learners
Suspension: African American
Chronic absenteeism - long-term English learners

The following District school sites had the students groups identified in the "red" performance level in 2025

Challenger Middle School:
English language arts: English learners, Hispanic, Homeless, socioeconomically disadvantaged, students with disabilities
Math: English learners, Hispanic, Homeless, socioeconomically disadvantaged, students with disabilities
English Language Proficiency: English learners, Long-term English Language Learners
Chronically absent: English learners, Long-term English Language Learners, socioeconomically disadvantaged, white
Suspension: African American, Homeless, white

Wilsona Elementary
English language arts: African American, Hispanic, Homeless, socioeconomically disadvantaged, students with disabilities
Math: Hispanic, Homeless, socioeconomically disadvantaged, white
English Language Proficiency: English learners, Long-term English Language Learners
Chronically absent: African American, Long-term English Language Learners
Suspension: Foster, white

Vista San Gabriel Elementary:
English Language Proficiency: English learners
Chronically absent: African American, students with disabilities

The following has been the focus of our Differentiation:

- implementation of small group instruction - ELA and math performance
- implement leveled supports to address the social/emotional needs of students - suspension, chronic absentee
- provide professional development and implement foundational reading skills to ensure primary grade students systematically receive phonics and phonemic awareness.
- implement restorative practices and common agreements regarding classroom management
- increase student engagement through more purposeful lesson design and offering a variety of classes at the middle school level

During the 2025-2026 school year the District engaged in a number of initiatives to address areas of need address in our technical assistance.
This year we continued the effort to reduce the suspension rate and help staff to develop ways to increase positive school climate and find alternatives to suspension, the District provided extensive training in Capturing Kids Hearts in TK-5th, behavior support and restorative practices and classroom behavior management in 6-8th. Administrators, teachers and other staff received coaching in several of these areas

throughout the school year.

To address chronic absentee concerns, the District implemented Attention to Attendance as well as a partnership with the District Attorney, designated staff regularly followed up with parents and students when absences occurred. The District and each school has established a re-engagement plan. The District has assigned staff to do personal follow up, transportation is provided in the most remote parts of the district however the District has been unable to reverse the chronic absenteeism trends for many of the students groups.

The District has provided multiple staff to support the social/emotional needs of students. A District wide Social/Emotional Learning Specialist and social worker provided outreach and support to students and their families focusing on African American students, foster youth and homeless students. During this school year, the District's SEL specialist resigned in the middle of the year. For the majority of the school year the District did not have the services of both of these positions. Three counselors, one assigned to each school and two school psychologists (part time) were available throughout the school year to provide services directly at the school level. The middle school has developed and implemented restorative practices including the initial implementation of an SEL Center and AVID elective. These efforts are in part responsible for a reduction in the number of suspension and decrease in chronic absenteeism. A consistent behavior management plan has begun to be fully implemented and remains a focus area in the 26-27 school year. Wilsona Elementary, has developed school wide behavior expectations however as part of developing a cohesive school culture the implementation of these expectations are still continuing.

The District has implemented additional language arts supplemental programs and provided teachers with training and coaching support from the publisher. The curriculum committee had identified a curriculum for a 2026-2027 math adoption for TK-5th grade, while 6-8 will continue to pilot a few options prior to a future 2026-2027 adoption. Math supplemental materials were purchased and piloted at all grade levels with different levels of implementation. Teachers have been provided with collaboration time and professional development each week however the development and implementation of common assessments to monitor students' learning is grade/department level dependent.

The District continued to strengthen and implement expectations for the implementation of designated ELD at every grade level. Supplemental instructional materials to support English language development were purchased. There has been greater implementation of designated ELD especially at the middle school where there is the highest concentration of Long-term learners Overall there is increased understanding of the needs of English learners and long-term English learners throughout the District. English learners and long term English learners, however, continue to be student groups who are experience higher levels of chronic absenteeism and lower achievement. Based on assessment data the areas of focus domains continue to be listening/speaking and reading/writing. For Designated EL instruction there will be a realignment of support staff directly working with students under the direction of the intervention staff to support reading/writing. To support Listening/Speaking bilingual IA staff will promote and foster language used in context and within english speaking settings. There was also a revision to the EL Master Plan to revise and modernize the monitoring of students using standardized metrics prior to and following redesignation.

The District will continue to implement reading and math interventions at Vista San Gabriel and Wilsona Elementary Schools, with Vista and Wilsona having two intervention teachers. The plan was to consider adding one intervention teacher at Challenger MS, however due to a lack of available certificated staff, this did not occur at this time.

This year each grade level (TK-8) had an instructional assistant provided. The purpose of these aides are to provide additional support in the classroom during English language arts so that small group instruction can be implemented daily. Based on walkthrough data, many

classrooms are providing small group instruction with varying levels of capacity and implementation. There is a continued need to continue to strengthen the implementation of expectations around the frequency and targets of the small groups.

The focus for professional development this year has been a combination of academic instructional strategies to address the following subgroups: ALL students, Low-Income Students, Hispanic, English Learners/Long-term English Learners, White, Students with Disabilities, and Homeless/Foster Youth in the areas of ELA (reading and writing), ELD (integrated and designated), Math (focus on use of new supplementary program) and Social-Emotional/Behavior (Trauma informed practices and Sense of Belonging) best practices. (Tprofessional development)

To address the Differentiated Assistance Technical Assistance status the follow actions were implemented:
Goal 1, Action 2 - Provide daily opportunities for small group instructions and student feedback
Goal 1, Action 5 - Increase middle school students' engagement
Goal 1, Action 6 - Provide professional development on small group instruction and effective instructional strategies
Goal 1, Action 9 - Provide instructional assistants for grades K-5 to support small group instruction during English langage arts
Goal 1, Action 10 - Provide supplemental math and ELA programs
Goal 2, Action 1 - Provide students with academic intervention in ELA and math in grades K-5
Goal 2, Action 2 - Provide services to students to support social/emotional needs (K-8)
Goal 2, Action 4 - Increase school engagement and attendance for students in grades 6-8
Goal 2, Action 7 - Provide support for students identified as long-term English learners
Goal 3, Action 9 - Positive school climate
Goal 3, Action 10 - Implement Social/Emotional Learning Center (grades 6-8)

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.

No school were identified as CSI during the 2025-2026 school year.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

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 Leadership Team - includes parents, teachers, administrators, classified staff, and certificated and classified union representatives, student representative	Dates: 9/29/25, 10/27/25, 2/2/26, 3/2/26, 5/4/26 In person meetings were held. The Team defined their roles related to the development of the LCAP. The Team received information about the state priorities, California Dashboard, and data included in the LCAP (academic, attendance, walkthrough data and behavior), and reviewed the budget and the purposes of each of the funds. The Team reviewed the progress on the current LCAP. The Team determined the needs and priorities for the 26-27 LCAP. The Team revised the questions for the surveys that were provided for parents and staff and then reviewed the responses. The DLT had the opportunity to review of draft of the LCAP
Parent Advisory	Dates: 9/29/25, 10/27/25, 2/2/26, 3/2/26, 5/4/26 The parents provided input on the development of the surveys for parents and identified needs and priorities for the 26-27 LCAP based on review of data and current progress on the current LCAP. The Dist PAC had the opportunity to review a draft of the LCAP; parents had the opportunity to submit their comments throughout the year in writing. No questions or comments were received that required the superintendent's response in writing during the development of the LCAP
Student Interviews	Dates: Fall and Winter 2025-2026

Educational Partner(s)	Process for Engagement
	District staff met with individual students who were randomly selected and represented a cross-section of the student population.
Surveys:Parents, students and all staff (certificated and classified)	Dates: October - November 2025 Students in grade 3-8th were surveyed. All parents and certificated and classified staff had both a digital and paper access to the survey (requested by the DLT).
DELAC	Dates: 9/30/25, 10/28/25, 2/3/26, 3/3/26, 4/28/26 The DELAC reviewed the ELPAC data and the EL Progress Dashboard data and iReady diagnostic data related to English learners. The team reviewed the current goals and actions focusing on English learners. The DELAC also had a focus this year on attendance and chronic absenteeism. The DELAC had the opportunity to review a draft of the LCAP. No questions or comments were received that required the superintendent's response in writing during the development of the LCAP
School Leadership Teams and School Site Councils	Dates: Fall and Winter 2025-26 Principals shared the LCAP actions with the School Leadership Teams and School Site Councils to discuss progress and priorities.
Board of Education	Date: 2/19/26, 6/11/26, 6/18/26 The Board received a mid-year update on the LCAP implementation and provided staff with input regarding the development of the 26-27 LCAP. The Board of Education held a public hearing on the 26-27 LCAP on June 11, 2026. The public hearing was notified in the Antelope Valley Press. There were no questions or comments from the public, The Board of Education approved the LCAP and District budget on June 18, 2026 at a regularly scheduled Board of Education meeting.
Antelope Valley Special Education Local Plan Area (AVSELPA)	Date: 6/10/2026 The Antelope Valley Special Education Local Plan Area (AVSELPA) governance supports local Local Educational Agencies in the geographical region to ensure appropriate education services are

Educational Partner(s)	Process for Engagement
	occurring for students with disabilities (SWD). The AVSELPA director reviewed the draft of the LCAP for goals and actions developed specifically to support SWDs in Wilsona. The positive review highlighted the connections WSD made between actions in the LCAP and the Districts own Comprehensive Improvement Plan for SWD.

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

District Leadership Team:
The following reflects the input from the DLT that influenced the development of the 26-27 LCAP:

- continued additional adult support in the general education classrooms
- provide increased support for intervention
- implement an anti-bullying program
- professional development on alternatives to suspension and removal from class
- desire to increase parent involvement, especially in the area of addressing behavior
- increased opportunities for students to have art and music
- decrease the amount of time students at the middle school are moving between classes
- remove cell phone access during class
- implement PBIS with fidelity (teach students behavior expectations)
- implement one district-wide system for communicating with parents

DELAC:
The following reflects the input from the DELAC that influenced the development of the 26-27 LCAP:

- Continue to provide translations
- Continue to provide parent liaisons
- increase the implementation of SARB and procedures to address attendance issues, and continue partnership with the District Attorney
- increase incentives for students with good attendance

Parent Advisory Committee:
The following reflects the input from parents that influenced the development of the 26-27 LCAP:

- parents prefer to have workshops that are more connected to academics and how parents can support academics
- develop strategies to increase parent involvement (African American Committee, administrator visibility)
- social and emotional support for their students
- helping parents with addressing student behaviors
- increase academic intervention support for all grade levels

Students:
The following reflects the input from students that influenced the development of the 26-27 LCAP:

- want improved relationships with their teachers
- want more elective choices
- teachers to have a better understanding of the things that impact their lives
- want students to have consequences for behavior however they don't think suspension works
- want the school to remove the cell phones from school
- decrease fighting on campus
- want more after-school STEM activities

Teachers:
The following reflects the input from teachers that influenced the development of the 26-27 LCAP:

- increase professional development for small group instruction and math
- no cell phones
- want alternatives for suspension to be understood
- more parental involvement
- want to implement more small group instruction

Classified staff:
The following reflects the input from classified staff that influenced the development of the 26-27 LCAP:

- retain the FTE amount of instructional assistants in the classroom
- job-related professional development

Administration(including principals):
The following reflects the input from administration that influenced the development of the 26-27 LCAP:

- improve services for English learners
- increase implementation of rigorous standards-aligned lessons

The Board of Education and District staff reviewed all of the Educational Partners' input. Based on a review of current data and the progress on the current LCAP actions, the input from the Educational partners was considered by first determining if there were common themes among the various groups and secondly, if the recommendations addressed specific needs that were identified from the data review. The current successes and challenges related to the implementation of the 2026-2027 LCAP were also considered as well as current budget considerations.

The revisions and development of the 2026-27 LCAP based on educational partners' input include:

- provide increased support by increasing aides to support the intervention programs in grades TK-5 - Goal 2 Action 1
- provide intervention support for grades 6-8 - Goal 2 Action 1
- electives were changed to respond to student requests - Goal 2 Action 10

- providing increased opportunities for both staff and parents to receive professional development and parent workshops - Goal 4 Action 1
- other actions that are continuing were affirmed by educational partners

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide all students with an educational program that will increase academic achievement for all students	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 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Wilsona School District serves a diverse student population with over 95% of the students identified as low income. The District is committed to providing an educational program that supports access to grade level standards to all students. This goal includes a range of actions including providing highly qualified staff, instructional materials, technology and professional development.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA and Math: Percent of students meeting or exceeding grade-level standards	Spring 2023 All students ELA - 17.13% All students Math - 11.51% Low-income students ELA-16.38% Low Income Math - 10.67% English learners ELA-5.18% English learners Math-6.41% African American -ELA - 18.37%	Spring 2024 All students ELA - 17.96% All students Math - 10.81% Low-income students ELA-17.75% Low Income Math - 10.55% English learners ELA-7.63% English learners Math-5.5%	Spring 2025 All students ELA - 20.4% All students Math - 19.9% Low-income students ELA-19.1% Low Income Math - 19.4% English learners ELA- 6.6% English learners Math- 8.8%	All students ELA-35% All students Math - 20% Low-income students ELA-32% Low-Income Math -20% English learners ELA-15% English learners Math-13% African American - ELA -25%	All students ELA = 3.3% Increase All students Math = 8.4% Increase Low-income students ELA = 2.7% Increase Low-Income Math = 8.7% Increase English learners ELA = 1.4% Increase English learners Math = 2.4% Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American - Math -6.52% Students with disabilities - ELA - 6.06% Students with disabilities - math- 3.12% White students - ELA - 21.25% White students - math - 13.75% Hispanic students - ELA-15.54% Hispanic students - Math-11.71% Homeless students - ELA -8.34% Homeless students - Math-5.56% Foster - no data available	African American - ELA -14.04% African American - Math -20% Students with disabilities - ELA - 7.07% Students with disabilities - math- 3.03% White students - ELA -13.2% White students - math -14.2% Hispanic students - ELA-18.72% Hispanic students - Math-11.71% Homeless students - ELA -11.51% Homeless students -Math-12.12% Foster Youth -ELA -18.09% Foster Youth - math -10.97%	African American - ELA - 10% African American - Math - 13.3% Students with disabilities - ELA - 10.2% Students with disabilities - Math- 12.2% White students - ELA - 21.4% White students - Math - 14.3% Hispanic students - ELA- 19.9% Hispanic students - Math- 20.4% Homeless students - ELA - 16.2% Homeless students - Math- 18.9% Foster Youth - ELA/Math - no data available	African American - Math-20% Students with disabilities - ELA- 15% Students with disabilities - math- 10% White students - ELA -33% White students - math -25% Hispanic students - ELA-25% Hispanic students - Math-21% Homeless students - ELA-15% Homeless students -Math-15%	African American ELA = 8.4% Decrease African American - Math = 6.8% Increase Students with disabilities ELA = 4.1% Increase Students with disabilities - Math = 9.1% Increase White students - ELA = 0.2% Increase White students - Math = 0.6% Increase Hispanic students - ELA = 4.4% increase Hispanic students - Math = 8.7% Increase Homeless students - ELA = 7.9% Increase Homeless students - Math = 13.3% Increase
1.2	iReady ELA(percent of students at or above grade level)	May 2024 All Students- 16% Low-income students - 15% English learners 7% African American students -10%	May 2025 All Students- 37% Low-income students 36-% English learners 25%	May 2026 All Students - 36% Low-income students - 36% English learners - 28%	All Students 35% Low-income students -35% English learners 25% African American students -30%	All Students - 20% Increase Low-income students - 21% Increase English learners - 21% Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with disabilities - 6% White students -16% Hispanic students -16% Homeless students - 31% Foster youth -31%	African American students -29% Students with disabilities - 21% White students - 47% Hispanic students - 36% Homeless students -36% Foster youth -36%	African American students - 30% Students with disabilities - 36% White students - 48% Hispanic students - 36% Homeless students - 36% Foster youth - 36%	Students with disabilities-15% White students- 35% Hispanic students- 35% Homeless students -40% Foster youth - 40%	African American students - 20% Increase Students with disabilities - 30% Increase White students - 32% Increase Hispanic students - 20% Increase Homeless students - 5% Increase Foster youth - 5% Increase
1.3	iReady Math (percent of students at or above grade level)	May 2024 All Students 10% Low-income students- 10% English learners -7% African American students-10% Students with disabilities-6% White students -19% Hispanic students-16% Homeless students - 31% Foster youth -31%	May 2025 All Students 27% Low-income students-27% English learners - 20% African American students-20% Students with disabilities-12% White students - 36% Hispanic students- 27% Homeless students -27% Foster youth -27%	May 2026 iReady Math All Students - 29% Low-income students - 28% English learners - 20% African American students - 20% Students with disabilities - 15% White students - 40% Hispanic students - 29% Homeless students - 28% Foster youth - 28%	All Students 30% Low-income students-30% English learners - 22% African American students-30% Students with disabilities -15% White students - 35% Hispanic students- 35% Homeless students -35% Foster youth -35%	All Students - 19% Increase Low-income students - 18% Increase English learners - 13% Increase African American students - 10% Increase Students with disabilities - 9% Increase White students - 21% Increase Hispanic students - 13% Increase Homeless students - 3% Decrease Foster Youth - 3% Decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	English Language Proficiency Assessments for California (ELPAC)	2023 46.4% progressed one level 2.9% maintained level 4 27.1% - maintained at current levels 23.6% - decreased at least one level	2024 41.5% progressed one level 6.4% maintained level 4 50.8% - maintained at current levels 7.7% - decreased at least one level	2025 34.8% progressed one level 1% maintained level 4 35.5% maintained at current levels 28.7% decreased at least one level	55% progressed one level 5% maintained level 4 35% - maintained at current levels 5% - decreased at least one level	progressed one level - 11.6% decrease maintained level 4 - 1.9% decrease maintained at current levels - 8.4% increase decreased at least one level - 5.1% increase
1.5	ELA Dashboard - Distance from grade-level standards	2023 (Red) -80.2 DFS	2024 (Orange) - 85.8 DFS	2025 (Red) - 83.4 DFS	yellow - 30 points below standard	3.2 DFS increase
1.6	Math Dashboard - Distance from Grade level standards	2023 (Yellow) -57.1 DFS	2024 (Orange) 111.9 DFS	2025 (Red) - 112.2 DFS	green - at standard	55.1 DFS increase
1.7	Percent of teachers fully credentialed and appropriately assigned	23-24 ALL 88%	24-25 ALL 83% Percent ineffective Vista - 23% Wilsona - 5% CMS - 0.1%, WSD 25% mis-assigned	25-26 ALL 74.3%	100%	13.7% Decrease
1.8	Percent of students with standards-aligned materials Williams Sufficiency of Instructional Materials	2024 100%	2025 100%	2026 100%	100%	0% no change
1.9	Implementation of State Standards- Local Indicator Self Reflection Tool	(23-24) Self Reflection Tool Recently Adopted Academic Standards	24-25 Self Reflection Tool	25-26 Self Reflection Tool	Recently Adopted Academic Standards	Academic Standards in Math increased from

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Language Arts - full implementation (4) ELD - Initial implementation (3) Math - initial implementation (3) Next Generation Science - Initial implementation (3) History/Social Science - Initial implementation (3) Instructional Materials - all areas - full implementation and sustainability (5) Policy and programs to support staff ELA, Math and History/Social Science- full implementation ELD and Next Generation Science - Initial Implementation(3) Other Adopted Academic Standards CTE, Health, PE and VAPA - initial implementation (3)	Recently Adopted Academic Standards Language Arts - full implementation (4) ELD - Initial implementation (3) Math - initial implementation (3) Next Generation Science - Initial implementation (3) History/Social Science - Initial implementation (3) Instructional Materials -all areas - full implementation and sustainability (5) Policy and programs to support staff ELA, Math and History/Social Science- full implementation ELD and Next Generation Science - Initial Implementation(3)	Recently Adopted Academic Standards Language Arts - Full implementation (4) ELD - Initial implementation (3) Math - Full implementation (4) Next Generation Science - Initial implementation (3) History/Social Science - Initial implementation (3) Instructional Materials -all areas - full implementation and sustainability (5) Policy and programs to support staff ELA, Math and History/Social Science- full implementation (4) ELD and Next Generation Science - Initial Implementation (3)	Language Arts - full implementation (5) ELD - Initial implementation (4) Math - initial implementation (4) Next Generation Science - Initial implementation (4) History/Social Science - Initial implementation (3) Instructional Materials -all areas - full implementation and sustainability (5) Policy and programs to support staff ELA, Math and History/Social Science- full implementation ELD and Next Generation Science - Initial Implementation(4) Other Adopted Academic Standards	initial to full implementation.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Other Adopted Academic Standards CTE, Health, PE and VAPA - initial implementation (3)	Other Adopted Academic Standards Health, PE and VAPA - Full implementation (4)	CTE, Health, PE and VAPA - initial implementation (4)	
1.10	Access to Broad Course of Study - Local Indicator Self Reflection Tool	2023 Self Reflection Tool Based on a review of the master schedule for the middle school - all students in grades 7-8 - have access to all core subjects and to electives; all students; all students in grade 6 have access to all core subjects and have access to CTE Paxton Patterson course (All Moderate/Severely Handicapped students are not included Based on a review of the elementary school's grade level schedules - all TK-5 grade level students have access to all core instructional standards	2024 Self Reflection Tool Based on a review of the master schedule for the middle school - all students in grades 7-8 -have access to all core subjects and to electives; all students; all students in grade 6 have access to all core subjects and have access to CTE Paxton Patterson course (All Moderate/Severely Handicapped students are not included Based on a review of the elementary school's grade level schedules - all TK-5 grade level students have access to all	2025 Self Reflection Tool Based on a review of the master schedule for the middle school - all students in grades 7-8 -have access to all core subjects and to electives; all students; all students in grade 6 have access to all core subjects. (All Moderate/Severely Handicapped students are not included Based on a review of the elementary school's grade level schedules - all TK-5 grade level students have access to all core instructional standards	Based on a review of the master schedule for the middle school - all students in grades 7-8 -have access to all core subjects and to electives; all students; all students in grade 6 have access to all core subjects and have access to CTE Paxton Patterson course (All Moderate/Severely Handicapped students are not included Based on a review of the elementary school's grade level schedules - all TK-5 grade level students have access to all core instructional standards	no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			core instructional standards			
1.11	California Science Assessment (CAST)	Spring 2023 9.81% met or exceeded standards	Spring 2024 11.61% met or exceeded standards	Spring 2025 8.6% met or exceeded standards	25% met or exceeded standards	1.2% decrease
1.12	Attendance rate (Student Information System)	2024 P2 All students - 91.8% English learners-91.12% low-income students-91.14% Foster Youth-95.23%	2025 P2 All students - 91.57% English learners-92.29% low-income students-91.57% Foster Youth-96.06%	2026 P2 All students - 92.4% English learners - 92.75% low-income students - 92.37% Foster Youth - 96.79%	P2- 94-96% All students - 94-96% English learners-94% low-income students- 94% Foster Youth-96%	All students - 0.6% Increase English learners-1.6% Increase low-income students - 1.2% Increase Foster Youth - 1.6% Increase

Goal Analysis [2025-26]

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

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

1.1: Provide fully credentialed and appropriately assigned teachers - all classrooms were provided with a teacher. Not all of the teachers were credentialed and in some cases, substitute teachers were needed to provide instruction.

1.2 Provide daily opportunities for small group instruction and student feedback- This action was implemented; two additional teachers were hired to reduce class size at Vista San Gabriel. Students received regular small group instruction primarily during ELA instruction. Many teachers are at the initial level of implementation with small group instruction. A focus on classroom management and providing appropriate grade level activities for students not receiving small group instruction was also a focus.

1.3: Provide standards aligned core instructional materials - This action was fully implemented. All students received and had access to core instructional materials in all subjects and in all grade levels including English language development included with core adopted materials.

1.4: Students will continue to have access to one to one devices and technology support - This action was implemented. All students received a one to one device in grades 1-8. Technology support was provided throughout the year. Budgeted staff were hired. Middle school students were able to use their devices both at home and school. Students needing access to the internet received hot spots. Students, parents and students needing support with devices and software access were able to receive support.

1.5: Increase middle school students' engagement - This action was partially implemented. Middle school teachers were provided with time weekly to collaborate and plan instruction. Some (departments) used this time on a consistent basis to plan to address specific students or groups of students' needs. The English department effectively used this time to ensure that all students received grade level standards instruction based on an agreed upon standards map. This department implemented common assessments with greater consistency. The math department, however, inconsistently use this time, in part because of staffing issues. The purpose of this collaboration time was to provide teachers with opportunities to review data and plan instruction that respond to students' needs while increasing the rigor to achieve grade level standards. To increase the implementation of this action, administrators will need to support and monitor specific departments.

1.6: Provide professional development on small group instruction and effective instructional strategies. This action was implemented. This year all teachers had the opportunity to attend days of professional development offered on non-student attendance days during the 25-26 school year. Professional development were, math and ELD. Included in this training teachers also were able to collaborate and learn how to effectively use data to make instructional decisions. Additionally teachers received training on "belonging" aligned with restorative practices. Another focus for training was on Universal Design for Learning. Teachers who participated in the professional development opportunities indicated that the trainings were valuable and in those classrooms there was evidence of implementation. The District continues to have some staff who do not participate in professional development, however there has been an increase in participation. Teachers provided input to the plan and some teachers led the professional development.

1.7: Provide students with transportation - This action was implemented. Transportation was provided this year for those students living in remote areas of the district. If this action was not implemented many students in the District would have no access to attending school.

1.8: Increase student engagement in grades K-5 - This action was implemented. Teachers were asked to meet and collaborate weekly to review common assessments, determine why students were or were not achieving and to determine strategies to increase student engagement in learning. This year there was growth with the implementation of this action with several grade levels including grades 1,2, and 4. Kindergarten teachers are all new teachers who are still pursuing the completion of their credential and 5th grade did not have consistent staff throughout the year. There continues to be a need for increased administrative monitoring of this action with specific grade levels as well as providing some of the teachers with some training on what and how to collaborate using specific data.

1.9: Provide instructional assistants - This action was implemented. Each grade level (K-5) received an instructional assistant to support small group instruction during reading language arts instruction. Grade level teachers shared the instructional assistant. Based on classroom walkthrough, there was an increase in small group instruction. Teachers received some training on small group instruction, the instructional aides did receive training as well.

1.10: Provide supplemental math and ELA programs. This action was fully implemented in K-5 but partially implemented grades 6-8 due to changes in staff and inconsistent use of the materials. All students received instruction using Classroom Mathematics. Teachers participated in the training that was provided to effectively use the materials. Teachers used the materials across grade levels consistently through the school year. Materials that were provided for students in grades 6-8 were published by Carnegie. In grades K-5 supplemental program in ELA with coaching and professional development was also implemented this year.

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

1.1 Qualified teachers - there is a material difference in this action due to a contractual increase in salaries and increases in benefits

1.2 Increase daily opportunities for small group instruction - there is no material difference in this action

1.3 Core instructional materials - There is a material difference in this action. Less was expended than budgeted. Supplemental materials and curriculum were used to replace out dated materials.

1.4 Technology and support)- There is a material difference in this action. Less was expended than budgeted. This action was over-budgeted. Based on a current inventory the number of devices that were needed was not as great as planned.

1.5 Increase engagement in middle school - There is a material difference in this action. There was less expended in this action due to personnel changes with current staff salary less then previous staff.

1.6 Professional Development - There is a material difference in this action. There was less expended in this action. Not all providers have submitted their invoice at the time this LCAP was completed. Several invoices are continuing to be outstanding at this time as professional development was delivered throughout the school year.

1.7 Transportation - There is no material difference in this action

1.8 Increase engagement in Elementary school - There is a material difference in this action. The was a decrease in the amount expended than budged. The employee who was originally budgeted for this position was promoted and the replacement staff received less compensation.

1.9 Instructional assistants- There is a material difference in this action. There is an increase in the expenditures from the budgeted amounts. This is due to salary increases that were implemented after the the LCAP was developed.

1.10 Supplementary materials- There is a material difference in this action. There was less expended than budgeted. The District experience a decline in enrollment. Additionally this year the district was not required to purchase full programs but rather replacement materials for student use.

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

The effectiveness of goal 1 of providing all students with an educational program that will increase academic achievement for all students was mostly effective overall. The high leverage metrics determining academic achievement in GOAL 1 were the: (1.1) California Assessment of Student Performance and Progress (CAASPP) for English Language Arts (ELA) and Math; (1.2 & 1.3) iReady Diagnostic Assessment for ELA and Math; (1.4) English Language Proficiency Assessments for California (ELPAC); (1.11) California Science Test (CAST); and 1.12 Attendance Rate. These metrics when combined showed improvements in ALL students overall and demonstrated growth in academic achievement.

Overall gains in the CAASPP for ELA and Math showed growth and increased scores for ALL students scoring proficient or above with 3.3% (ELA) and 8.4% (Math) when compared to the baseline in the 22/23 school year, despite both the ELA and Math dashboard maintaining a large distance from standards (ELA 83 points from standard and Math 112 points from standard). The overall gains made is in large part due to increases in the largest sub-groups of student populations at Wilsona School District. Low-income students make up roughly 93% of the total enrollment, and saw gains in both ELA (2.7% increase), and Math (8.7% increase). The next largest sub-group within Wilsona is Hispanic students which make-up roughly 85% of the total student enrollment, and saw gains in both ELA (4.4% increase) and Math (8.7% increase) as well. Other sub-group increases in both ELA and Math were noted in the metrics as well, with the largest gain observed by Homeless student population in both ELA (7.9% increase) and Math (13.3% increase). iReady ELA & Math showed growth and increased scores for ALL students scoring proficient or above with 20% (ELA) and 19% (Math). Both largest sub-groups of students (Low-income and Hispanic) experienced gains in both ELA and Math contributing to the overall increase in students scoring proficient. Low-income students grew 21% in ELA and 18% in Math, while Hispanic students grew 20% in ELA and 13% in Math. Other sub-group increases in both ELA and Math were noted in the metrics as well, with the largest gains observed by White students and Students with Disabilities. White students grew 32% in ELA, and 21% in Math, while Students with Disabilities grew 30% in ELA. In the ELPAC overall student achievement declined slightly. The percentage of students maintaining their current English Language (EL) level increased by 8.4%, as well as students decreasing one EL level by 5.1%. Specific identified actions in goal 1 highlight implementation barriers along with a newly adopted EL Master plan to address overall achievement of our English Learners and Long-term English Language Learner sub-groups of students. The overall achievement for the CAST tested in grades 5th and 8th grade also decreased slightly 1.2% and did not experience the overall achievement seen in both ELA and Math overall. The overall attendance rate based on metrics from the Second Principal Apportionment (P2) showed increases in the rates for ALL students attending school daily by 0.6%. These increases were due to increased percentages of the largest sub-groups of students, but targeted sub-groups in goal 1 actions focused on: EL (1.6% increase), Low-income (1.2% increase), and Foster Youth groups (1.6% increase). All three sub-groups increased attendance rates and increased time spent on their academic achievement during the school year.

Below in the actions table, individual actions within goal one highlight increases and decreases which contributed to the overall effectiveness and/or ineffectiveness in goal 1's progress.

Action #	Action Title	Contributing to increased of improved services?	Scope	Student Group	Location	Metric #	Metric title	Effectiveness or ineffectiveness
1.1	Provide fully credentialed and appropriately assigned teachers	NO			ALL	1.7	% of fully credentialed teachers	The district is fully staffed, however a large percentage of teachers are

								still not fully credentialed, and currently attending teaching credentialed programming. At the elementary school settings 60% of the staff was fully certified, and 86% were fully credentialed at the middle school. Due to the large number of teachers not fully credentialed classroom effectiveness is supplemented with additional actions to build capacity.
1.2	Provide daily opportunities for small group instruction and student feedback.	YES	School wide	Low-income students, English learners	VSG	1.2 1.3	iReady ELA and Math	Implementation of this action was partially met due to intermittent staffing vacancies during the school year. Classified and

								certificated staff participated in staff development during the school year to use best practices in small group instruction and feedback. During informal observations small group instruction was consistent in more than 50% of the classrooms. iReady scores in both ELA and Math have increased at Vista San Gabriel overall, and in the target unduplicated subgroups. In ELA Low-income students have increased 13%, and 15% in Math. English

								Learners have increased 19% in ELA and 14% in Math.
1.3	Provide standards aligned core instructional materials	NO			ALL	1.8	Williams Sufficiency of Materials	Wilsona continues to meet 100% of the students receiving standards-aligned materials.
1.4	Students will continue to have access to 1:1 devices and technology support	YES	Limited	Low-income students	ALL	1.2 1.3	iReady ELA and Math	Implementation of this action was met during the school year. Every student in Wilsona receives technology chromebooks or handheld devices to access digital adopted or supplemental curriculum and resources. iReady scores in both ELA and Math have increased Wilsona School District overall, and in the target

								unduplicated subgroups. In ELA Low-income students have increased 2%, and 8% in Math. English Learners have increased 2% in ELA and 4% in Math.
1.5	Increase middle school students' engagement	YES	School wide	Low-income students, English learners	CMS	1.1 1.2 1.3 1.12	CAASPP ELA and Math iReady ELA and Math Attendance	Implementation of this action was partially maintained during the 25/26 school year. Long-term staff vacancies occurred in the early Spring of 2026 that were not able to be refilled as of yet. Overall achievement in the CAASPP for the District has increased in both ELA and Math, however in grades 6-8th scores have mixed increases and

								declines for the target sub-groups in the identified metrics. Low-income students have increased CAASPP ELA by 4%, but declined 2.2% in CAASPP Math, 7% in iReady ELA, and 1% in iReady Math. English Learners have increased in CAASPP Math by 0.4%, and 3% in iReady Math, but declined in CAASPP ELA 1% and 2% in iReady ELA.
1.6	Provide professional development on small group instruction and effective instructional strategies.	YES	LEA	Low-income students, English learners	ALL	1.1 1.2 1.3	CAASPP ELA and Math iReady ELA and Math	Professional Development opportunities have been implemented fully during the 25/26 school year. Staff averaged roughly 80% attendance for the year in the multiple

								opportunities it was delivered. Overall ELA has increased District wide 3.1% (CAASPP ELA) and 3% (iReady ELA). Math 0.3% (CAASPP Math), and 8% (iReady Math). The target subgroups have demonstrated increases and decreases this school year. Low-income students have demonstrated increases in: CAASPP ELA 3%, CAASPP Math 1%, iReady ELA 2%, and iReady Math 8%. English Learners have shown increases in iReady ELA 2%, and iReady Math 4%, but declined in

								CAASPP ELA 0.5%, and 0.9% in CAASPP Math.
1.7	Provide students with transportation	YES	Limited	Low-income students	ALL	1.12	Attendance	Transportation services for low-income students has been fully implemented, however due to the environmental challenges of a rural area and limited staff availabilities, this action is not 100% consistently available during the school year. Despite the environmental challenges, attendance rates have improved overall and specifically improved for low-income students within Wilsona School District. Attendance

								rates for low-income students improved 1.2% when compared to the baseline in the 22/23 school year.
1.8	Increase student engagement in grade TK-5th	YES	LEA	Low-income students, English learners	VSG and WES	1.1 1.2 1.3 1.4 1.12	CAASPP ELA and Math iReady ELA and Math ELPAC Attendance	Overall achievement in ELA/Math has increased School-wide on the CAASPP and iReady. Wilsona Elementary (3rd-5th) achievement on the CAASPP has increased 3.3% in ELA, and 8.4% in Math. In the iReady there were increases overall for K-5th in both ELA (3.6%) and Math (7.1%) as well. The target subgroups have demonstrated

								increases and decreases this school year. Low-income students have demonstrated increases in: CAASPP ELA 3%, CAASPP Math 1%, iReady ELA 1.7%, and iReady Math 8.3%. English Learners have shown increases in iReady ELA 2.4%, and iReady Math 5%, but declined in CAASPP ELA 0.5%, and 0.9% in CAASPP Math. In the ELPAC overall student achievement declined slightly. The percentage of students maintaining their current English Language (EL) level increased by

								8.4%, as well as students decreasing one EL level by 5.1%. Attendance rates for both low-income students improved 1.2% and English Learners improved 1.6% when compared to the baseline in the 22/23 school year.
1.9	Provide instructional assistants	YES	LEA	Low-income students, English learners	VSG and WES	1.1 1.2	CAASPP ELA and Math iReady ELA	This action was fully implemented and mostly staffed consistently during the 25/26 school year. Overall achievement in ELA/Math has increased School-wide on the CAASPP and iReady. Wilsona Elementary (3rd-5th) achievement on the

								CAASPP has increased 3.3% in ELA, and 8.4% in Math. In the iReady there were increases overall for K-5th in both ELA (3.6%) and Math (7.1%) as well. The target subgroups have demonstrated increases and decreases this school year. Low-income students have demonstrated increases in: CAASPP ELA 3%, CAASPP Math 1%, and iReady ELA 1.7%. English Learners have shown increases in iReady ELA 2.4%, but declined in CAASPP ELA 0.5%, and 0.9% in

								CAASPP Math.
1.10	Provide supplementary MATH and ELA programs	YES	LEA	Low-income students, English learners	ALL	1.1 1.2 1.3	CAASPP ELA and Math iReady ELA and Math	This action was fully implemented during the 25/26 school year in K-5th grade, but only partially implemented in 6-8th grade. Overall achievement in ELA/Math has increased School-wide on the CAASPP and iReady. Wilsona Elementary (3rd-5th) achievement on the CAASPP has increased 3.3% in ELA, and 8.4% in Math. In the iReady there were increases overall for K-5th in both ELA (3.6%) and Math (7.1%) as well. The target

								subgroups have demonstrated increases and decreases this school year. Low-income students have demonstrated increases in: CAASPP ELA 3%, CAASPP Math 1%, iReady ELA 1.7%, and iReady Math 8.3%. English Learners have shown increases in iReady ELA 2.4%, and iReady Math 5%, but declined in CAASPP ELA 0.5%, and 0.9% in CAASPP Math.

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

A change to this goal will be the addition of action 1.11 which will reflect support for the implementation of a pre-school program for those students not eligible for TK.

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	Provide fully credentialed and appropriately assigned teachers	The District will provide a highly qualified teacher for each classroom who will be appropriately assigned to provide a high quality educational program for all students; to address the high number of teacher absences, the District has hired two permanent substitute teachers to provide coverage for staff absences. To address the shortage of staff and the retention of teachers, the District will provide mentor teachers who will provide support to new teachers. Additionally human resources will provide on-going support for staff who would like to pursue a teaching credential,	$4,725,803.00	No
1.2	Provide daily opportunities for small group instruction and student feedback	Students will receive small group instruction, receive increased and frequent feedback on their learning and have multiple opportunties to experience student to student collaboration; this will result in increased student achievement and closing of the achievement gap among low income students and English learners	$356,877.00	Yes
1.3	Provide standards aligned core instructional materials	All students will be provided with standards aligned instructional materials in all core subjects including ELD that can be accessed both at school and home.	$301,186.00	No
1.4	Students will continue to have access to one to one devices and technology support	Low income students will continue to receive one to one technology devices and classrooms will be provided with technology that will support student learning; technology will be available for all low income students to use both at home and school who financially are unable to purchase technology. Technology support and hot spots will be provided as needed.	$300,759.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Increase middle school students' engagement	The District will continue to increase the number of teachers at Challenger Middle school that will allow for daily opportunties for staff and teachers to collaborate. Collaboration will include, analyzing student data, developing differentiated lessons and determining instructional strategies to implement during instruction that will increase student engagement in learning. The focus for collaboration will be on the following student groups: Long Term English Learners (ELA , math and chronic absenteeism), African American (ELA, Math and suspensions)	$370,283.00	Yes
1.6	Provide professional development on small group instruction and effective instructional strategies.	The District will develop and implement a professional development and coaching plan that will provide in-depth training and coaching on the implementation of effective small group instruction, designing lessons to differentiate instruction based on grade level standards and using data to provide targeted progress monitoring of student learning. Staff will receive training on implementing effective professional learning communities, small group instruction and increase evidence based practices implementation for teachers and support staff through coaching support.	$242,000.00	Yes
1.7	Provide students with transportation	Transportation will be provided for low income students living in the most remote areas of the district to ensure that these students attend school regularly; additionally, to provide opportunities for these students to participate in intervention and other activities supporting social and emotional needs, a late bus will be provided.	$190,000.00	Yes
1.8	Increase student engagement in grades TK-5	Elementary teachers will be provided time (2 times per week) within the school day, to collaborate as a grade level. While teachers are collaborating students will receive additional instruction in physical education. This collaboration will impact low-income students, and English learners' academic growth and social and emotional learning by teachers having frequent opportunities to analyze data and identify areas of need specific to high-priority standards and social and emotional needs to plan learning experiences for students that will support their achievement	$267,161.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Provide instructional assistants	To address the achievement gap in English language arts among unduplicated students in grades K-5, the District will provide an instructional aide for each grade (K-5) level to allow for increased opportunties for students to receive small group instruction specifically during reading.	$367,028.00	Yes
1.10	Provide supplementary MATH/ELA programs	The District will provide supplementary math materials for grades 6-8 and ELA materials for students in grades K-8 to support the achievement gaps in math, reading and writing. the District's current core materials in ELA grades K-8 have not successfully supported students' achievement in reading and writing. Students will be provided with new core math program in grades TK-5 however students in grades 6-8 will continue to be supported with supplemental materials in math. Teachers will receive training to effectively use these materials with low income students and English learners.	$135,000.00	Yes
1.11	Provide Preschool Opportunities	The district will establish a preschool program to service students who are three years old and those 4 year old students who are not eligible for transitional kindergarten.	$281,745.10	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Implement Multi- Tiered System of Support throughout the district to address the academic, social/emotional and behavioral needs of students to reduce the achievement gap	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Current data indicates that a majority of students in the District have identified gaps in academic performance and social/emotional and behavior needs that impede academic success. Therefore the District has determined a need to provide systematic supports in each of these areas to meet students' needs support their access to rigorous academic standards.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP: Student Group Data Percent of students meeting or exceeding grade level standards	2023 All students ELA - 17.13% All students Math - 11.51% Low-income students ELA-16.38% Low Income Math - 10.67% English learners ELA-5.18% English learners Math-6.41% African American -ELA - 18.37% African American - Math -6.52%	2024 All students ELA - 17.96% All students Math - 10.81% Low-income students ELA-17.75% Low Income Math - 10.55% English learners ELA - 7.63% English learners Math - 5.5% African American - ELA - 14.04%	Spring 2025 All students ELA - 20.4% All students Math - 19.9% Low-income students ELA-19.1% Low Income Math - 19.4% English learners ELA- 6.6% English learners Math- 8.8% African American - ELA - 10%	All students ELA-35% All students Math - 20% Low-income students ELA-32% Low-Income Math -20% English learners ELA-15% English learners Math-13% African American - ELA -25% African American - Math-20%	All students ELA = 3.3% Increase All students Math = 8.4% Increase Low-income students ELA = 2.7% Increase Low-Income Math = 8.7% Increase English learners ELA = 1.4% increase English learners Math = 2.4% Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with disabilities - ELA - 6.06% Students with disabilities - math- 3.12% White students - ELA - 21.25% White students - math - 13.75% Hispanic students - ELA-15.54% Hispanic students - Math-11.71% Homeless students - ELA -8.34% Homeless students - Math-5.56% Foster - no data available	African American - Math - 20% Students with disabilities - ELA - 7.07% Students with disabilities - math - 3.03% White students - ELA - 13.2% White students - math - 14.2% Hispanic students - ELA - 18.72% Hispanic students - Math - 11.71% Homeless students - ELA - 11.51% Homeless students -Math - 12.12% Foster Youth -ELA - 18.09% Foster Youth - math - 10.97%	African American - Math - 13.3% Students with disabilities - ELA - 10.2% Students with disabilities - Math- 12.2% White students - ELA - 21.4% White students - Math - 14.3% Hispanic students - ELA- 19.9% Hispanic students - Math- 20.4% Homeless students - ELA - 16.2% Homeless students -Math- 18.9% Foster Youth - no data available	Students with disabilities - ELA- 15% Students with disabilities - math- 10% White students - ELA -33% White students - math -25% Hispanic students - ELA-25% Hispanic students - Math-21% Homeless students - ELA-15% Homeless students -Math-15%	African American ELA = 8.4% Decrease African American - Math = 6.8% Increase Students with disabilities ELA = 4.1% Increase Students with disabilities - Math = 9.1% Increase White students - ELA = 0.2% Increase White students - Math = 0.6% Increase Hispanic students - ELA = 4.4% increase Hispanic students - Math = 8.7% Increase Homeless students - ELA = 7.9% Increase Homeless students - Math = 13.3% Increase
2.2	iReady Student Group Data	April 2024 iReady Math All Students 10% Low-income students- 10% English learners -7%	May 2025 iReady Math All Students 27% Low-income students-27% English learners - 20%	May 2026 iReady Math All Students - 29% Low-income students - 28% English learners - 20%	Target 2027 iReady Math All Students 30% Low-income students-30% English learners - 22%	iReady Math All Students - 19% Low-income students - 18% English learners - 13%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American students-10% Students with disabilities-6% White students -19% Hispanic students-16% Homeless students - 31% Foster youth -31% iReady ELA All Students- 16% Low-income students - 15% English learners 7% African American students -10% Students with disabilities - 6% White students -16% Hispanic students -16% Homeless students - 31% Foster youth -31%	African American students-20% Students with disabilities-12% White students - 36% Hispanic students- 27% Homeless students -27% Foster youth -27% iReady ELA All Students- 37% Low-income students 36-% English learners 25% African American students -29% Students with disabilities - 21% White students - 47% Hispanic students - 36% Homeless students -36% Foster youth -36%	African American students - 20% Students with disabilities - 15% White students - 40% Hispanic students - 29% Homeless students - 28% Foster youth - 28% iReady ELA All Students - 36% Low-income students - 36% English learners - 28% African American students - 30% Students with disabilities - 36% White students - 48% Hispanic students - 36% Homeless students - 36% Foster youth - 36%	African American students-30% Students with disabilities -15% White students - 35% Hispanic students- 35% Homeless students -35% Foster youth -35% iReady ELA All Students 35% Low-income students -35% English learners 25% African American students -30% Students with disabilities-15% White students- 35% Hispanic students- 35% Homeless students -40% Foster youth - 40%	African American students - 10% Students with disabilities - 9% White students - 21% Hispanic students - 13% Homeless students - 3% Foster Youth - 3% iReady ELA All Students - 20% Low-income students - 21% English learners - 21% African American students - 20% Students with disabilities - 30% White students - 32% Hispanic students - 20% Homeless students - 5% Foster Youth - 5%
2.3	Reclassification Rate (CalPads)	2024 - 7%	2025 - 10.3%	2026 - 20.8%	25%	13.8% Increase
2.4	English Language Proficiency Assessments for California (ELPAC)	2023 46.4% progressed one level 2.9% maintained level 4 27.1% - maintained at current levels	2024 41.5% progressed one level 6.4% maintained level 4	2025 34.8% progressed one level 1% maintained level 4	50% progressed one level 10 % maintained level 4 25 % - maintained at current levels	progressed one level - 11.6% decrease maintained level 4 - 1.9% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		23.6% - decreased at least one level	50.8% - maintained at current levels 7.7% - decreased at least one level	35.5% maintained at current levels 28.7% decreased at least one level	15 % - decreased at least one level	maintained at current levels - 8.4% increase decreased at least one level - 5.1% increase
2.5	English Learner Progress Dashboard	2023 Green (49.3% making progress toward English proficiency)	2024 "Yellow" - 47.5% making progress toward English proficiency	2025 "Red" - 35.5% making progress toward English proficiency	55%	13.8% decrease
2.6	Daily Attendance Rate (Student Information System)(P2)	2024 P2- 90.4% (all students) African American - 90.4% Foster Youth -90.7% White students -90.4% English learners - 90.2% Low income - 90.37% Homeless - 88.9% Hispanic -90.46% Students with disabilities - 89.17%	2025 P2 91.98% (all students) African American - 90.07% Foster Youth - 96.06% White students - 91.57% English learners - 92.29% Low income - 91.84% Homeless - 92.34% Hispanic - 92.11% Students with disabilities - 90.48%	2026 P2 92.4% (all students) African American - 90.7% Foster Youth - 96.8% White students - 94.3% English learners - 92.8% Low income - 92.4% Homeless - 93.1% Hispanic - 93% Students with disabilities - 91%	P2- 94-96% all students - 93-95% African American - 93-95%% Foster Youth -93-95% White students - 93-95%% English learners - 93-95% Low Income - 93-95% Homeless - 90-92% Hispanic - 93-95% students with disabilities - 90 - 92%	ALL students 2% increase African American - 0.3% increase Foster Youth - 6.1% increase White students - 3.9% increase English learners - 2.6% increase Low income - 2% increase Homeless - 4.2% increase Hispanic - 2.5% increase Students with disabilities - 1.8% increase
2.7	SEL screener(Sown to Grow) and (Behavior and Emotional Screener System) (Scale 1-5)	May 2025 (established baseline) Scale 1-5 Sense of Belonging (2.5) Self-awareness (2.75)	n/a	May 2026 Scale 1-5 Sense of Belonging (2.75) Self-awareness (2.75)	Sense of Belonging (3) Self-awareness (3) Self-management (3) Social awareness (3)	Sense of Belonging (0.25 increase) Self-awareness (no change) Self-management (0.2 increase)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Self-management (2.6) Social awareness (2.75) Responsible decision-making (2.6) Relationship skills (2.5) Combined scores by student group ALL - 2.5 African Am - 2.4 EL - 2.5 Low-income - 2.5 SWD - 2.5 Foster - 3.15		Self-management (2.8) Social awareness (2.8) Responsible decision-making (2.75) Relationship skills (2.6) Combined scores by student group ALL - 2.75 African Am - 2.5 EL - 2.75 Low-income - 2.75 SWD - 2.75 Foster - 3	Responsible decision-making (3) Relationship skills (3) Combined scores by student group ALL - 3 African Am - 3 EL - 3 Low-income - 3 SWD - 3 Foster - 3.5	Social awareness (0.05 increase) Responsible decision-making (0.15 increase) Relationship skills (0.1 increase) Combined scores by student group ALL - (0.25 increase) African Am - (0.1 increase) EL - (0.25 increase) Low-income - (0.25 increase) SWD - (0.25 increase) Foster - (0.15 decrease)
2.8	Chronic Absentee Rate(Student Information System) (P2)	2024 P2 All students - 35.04% English learners- 35.32% low-income students- 36.78% Foster Youth- 33.32% African American students-38.18% White students-37.1%	2025 P2 All students - 29.34% English learners- 27.30% low-income students- 28.05% Foster Youth- 6.25% African American students- 35.48% White students- 28.43%	2026 P2 All students - 24.1% English learners- 21.1% low-income students- 24.7% Foster Youth- 0% African American students- 33.8% White students- 16%	P2 All students - 25% English learners- 25% Low-income students- 25% Foster Youth-28% African American students -25% White students- 25%	All students - 10.9% decrease English learners- 14.2% decrease low-income students- 12.1% decrease Foster Youth- 33.3% decrease African American students- 4.4% decrease White students- 21.1% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	middle school drop out rate(data quest)	0 (local data)	0 (local data)	0 (local data)	0 (local data)	no change
2.10	Chronic absentee dashboard	2023 Yellow (36.4% chronically absent)	2024 Red - 37.4%	2025 YELLOW - 32.9%	25%	3.5% decrease
2.11	Suspension rate (CalPads)	2024 All students - 5.46% low income students - 5.41% foster youth -20% English learners -5.43% African American - 12.6% Hispanic -5.02% Homeless-4.83% Students with Disabilities -8.05% White-2.86%	2025 All students - 3.53% low income students -3.43% foster youth - 17.64% English learners - 2.18% African American - 8.91% Hispanic -2.62% Homeless-5.58% Students with Disabilities -4.26% White-7.77%	2026 All students - 5.2% low income students - 5.2% foster youth - 0% English learners - 5.8% African American - 13.3% Hispanic - 4.5% Homeless - 3% Students with Disabilities - 4.8% White - 8.4%	All students - 3% low-income students -3% foster youth -10% English learners - 3% African American - 4% Hispanic -3% Homeless-3% Students with Disabilities -5% White-2%	All students - 0.3% decrease low income students - 0.2% decrease foster youth - 20% decrease English learners - 0.4% increase African American - 0.7% increase Hispanic - 0.5% decrease Homeless - 1.8% decrease Students with Disabilities - 3.25% decrease White - 5.5% increase
2.12	Youth Truth Survey Students (Safety, Engagement, Culture, Relationships)	School Safety - 47.8% Culture-24% Engagement 42% Relationships-29%	*note: Vista has TK-2nd grades (no data) now data is from WES (grades 3-5) School Safety - 48.5% CMS - 36% WES - 61% Culture - 48.9%	*note: Vista has TK-2nd grades (no data) now data is from WES (grades 3-5) School Safety - 56% CMS - 58% WES - 54% Culture - 28.5%	School Safety - 60% Culture-35% Engagement -50% Relationships-40%	School Safety - 8.2% increase Culture - 4.5% increase Engagement - 21% increase Relationships - 18% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			CMS - 54.4 WES - 43.4 Engagement 56.8% CMS - 59% WES - 54.6% Relationships 57% CMS - 60.6% WES - 53.4%	CMS - 27% WES - 30% Engagement 63% CMS - 35% WES - 91% Relationships 47% CMS - 41% WES - 53%		

Goal Analysis [2025-26]

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

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

2.1: Provide Students with academic intervention in English language arts and math in grades K-5 - This action was nearly fully implemented; The District's plan was to have five intervention teachers, two at each elementary school, and one at the Middle school. 4 out of the 5 FTE teacher positions were hired (fully staffed at the elementary levels, and the Middle School position was unfiled). The intervention program that was implemented served students at Vista (grades TK-2) to prevent learning gaps from occurring in both ELA and math and at Wilsona Elementary (grades 3-5) for students experiencing achievement gaps focusing on language arts. The lack of the secondary intervention teacher limited the implementation of the intervention programming at the middle school. At TK - grade 5 the intervention teachers provided tier 2 and 3 level support in both math and ELA using a variety of evidence of based programs. Additionally they regularly collaborated with grade level classroom teachers to review and monitoring data in 6-8 week cycles. The challenges in implementing an intervention program at both schools has been in creating a master schedule that was conducive to having an intervention program, therefore it was challenging to have adequate flexibility to address the multiple student needs. The most important success is the growth of the student groups in both ELA and math as measured by iReady Diagnostic Assessment.

2.2: Provide services to students to support social/emotional needs - This action was implemented fully. SEL services were provided by an SEL specialist, counselors and social worker. One of the challenges this year with the implementation of this action was fully implementing Sown to Grow, as there was an inconsistent implementation of the platform usage at the middle school level. The District anticipated using BESS , however it was inconsistently used as a Tier II tool and not administered consistently in the process. Parents, in particular, have continued to be grateful for the SEL services.

2.3: Ensure students have access to timely and relevant academic, behavior and social/emotional support. This action was partially implemented. Due to continued challenges finding staff to fill the TOSA or coordinator position this position was never filled as plan. Support

for Educational Services was provided through contracts. Contracts included support for conducting walkthroughs to ensure implementation of programs and services.

2.4: Increase school engagement and attendance for students in grades 6-8 - This action was fully implemented. Students at the middle school received a variety of non-academic classes to increase engagement. Challenger Middle School has been consistently implementing these classes, and based on student feedback, there will be an increase in sections in the 26/27 school year for newly added non-academic classes added during the 25/26 school year.

2.5: Provide Multi- tiered System of Support throughout the District - This action was implemented. Supports for implementing a multi-tiered system of support including teacher leaders support and software for assessment and data were implemented. At the elementary level, the focus for MTSS at tiers 2 and 3 have focused on academics, especially in reading. At the middle school the focus of MTSS implementation has been in the social/emotional and behavior tiered support with the on-going implementation of restorative practices and an SEL Center. The District has a positive results from the implementation of Capturing Kids Hearts at the elementary school levels and will continue to focus on this pedagogy for the 26/27 school year.

2.6: Support for health and social/emotional support to increase attendance - This action was implemented. Three Health and Attendance Clerks were assigned to each school, two LVNS and two psychologists provided services district wide. During the 25/26 school year the roles of the H/A Clerks were specifically defined and implemented to have a greater focus on attendance, which resulted in gains in attendance rates and declines in chronic absenteeism. The continued challenge is building or rebuilding capacity of staff as new employees take openings that occurred during the 25/26 school year and likely will occur during the 26/27 school year due to the transient pattern of staff turnover.

2.8: Services for English Learners - This action was fully implemented. Bilingual aides were fully staffed and provided to support English learners at all schools. English learners received support in their core academic classes as well as providing direct instructional support in preparing for the ELPAC. Successes can be attributed to have adequate staff to serve students' needs. Students were able to received service time for students as well as differentiate instruction for English learners based on their language proficiency levels. iReady scores for English learners in math and ELA demonstrated increases in proficiency. ELD instruction at the middle school was more targeted and consistent. The challenge that continues is is the appropriate implementation of integrated English language development and for some of our newer teachers implementing designated ELD on a consistent basis.

2.11: Provide support for students identified as long term English learners. - This action was fully implemented. A multi week EL Boot Camp and intervention was provided for Long Term English learners. This year EL Boot camp was offered at all three schools and was well attended. Reclassification rates TBD. Challenges for our Long term English learners continue to be in meeting their academic and language needs consistently at the middle school. Middle school LTEL students continue to not attend the boot camp in as great a number as the elementary school level.

2.12: Provide support to African American students - This action was fully implemented through contracted services. African American students were able to participate in multiple extra curricular activities that included a focus on college and career readiness and students were able to meet with innovative and influential African American leaders. This action continues to be highly supported by students and families served by this action

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.

2.1 Academic Intervention - There is a material difference in this action. There is a decrease in the expenditures from what was budgeted. Due to declining enrollment numbers there was less instructional materials that were purchased to support this action than initially budgeted.

2.2 SEL support There is no material difference in this action.

2.3 Support to ensure students receive services - There is a material difference in this action. Less funds were expended than budgeted. The District did not hire personnel for the entire year that is included in this action. One of the staff that is included in this action has been charged to goal 5 using other funds.

2.4 Engagement for students in grades 6-8 - There is no material difference in this action.

2.5 MTSS - There is a material difference in this action. There is an increase in expenditures than budgeted. This is due to increased negotiated salary agreements.

2.6 Support for health and social emotional needs - There is a material difference in this action. There was more expended than budgeted in this action. This action was under-budgeted to reflect the costs of three employees salary and benefits

2.8 - Services for English Learners - There is no material difference in this action.

2.11 - Support for Long-Term English learners - There is a material difference in this action. Although the action was fully implemented, the services were provided differently than initially planned.

2.12 Support for African American Students - There is a material difference in this action. There was more expended than budgeted. Additional services were provided to students that were not originally budgeted.

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

The effectiveness of goal 2 on Implementing a Multi-Tiered System of Support (MTSS) throughout the district to address: academic, social/emotional, and behavioral needs of students to reduce the achievement gap was largely shown to be effective due to the following high leverage metric domains: academic domain [2.1 California Assessment of Student Performance and Progress (CAASPP) for English Language Arts (ELA) and Math; 2.2 iReady Diagnostic Assessment for ELA and Math; and 2.4 English Language Proficiency Assessments for California (ELPAC)], social/emotional domain [2.6 Attendance Rate, 2.8 Chronic Absenteeism Rate, and 2.12 YouthTruth Survey for Students 3rd-8th grade], and behavioral domain [2.11 Suspension Rate]. These metrics when combined showed improvements in ALL students overall and demonstrated growth in academic achievement, reductions in chronic behavioral concerns, significant improvements in student attendance and student perceptions of the school settings.

In the academic domain, overall improvements of ALL students and targeted subgroups were evident by gains in academic indicators listed in the metrics table. CAASPP ELA and Math improved overall by 3.3% and 8.4% respectively. iReady ELA and Math had double digit growth overall as well with 20% and 19% growth respectively. While significant work was done during the 25/26 school year in the area of English Language Development, 24/25 scores had an increased percentage of students maintaining their EL level 8.4% more, as well as increased number of students decreasing an EL level 5.1% more. Target subgroups (Low-income (LI) and English Learners(EL)) experienced similar positive academic gains as well. LI students grew: 2.7% in CAASPP ELA, 8.4% in CAASPP Math, 21% in iReady ELA, and 18% in iReady Math. EL students grew: 1.4% in CAASPP ELA, 2.4% in CAASPP Math, 21% in iReady ELA, and 13% in iReady Math.

In the social/emotional domain, overall improvements of ALL students and targeted subgroups were evident by gains in social/emotional indicators listed in the metrics table. The attendance rate for ALL students improved by 2%, in large part due to improvements with the largest subgroup in Wilsona School District along with all other subgroups as well. No single subgroup group experienced declines in their overall attendance rates during the 25/26 school year. This overall improvement also was observed in the Chronic Absenteeism rate declines as well. Overall there was a 10.9% reduction in students identified as chronically absent. All subgroups declined their percentages in Wilsona. The improvements were also supported with increased scores in student perceptions. Overall there were significant improvements with student perceptions in: student culture on school campuses (4.5% increase), safety of the school setting (8.2% increase), student engagement in school (19% increase), and student relationships with other students and staff (18% increase). Targeted subgroups (Low-Income, English Learners, and Foster Youth) in the goal 2 actions also experienced improvements in the social emotional domain. Low-income students improved their attendance rates by 2%, and declines in chronic absenteeism by 12.1%. English Learns also experienced similar improvements in attendance rates 2.6% increase, and a decline of 14.2% in chronic absenteeism. Foster Youth student data due to the small number of students varies significantly from year to year. The transient nature of this subgroup changes nearly entirely from one school year to the next. The improvements during the 25/26 school year were as follows: increase in attendance rate of 6.1%, and a decline of 33.3% in chronic absenteeism.

In the behavioral domain, overall improvements of ALL students and targeted subgroups were evident by declines in the behavioral indicators listed in the metrics table. The suspension rate for ALL students decline slightly by 0.3%, in large part due to the overall decline of the largest subgroup in Wilsona School District along with most other subgroups as well. Wilsona has also historically maintained 0 student expulsions and middle school drop-outs as well. Targeted subgroups identified in goal 2 actions were: low-income students, English learners, and foster youth. All three subgroups slightly declined suspension rates during the 25/26 school year: low-income students declined by 0.2%, English learners declined by 0.4%, and foster youth declined significantly by 20%.

Below in the actions table, individual actions within goal one highlight increases and decreases which contributed to the overall effectiveness and/or ineffectiveness in goal 2's progress.

Action #	Action Title	Contributing to increased of improved services?	Scope	Student Group	Location	Metric #	Metric title	Effectiveness or ineffectiveness

2.1	Provide students with academic intervention in English Language Arts and Math in grades K-8th	YES	LEA	Low-income students, English learners	ALL	2.2	iReady ELA iReady Math	This action was fully implemented and mostly staffed consistently during the 25/26 school year. Both Vista San Gabriel and Wilsona Elementary was fully staffed with intervention support teams, while Challenger Middle School was not. Overall achievement in ELA/Math has increased District-wide on the CAASPP and iReady. CAASPP scores improved 3.3% in ELA, and 8.4% in Math. In the iReady there were increases overall for K-5th in both

								ELA (3.6%) and Math (7.1%), while 6-8th grade experienced less gains in large part to not having additional intervention supports available (ELA -6%, and MATH -1%). The target subgroups have demonstrated different levels of growth where there were and were not consistent intervention supports. K-5th grade Low-income students have demonstrated increases in: CAASPP ELA 3%, CAASPP Math 1%, iReady ELA 1.7%, and iReady Math 8.3%. English Learners have shown

								increases in iReady ELA 2.4%, and iReady Math 5%, but declined in CAASPP ELA 0.5%, and 0.9% in CAASPP Math. 6-8th grade Low-income students have demonstrated increases in: CAASPP ELA 3%, and CAASPP Math 0.9%, but declines iReady ELA 8%, and iReady Math 1%. English Learners have shown declines in CAASPP ELA 0.5%, CAASPP Math 0.9%, iReady ELA 2%, but increased iReady Math 1%.
2.2	Provide services to students to	YES	LEA	Low-income students, Foster Youth	ALL	2.6 2.7 2.8	Attendance SEL/BESS Screener	This action was fully implemented

	support social/emotional needs						Chronic Absenteeism	and consistently staffed during the 25/26 school year. Attendance rates have improved overall and specifically improved for low-income and foster youth students within Wilsona School District. Chronic Absenteeism and Attendance rates for low-income students improved (1.2% attn rate, 12.1% chronic abs), and foster youth improved (6.1% attn rate, 33.3% chronic abs) when compared to the baseline in the 22/23 school year. SEL screener

								metrics improved slightly as well in all domain areas with .1 to .25 point increases.
2.3	Ensure students have access to timely and relevant academic, behavior and social/emotional support	YES	LEA	Low-income students, English learners, Foster Youth	ALL	2.4 2.6 2.8 2.9 2.11	ELPAC Attendance Chronic Absenteeism Middle School dropout rate Suspension Rate	This action was fully implemented and consistently staffed during the 25/26 school year. Both Attendance rates and Chronic Absenteeism rates improved overall and specifically improved for low-income, English learners and foster youth students within Wilsona School District. Chronic Absenteeism and Attendance rates for low-income students

								improved (1.2% attn rate, 12.1% chronic abs), English Learners (2.6% attn rate, 14.2% chronic abs) and foster youth improved (6.1% attn rate, 33.3% chronic abs) when compared to the baseline in the 22/23 school year. Suspension Rates also declined slightly overall and within subgroups as well: ALL 0.3% decline, LI 0.2%, EL 0.4%, and FY 20%). Middle School dropout rates maintained at 0 for the school year. In the ELPAC overall student achievement declined

								slightly. The percentage of students maintaining their current English Language (EL) level increased by 8.4%, as well as students decreasing one EL level by 5.1%.
2.4	Increase school engagement and attendance for students in grades 6-8th	YES	School wide	Low-income students, Foster Youth	CMS	2.6 2.8 2.12	Attendance Chronic Absenteeism YouthTruth Survey	This action was fully implemented and consistently staffed during the 25/26 school year. Both Attendance rates and Chronic Absenteeism rates improved overall and specifically improved for low-income, English learners and foster youth students within Challenger Middle

								School. Chronic Absenteeism and Attendance rates for low-income students improved (1.2% attn rate, 12.1% chronic abs), English Learners (2.6% attn rate, 14.2% chronic abs) and foster youth improved (6.1% attn rate, 33.3% chronic abs) when compared to the baseline in the 22/23 school year. Student YouthTruth survey data in 6-8th grade also highlighted increases in students' positive perceptions around the four domains:

								School Safety 10.2% increase, Culture 3% increase, Relationships 12% increase, but in Engagement there was a 7% decrease.
2.5	Provide Multi-tiered system of support throughout the District	YES	LEA	Low-income students, English learners, Foster Youth	ALL	2.2 2.4 2.6 2.8	iReady ELA iReady Math ELPAC Attendance Chronic Absenteeism	This action was fully implemented and consistently staffed during the 25/26 school year. Both Attendance rates and Chronic Absenteeism rates improved overall and specifically improved for low-income, English learners and foster youth students within the District. Chronic Absenteeism and Attendance

								rates for low-income students improved (1.2% attn rate, 12.1% chronic abs), English Learners (2.6% attn rate, 14.2% chronic abs) and foster youth improved (6.1% attn rate, 33.3% chronic abs) when compared to the baseline in the 22/23 school year. In the ELPAC overall student achievement declined slightly. The percentage of students maintaining their current English Language (EL) level increased by 8.4%, as well as students decreasing one EL level

								by 5.1%. Overall achievement in ELA/Math has increased District-wide on the iReady. iReady scores increased overall for in both ELA (20%) and Math (19%)
2.6	Support for health and social/emotional support to increase attendance	YES	LEA	Low-income students, Foster Youth	ALL	2.6 2.8	Attendance Chronic Absenteeism	This action was fully implemented and consistently staffed during the 25/26 school year. Both Attendance rates and Chronic Absenteeism rates improved overall and specifically improved for low-income, and foster youth students within the District. Chronic Absenteeism and Attendance

								rates for low-income students improved (1.2% attn rate, 12.1% chronic abs), and foster youth improved (6.1% attn rate, 33.3% chronic abs) when compared to the baseline in the 22/23 school year.
2.8	Services for English Learners	YES	Limited	English learners	ALL	2.1 2.2 2.3 2.4	CAASPP ELA/Math iReady ELA iReady Math Reclassification Rate ELPAC	This action was fully implemented and consistently staffed during the 25/26 school year. All academic domain indicators demonstrated slight growth overall and within subgroups. While the English Learner Master Plan was modified and updated

								within the 25/26 school year, previous data prompted changes to the overall approaches to support EL students. The percentage of students maintaining their current English Language (EL) level increased by 8.4%, as well as students decreasing one EL level by 5.1%. The reclassificatio n rate also improved by roughly 14%.
2.11	Provide support for students identified as long-term English learners	NO						
2.12	Provide support to African American students	NO			ALL			

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.

Current actions in this goal have not changed; the numbering of the actions have changed beginning with action 2.7. 2.7 (previously 2.8), 2.8 (previously 2.11), and 2.9 (previously 2.12).

Metric 2.4 baseline was adjusted to accurately reflect the correct data.

GOAL 2, ACTION 10 - this is a new action providing extended learning opportunities (both intervention and enrichment) and social/emotional support during the summer.

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	Provide Students with academic intervention in English language arts and math in grades K-8	Low income students and English learners in grades K-8 who have been identified as having significant learning gaps in math and English language arts based on iReady diagnostic assessments, will receive targeted intervention; intervention teachers will work collaboratively with classroom teachers to provide more intensive intervention for students using evidence based programs in a small group setting to close the achievement gap.	$630,803.00	Yes
2.2	Provide services to students to support social/emotional needs	Low income students and foster youth in grades K-8 will receive services from school counselors, a school social worker, an SEL Learning Specialist and other contracted services to provide different levels of support to address the social and emotional needs of students. Staff will continue to receive professional development to support the social/emotional and behavioral needs of students.	$673,000.00	Yes
2.3	Ensure students have access to timely and relevant academic, behavior	One assistant principal, specific classified staff and a contracted consultant will ensure that a multi-tiered system of support will be implemented at each school; Staff will monitor the implementation of the programs and services based on established agreements. Staff will conduct walkthroughs and review data on a scheduled basis based on the program/service	$381,419.00	Yes

Action #	Title	Description	Total Funds	Contributing
	and social/emotional support	offered. These will include programs that support academic, behavior and social/emotional needs of unduplicated students.		
2.4	Increase school engagement and attendance for students in grades 6-8	Additional classes will be offered at Challenger Middle School to increase student engagement; these classes will include, art, music, college and career readiness.	$448,406.00	Yes
2.5	Provide Multi- tiered System of Support throughout the District	The District will empower leadership teams at both the school and district levels to create and implement a process for analyzing data, determine high priority needs and make recommendations related to decisions that impact identified unduplicated students. Providing leadership teams (teachers, support staff and administrators) who will collaborate in making decisions about the successful implementation of MTSS, will provide improved services to identified unduplicated students that will ensure that academic, behavioral and social/emotional programs and services are meeting their needs and that modifications to programs and services are made to respond as quickly a possible to identified students' needs. All students will receive one additional hour of instruction weekly to provide academic support for students. At the elementary level, students will receive this support with one additional hour added to one day a week. At the middle school, each instructional period will be extended on the weekly minimum day.	$1,190,000.00	Yes
2.6	Support for health and social/emotional support to increase attendance	As part of the implementation of Multi-tiered System of Support, school psychologists will provide social/emotional and behavioral support at each school specifically for low income students, foster youth and English learners experiencing trauma that specifically impacts their school attendance and behavior. Students will be identified using multiple data sources along with the implementation of a specific referral process; as part of the overall system of support psychologists will develop and	$316,243.00	Yes

Action #	Title	Description	Total Funds	Contributing
		implement behavior support plans, provide individual counseling and work with counselors to implement social and emotional learning groups. The Attendance/Health clerk will have primary responsibility for monitoring and following up on student attendance including chronic absentee. These clerks will monitor, on a weekly basis the Attention to Attendance reports and will provide follow up with parents, support the School Attendance Review Teams and work with the parent/community liaisons to conduct parent outreach.		
2.7	Services for English Learners	Site ELD coordinators, under the direction of the principal and District administration, will provide professional development on a monthly basis to all staff. Professional development will include training on integrated English language development strategies and to continue to develop staff's understanding of the EL Roadmap. Bilingual aides will be provided to support students during ELD instruction; students can be grouped based on their language fluency will be provided with extra support. Additionally, the bilingual aides will provide those students with limited English proficiency with support in accessing their core instruction which is provided in English. Software (Ellevation) will be purchased to support the management of data for English learners to improve the coordination and implementation of services.	$243,108.00	Yes
2.8	Provide support for students identified as long term English learners.	Based on a review of long-term English learners and students at risk to become long term English learners data, the majority of students who are identified in these categories are performing below grade level on CAASPP and other local academic measures in reading and math. In grades 4 and 5, these students will receive additional support in reading and math provided by intervention teachers in the Learning Center. Long-term English learners at the middle school will receive academic tutoring in math and/or language arts. Students who are not making progress in language acquisition will receive additional targeted English language instruction.	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Long-term English learners at the middle school will receive priority for attending the ELPAC Boot Camp,that will be designed to prepare students for successfully taking this assessment. As part of the professional development provided for staff every month, staff will receive professional development quarterly on specific strategies to address long-term English learners, Implementing accountable talk structures will be a focus to raise the level of oral language rigor. and use of academic vocabulary will support LTELs with improvement in the area of writing.		
2.9	Provide support to African American students	In addition to services that are being provided for low income students and all students in the Wilsona School District, African American students will also receive specific academic and social/emotional support to address needs that have been identified for this student group. These services include priority for tutoring, student and family support by the District's social worker and parent outreach to African American families.	$30,000.00	No
2.10	Provide academic, social/emotional and enrichment opportuntieis	Based on a review of academic, social emotional and behavior data as well feedback from Educational Partners, there is a need to provide students throughout the district with extended opportunties for learning, emotional support and enrichment opportunties. These extended opportunties will be provided during the summer when students have continued needs to receive instructional support and enrichment.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide a safe and secure learning environment that supports student connectedness and engagement in school	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The Wilsona School District highly values the need to provide a safe and positive school climate that encourages student achievement through students being engaged and connected to their peers and the staff at each school. Encouraging excellent attendance, positive behavior among students and the resources to ensure schools are safe, clean and well operated are among the actions found in this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Suspension Rate (CalPads)	2024 All students - 5.46% low income students - 5.41% foster youth -20% English learners -5.43% African American - 12.6% Hispanic -5.02% Homeless-4.83% Students with Disabilities -8.05% White-2.86%	2025 All students - 3.53% low income students -3.43% foster youth - 17.64% English learners - 2.18% African American - 8.91% Hispanic -5.02 2.62% Homeless-5.58% Students with Disabilities -4.26%	2026 All students - 5.2% low-income students - 5.2% foster youth - 0% English learners - 5.8% African American - 13.3% Hispanic - 4.5% Homeless- 3% Students with Disabilities - 4.8% White - 8.4%	All students - 3% low-income students -3% foster youth -10% English learners - 3% African American - 4% Hispanic -3% Homeless-3% Students with Disabilities -5% White-2%	All students - 0.3% decrease low income students - 0.2% decrease foster youth - 20% decrease English learners - 0.4% increase African American - 0.7% increase Hispanic - 0.5% decrease Homeless - 1.8% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			White-7.77%			Students with Disabilities - 3.25% decrease White - 5.5% increase
3.2	Suspension Dashboard	CDE Dashboard - suspension (2023) All students - red - 7.4% SWD - red - 12.1% AA - red - 14.1% White - red - 9.6% Foster - red - 18.9% EL - red - 8.1% SED - 7.5% Hispanic - 6.6% Homeless - 8.9% Mixed Race - 10.8%	CDE Dashboard - suspension (2024) All students - red - 5.6% SWD - yellow - 7.7% AA - red - 14.3% White - green - 2.8% Foster - orange - 11.1% EL - yellow - 5.3% SED - Yellow - 5.3% Hispanic -yellow - 5.1% Homeless -yellow- 5.3% Mixed Race - 3.6%	CDE Dashboard - suspension (2025) All students - yellow - 4.1% SWD - yellow - 4.9% AA - orange - 12.7% White - red - 8.6% Foster - red - 12.5% EL - green - 3% SED - yellow - 4.2% Hispanic - green - 2.9% Homeless - orange - 6% Mixed Race -no performance information was provided on the Dashboard	CDE Dashboard - suspension - yellow All students -3% SWD -6% AA - 5% White - 4% Foster - 7% EL - 4% SED - 4% Hispanic - 3% Homeless - 4% Mixed Race - 5%	All students - 3.3% decrease Students with Disabilities - 7.2% decrease African American - 1.4% decrease White - 1% decrease foster youth - 6.4% decrease English learners - 5.1% decrease low-income students - 3.3% decrease Hispanic - 3.7% decrease Homeless - 2.9% decrease Mixed Race - n/a
3.3	Expulsion Rate (Data Quest)	0 - 2023	0 - 2024	0 - 2025	0	no change
3.4	Chronic absentee rate (Student Information System)	2024 P2 All students - 35.04% English learners- 35.32% low-income students- 36.78% Foster Youth- 33.32%	2025 P2 All students - 29.34% English learners- 27.30% low-income students- 28.05%	2026 P2 All students - 24.14% English learners- 21.07% low-income students- 24.69%	P2 All students - 25% Foster Youth-25% Low-income students- 25% Foster Youth-28%	All students - 10.9% decrease English learners - 14.2% decrease Low-income students - 12.1% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American students-38.18% White students-37.1%	Foster Youth-6.25% African American students-35.48% White students - 28.43%	Foster Youth- 0% African American students- 33.82% White students - 15.95%	African American students -25% White students-25%	Foster Youth - 33.3% decrease African American students - 4.4% decrease White students - 21.1% decrease
3.5	Chronic Absenteeism Dashboard	CDE Dashboard -2023 All students - yellow - 36.4% SWD - yellow 43.1% AA - red - 50% Foster - red -32.3%	CDE Dashboard - 2024 All students -36.4 % SWD -43.1 % AA - 50% Foster -32.3%	CDE Dashboard - 2025 All students - yellow - 32.9% SWD - yellow - 35.8% AA - red- 37.9% Foster - yellow - 18.5%	CDE Dashboard - green All students - 25% SWD -20% AA - 20% Foster - 25	All students - 3.5% decrease SWD - 7.3% decrease AA - 12.1% decline Foster - 13.8% decline
3.6	Attendance Rate (Student Information System)	2024 P2- 90.4% (all students) African American - 90.4% Foster Youth -90.7% White students -90.4% English learners - 90.2% Low income - 90.37% Homeless - 88.9% Hispanic -90.46% Students with disabilities - 89.17%	2025 P2 91.57%% (all students) African American - % Foster Youth - 96.06% White students -% English learners - 92.29% Low income - 91.57% Homeless -92.34 % Hispanic -92.11% Students with disabilities - 90.48%	2026 P2 92.4% (all students) African American - 90.7% Foster Youth - 96.8% White students - 94.3% English learners - 92.8% Low income - 92.4% Homeless - 93.1% Hispanic - 93% Students with disabilities - 91%	P2- all students - 93-95% African American - 93-95%% Foster Youth -93-95% White students - 93-95%% English learners - 93-95% Low Income - 93-95% Homeless - 90-92% Hispanic - 93-95% students with disabilities - 90 - 92%	ALL students 2% increase African American - 0.3% increase Foster Youth - 6.1% increase White students - 3.9% increase English learners - 2.6% increase Low income - 2% increase Homeless - 4.2% increase Hispanic - 2.5% increase Students with disabilities - 1.8% increase
3.7	Youth Truth Survey Students	School Safety - 47.8% Culture-24%	*note: Vista has TK-2nd grades (no	*note: Vista has TK-2nd grades (no	School Safety - 60%	School Safety - 8.2% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Safety, Engagement, Culture, Relationships)	Engagement 42% Relationships-29%	data) now data is from WES (grades 3-5) School Safety - 48.5% CMS - 36% WES - 61% Culture - 48.9% CMS - 54.4 WES - 43.4 Engagement 56.8% CMS - 59% WES - 54.6% Relationships 57% CMS - 60.6% WES - 53.4%	data) now data is from WES (grades 3-5) School Safety - 56% CMS - 58% WES - 54% Culture - 28.5% CMS - 27% WES - 30% Engagement 63% CMS - 35% WES - 91% Relationships 47% CMS - 41% WES - 53%	Culture-35% Engagement -50% Relationships-40%	Culture - 4.5% increase Engagement - 21% increase Relationships - 18% increase
3.8	Youth Truth Survey Staff (Safety, Engagement, Culture, Relationships)	Culture -3% Engagement -22% School safety-9% Relationships-27%	Culture -63.13% Engagement - 73.6% School safety- 67.73% Relationships- 73.01%	Culture - 55.7% Engagement - 77% School safety- 44.3% Relationships- 52.3%	Culture - 25% Engagement-40% School safety 20% Relationships - 40%	Culture - 52.7% increase Engagement - 55% increase School safety - 35.3% increase Relationships - 25.3% increase
3.9	Facilities (Facilities Inspection Tool) FIT	Good repair - Baseline will be determined (report not currently available 100% in good repair in 2023)	Good repair - Baseline will be determined	excellent repair	excellent Repair	increase
3.10	Office Discipline Referrals (Power School)	To be established in the 24/25 school year (Spring 2025)	Spring 2025 LEA - 1161 occurrences	Spring 2026 LEA - 1343 occurrences	CMS -350 occurrences 100 ALL students	LEA - 182 more occurrences

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All students Foster Youth Low-income students	CMS -719 occurrences 165 ALL students 120 Low income 3 Foster youth WES - 85 occurrences 34 ALL students 27 low income 1 Foster youth VSG - 357 occurrences 295 ALL students OTHER Student group data unavailable	CMS - 980 occurrences OTHER Student group data unavailable WES - 136 occurrences OTHER Student group data unavailable VSG - 227 occurrences OTHER Student group data unavailable	60 Low income 1 Foster youth WES - 45 occurrences 20 ALL students 15 low income 1 Foster youth VSG - 150 occurrences 100 ALL students	CMS - 261 more occurrences WES - 51 more occurrences VSG - 130 less occurrences
3.11	Number of School Attendance Report Team Meetings held	25	185	212	75	increase of 187

Goal Analysis [2025-26]

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

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

The following actions reflect "base" funded operations for the school district; all actions were implemented:

3.1: Basic Instructional Support - The District was able to provide all basic instructional support. Each school had a principal assigned, The superintendent's office was staffed as planned. Contracts including the District's student information system and basic operational services that directly impact the overall function of schools are included in this action.

3.2: Support for Students with Disabilities - Services for students with disabilities were provided as described in students' IEPs. There services include special education teachers, speech therapists, school psychologists and contracts for services such as occupational therapy. Other support that was provided were instructional materials or equipment directly related to addressing students' disability needs.

3.3: Maintenance and Facilities. - This action was implemented. To maintain safe facilities that are in good repair the District hired custodians, maintenance workers, a Director of Maintenance and Operations and a mechanic.

3.4: Transportation - The District operated a transportation department to provide some home- to- school transportation and transportation of special education. This action included salaries for bus drivers, a dispatcher and a part time mechanic. As a result of the District providing transportation students were able to attend school regularly and participate in extra-curricular activities with limited interruptions due to staff availability and weather related road closures.

The following actions are Supplemental and Concentration funded:

3.5: Implement Playworks- This action was implemented at the three school sites. Training for campus supervision staff was provided and activities were planned and implemented at each school on a regular basis. Implementation of PlayWorks has provided structured play activities for students and supported their learning of specific games and playground activities. Student behavior, in general, during unstructured lunch and recess times, has improved.

3.6: Implement Attention to Attendance to resolve chronic absentee challenges and increase attendance - This action was implemented. A2A meetings were held quarterly with health /attendance clerk, social worker, district data technician and parent liaisons.

3.9: Positive school climate - Capturing Kids Hearts was implemented at all the elementary school campuses with different levels of implementation and success.

3.10: Implement Social/Emotional Learning Center (grades 6-8) - this action was partially implemented. The instructional assistants were assigned have been implementing parts of the SEL/restorative program under the direction of the counselor and administrator. The District was able to hire and retain an SEL teacher during the 25/26 school year to plan to continue to utilize the position in the 26/27 school year.

3.11: Technology - This action was fully implemented. Technology for certificated staff was refreshed to replace outdated technology previously being used.

The following actions were implemented and funded with federal funds:
3.7: Implement Homeless Information Management System - This software, which is primarily used by the District's social worker, has supported the monitoring and tracking of services provided for homeless students. It has helped to ensure that identified needs for each homeless child has been implemented.

3.8: Raptor/School Pass - This program has been implemented at all schools. It has helped in maintaining a safe campus by identifying parents and other visitors and their purpose for visiting campuses. It has also provided staff with tracking students' movement on campus to ensure their safety.

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

3.1 Basic Instructional Support - There is no material difference in this action.

3.2 Special Education - There is a material difference in this action. There was less expended in this action than budget. This is due to some of the personnel in this action being funded this year through goal 5.

3.3 Maintenance and Operations - There is a material difference in this action There was an increase in the expenditures than budgeted. The total reflected in the expenses in this action also included other revenue which was not reflected in the LCAP.

3.4 Transportation - There is a material difference in this action. There is an increase in the expenditures than budgeted. This is due to an increase in special education transportation.

3.5 Playworks - There is no material difference in this action.

3.6 - Attention to Attendance - There is no material difference in this action.

3.7 Homeless Information System - There is no material difference in this action

3.8 Raptor - There is a material difference in this action. There was an increase in expenditures than budgeted.

3.9 Positive School Climate - There is a material difference in this action. There is less expended than budgeted. This is in part due to some of the materials to support this action were purchased in the prior year and replacement materials were not needed in the quantities originally estimated.

3.10 SEL Center - There is no material difference in this action.

3.11 Technology - There is no material difference in this action.

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

The effectiveness of goal 3 on providing a safe and secure learning environment that supports student connectedness and engagement in school was largely shown to be effective due to the following high leverage metrics: 3.1 Suspension Rate, 3.4 Chronic absentee rate, 3.6 Attendance Rate, 3.7 & 3.8 Student and Staff YouthTruth Survey. These metrics when combined showed improvements in ALL students overall and demonstrated reductions in chronic behavioral concerns, and significant improvements in student attendance and student and staff perceptions of the school settings.

In the areas of safety and security, there was slight reductions in suspension rates of ALL students and targeted subgroups within Wilsona School District. As an overall metric the suspension rate reduced 0.3%, due in large part to the 0.5% reduction of suspensions of the Hispanic subgroup which makes up the majority of students in Wilsona. The subgroups with the largest decreases in suspensions were

Foster Youth students with a 20% reduction, and Students with Disabilities that had a 3.3% reduction overall. All subgroups experienced reductions in suspensions with the exception of White students which increased 5.5%. Actions within goal 3 also contributed to the overall student connectedness and engagement in schools as well. Attendance rates increased overall as more students attended school consistently. All student groups experienced increases of their rates of attendance overall as demonstrated by a 2% increase. The largest increase was in our Foster Youth subgroup with a 6.1% increase, and Homeless with a 4.2% increase. This overall improvement was also evident in the chronic absenteeism metric, with a decline of 10.9% in Wilsona School District. All subgroups equally declined in this metric, with the largest drops experienced by our Foster Youth students 33.3% decrease, and White students 21.1% decrease. This follows the pattern of a state decline in all public schools in California of 1.5% in Chronic Absenteeism. Student and staff perceptions of the school environment also improved in the areas of: school safety, culture, engagement, and relationships. Positive perceptions of safety in schools improved 8.2% in students and 35.3% in staff. Positive perceptions of culture in schools improved 4.5% in students and 52.7% in staff. Positive perceptions of engagement in schools improved 19% in students and 55% in staff. Positive perceptions of relationships in schools improved 18% in students and 25.3% in staff.

Below in the actions table, individual actions within goal one highlight increases and decreases which contributed to the overall effectiveness and/or ineffectiveness in goal 3's progress.

Action #	Action Title	Contributing to increased of improved services?	Scope	Student Group	Location	Metric #	Metric title	Effectiveness or ineffectiveness
3.1	Basic Instructional Support	NO			ALL			This action was fully implemented and consistently staffed during the 25/26 school year.
3.2	Support for Students with Disabilities	NO			ALL			This action was fully implemented and consistently staffed during the 25/26 school year.

3.3	Maintenance and Facilities	NO			ALL			This action was fully implemented and consistently staffed during the 25/26 school year.
3.4	Transportation	NO			ALL			This action was fully implemented and consistently staffed during the 25/26 school year. Despite environmental barriers with flooding and road closures, staff and route adjustments were made to continue this service to students as consistently as possible.
3.5	Implement Playworks	YES	LEA	Low-income students, English learners, Foster Youth	ALL	3.1 3.10	Suspension Rate Office Discipline Referrals	This action was fully implemented and somewhat staffed consistently during the 25/26 school year, with only temporary interruptions

								and staff vacancies. Consistently employed staff members received on-going professional learning in structured play pedagogy and implementation. Overall suspension rates declined at all school sites with a 0.3% decrease. Target subgroups also experienced declines: low-income 0.2%, English Learners 0.4%, and Foster Youth 20%. Office Discipline referrals increased in some school sites implementing new social-emotional learning

								procedures and pedagogy which leveraged positive conversations and restorative meetings. These strategies required office referrals to be utilized to as a process to implement.
3.6	Implement Attention to Attendance to resolve chronic absentee challenges and increase attendance	YES	LEA	Low-income students, Foster Youth	ALL	3.5 3.6 3.11	Chronic Absenteeism Attendance SART Meetings	This action was fully implemented and mostly staffed consistently during the 25/26 school year, with only temporary interruptions and staff vacancies. Overall chronic absenteeism declined by 10.9%, while attendance rates increased by 2%. Low-income students

								decreased chronic absenteeism by 12.1%, and increased attendance rates by 2%. Foster Youth students decreased chronic absenteeism by 33.3%, and increased attendance rates by 6.1%. SART meetings were held with regularity and done 1-2 times per month increasing the number of meetings held during the 25/26 school year, and ensuring stakeholder accountability.
3.7	Implement Homeless Information Management System	NO			ALL			This action was fully implemented and consistently staffed during the 25/26 school year.

3.8	Raptor	NO			ALL			This action was in the initial implementation phase during the 25/26 school year.
3.9	Positive school climate	YES	LEA	Low-income students, Foster Youth	ALL	3.1 3.2 3.3 3.4 3.5 3.6 3.10	Suspension Rate Suspension Dashboard Expulsion Rate Chronic Absenteeism Rate - UDPs Chronic Absenteeism Dashboard Attendance Rate Office Discipline Referrals	This action was in the initial implementation phase during the 25/26 school year. Positive school climate pedagogy was incorporated at all District school sites, staff provided professional development, and procedures put into practice. The outcome of the year 1 implementation resulted in: reductions in suspension rates for low-income (0.2%) and Foster Youth (20%) as well as reflected on

								the Suspension Dashboard metric; Chronic Absenteeism and Dashboard metrics reduced for low-income (12.1%), and Foster Youth (33.3%); attendance rates increased for low-income (2%), and Foster Youth (6.1%); and due to the implementation of new social-emotional procedures there was an overall increase in ODRs to facilitate the delivery process.
3.10	Implement Social/Emotional Learning Center in grades 6-8th	YES	school wide	Low-income students, English learners, Foster Youth	CMS	3.1 3.4 3.7 3.10	Suspension Rate Chronic Absenteeism Rate - UDPs	This action was consistently staffed, but in the initial implementatio

							YouthTruth Survey (parents) Office Discipline Referrals	n phase during the 25/26 school year. The outcome of the year 1 implementation resulted in: reductions in suspension rates for low-income (0.2%) and Foster Youth (20%); Chronic Absenteeism and Dashboard metrics reduced for low-income (12.1%), and Foster Youth (33.3%); attendance rates increased for low-income (2%), and Foster Youth (6.1%); and due to the implementation of new social-emotional procedures there was an overall increase in

								ODRs to facilitate the delivery process. YouthTruth Survey data for parents was inconclusive as not enough respondents completed the survey data for reliable data points to consider for effectiveness of this action.
3.11	Technology	NO	LEA					This action was fully implemented during the 25/26 school year.

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.

Goal 3 Action 5 - This action is being retitled to "Implement Structured Play opportunities". (previously Play works)

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	Basic Instructional Support	Provide for the basic instructional needs for all students in the District; this action includes principals for each school, a portion of the assistant	$1,174,698.00	No

Action #	Title	Description	Total Funds	Contributing
		superintendent's salary, basic classroom materials and supplies and contracts including the student information system (Power School)		
3.2	Support for Students with Disabilities	Provide for the instructional and social/emotional needs of students with disabilities	$2,535,181.00	No
3.3	Maintenance and Facilities	Ensure that the District's facilities are well maintained and safe. This action includes the maintenance and operations staff, materials, supplies and equipment to ensure the facilities are clean and safe, contracts for services that District staff cannot provide to maintain safe and clean facilities and furniture replacement.	$1,040,569.00	No
3.4	Transportation	Provide home to school transportation and transportation for students with disabilities.	$617,199.00	No
3.5	Implement Structured Play opportunities	Wilsona School District will continue to implement "structured play" opportunities in grades K-8; noon duty aides and campus supervisors with the support of school administration will continue to provide oversight to the activities students are engaged in during unstructured time during the day. The implementation of structured play will support low income students during unstructured time to understand rules of games/sports so that they can successfully participate with their peers. Designated campus supervisors will work with Junior Mentor (students) to implement the structured play activities. Students will will have fewer office discipline referrals as a result of having more structure and training.	$43,019.00	Yes
3.6	Implement Attention to Attendance to resolve chronic absentee challenges and increase attendance	Attention to Attendance is a program that provides the District with software to track students' attendance and informs parents of both positive attendance and patterns of attendance that are a concern. A review of attendance and chronic absenteeism data indicates that low-income students and foster youth have developed poor attendance habits. This program provides re-engagement strategies for students with attendance	$35,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		patterns ranging from students with minor attendance issues to chronically absent students. This program will also provide increased opportunities to communicate with parents while providing specific data to assist them in better understanding the challenges.		
3.7	Implement Homeless Information Management System	Homeless Information Management System for Students a software programs that will support the District in tracking all services provided to homeless students and their families. The program allows student records to be shared from school to school. This program will assist the District in reporting requirements of McKinney Vento.	$5,000.00	No
3.8		The District's rural and remote location causes continuous concern for students safety. Many of our students currently are homeless and are foster youth. There has been an increase in people unfamiliar to the school staff who make attempts to come on campus and to check these students out of school. The Raptor software will allow staff to screen visitors to ensure that they have a purpose for visiting and that they do not present any safety danger to students and staff. The program also will allow the school to manage the students checking in and checking out as well as attendance and tardy information. As a result of purchasing and implementing this program, students and staff will be safer, the district will have an improved system for monitoring attendance and tardies so that staff can respond and provide the necessary service and support for students.	$16,000.00	No
3.9	Positive school climate	The District will continue to implement multiple strategies to ensure that all schools have a safe and positive school climate for students to learn and grow socially and emotionally. At the TK-5 levels, staff will implement Capturing Kids Hearts and implement the PBIS framework. Incentives for supporting positive behavior will be provided. Counselors will provide SEL lessons using Second Step within the classrooms on a scheduled basis. In grades 6-8, staff will focus on implementing restorative justice practices and specific classroom behavior management strategies provided through professional development.	$45,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.10	Implement Social/Emotional Learning Center (grades 6-8)	The District will continue to implement a Social/Emotional Learning Center at Challenger Middle School. This center will address the increased need for more intensive support for students including low income students and foster youth who have been identified as specifically having increased needs in this area. The SEL Center will be staffed with an SEL teacher and the support of the District's social worker and/or the SEL Specialist. Two behavior support aides will also be available to support the implementation of students' behavior plans. Students will be identified based on referrals and SEL screening data for services in the SEL center. As a result of this service, there will a reduction in the suspension rate at Challenger Middle School, a decrease in chronic absenteeism and a reduction in major office discipline referrals.	$110,629.00	Yes
3.11	Technology	The District will provide technology and infrastructure support for District wide operations to be implemented. Equipment for clerical and other support staff will be included in this action.	$257,134.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Increase parent and community involvement to create strong home/school/community partnerships	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

The Wilsona School District values parent and community involvement. Providing opportunties for parents and community members to participate through parent workshops and leadership opportunties is important. Staff that specifically is responsible for providing parent outreach and translation services are included in this goal. This goal addresses State Priority 3 (parent involvement)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Youth Truth Survey (Parents) (Engagements, Safety, Relationships)	Culture - 42.5% VSG -70 % CMS -15 % Engagement - 48% VSG - 71% CMS -25 % Safety - 39.5% VSG -48% CMS-31 % Relationships - 74% VSG-84% CMS-64%	Culture - 68.9% VSG - 70.6% CMS - 63.6% Wilsona- 72.6% Engagement - 67.3% VSG - 68% CMS - 66.4% Wilsona - 67.6% Safety - 70.7% VSG - 71.2% CMS - 72.8% Wilsona - 68.2% Relationships - 76.5%	Culture - 57.7% VSG - 68% CMS - 50% Wilsona- 55% Engagement - 53% VSG - 60% CMS - 52% Wilsona - 53% Safety - 66.7% VSG - 80% CMS - 52% Wilsona - 68% Relationships - 72.3%	Culture - 70% VSG - 75% CMS - 50% Wilsona- 75% Engagement - 75% VSG - 75% CMS - 50% Wilsona - 75% Safety - 80% VSG - 75% CMS - 50% Wilsona - 75% Relationships - 85%	Culture - 15.2% increase Engagement - 5% increase Safety - 27.2% increase Relationships - 1.7% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			VSG- 78.4% CMS- 72.8% Wilsona - 78.4%	VSG- 85% CMS- 64% Wilsona - 68%	VSG- 90% CMS-75% Wilsona - 90%	
4.2	Local Indicator Priority 3 - Parent Involvement in Decision Making) Participation in District/School Teams	"3" - "4" initial to full implementation Building relationships Building Partnerships Seeking Input for Decision Making	"3" - "4" initial to full implementation Building relationships Building Partnerships Seeking Input for Decision Making	"3" - "4" initial to full implementation Building relationships Building Partnerships Seeking Input for Decision Making	"4"-"5" full implementation to full implementation with sustainability Building relationships Building Partnerships Seeking Input for Decision-Making	no change
4.3	Number of Parents attending workshops	parents attending workshops and classes 120	parents attending workshops and classes 150	parents attending workshops and classes 215	parents attending workshops and classes 240	95 more

Goal Analysis [2025-26]

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

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

4.1: Provide opportunities for parents to participate in parent education activities - This action was partially implemented. At the beginning of the school year, the provider, who the district had planned to contract with to provide parent workshops, informed the district that they would not be available to provide services. As a result of the late notification, the District was unable to find a replacement to provide these services. Therefore this action was not fully implemented. Some parent training was provided at each school site according to their school plans.

4.2: Provide opportunities for parent voice to be included in District decisions about students - This action was implemented. Parents were involved in key decision making committees including DELAC/ELAC and School Site Councils. There is a continuing challenge in recruiting parents to participate in these leadership roles.

4.3: Improve school readiness for pre-school, TK and Kindergarten students - The District has developed a partnership with Save the Children. This partnership has specifically assisted parents with making a positive transition from pre-school to TK/K.

4.4: Increase parent involvement to impact student achievement and engagement - This action has been inconsistently implemented this year. Although parent liaison and a community liaison positions were hired to support communication and parent involvement at both the

district and school sites, the staff filling these positions were not consistent. The change in employees during the school year made consistent implementation of the plans to increase parent involvement challenging. Plans included the implementation of parent/school activities and parent trainings. The primary purpose of the parent liaison role at the school is to develop relationships between teachers and parents and provide important connections. With staffing changes developing those relationships took a longer time.

4.5: Provide a variety of strategies to increase communication and provide outreach to parents - The District has implemented this action. The District employs several strategies to increase two way communication between parents and the school. The District has contracted with "Bright Arrow' which provides a robust platform that encourages two way communication.

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.

4.1 (Parent education) - There is a material difference in this action. Contract(s) to provide services for parent education were implemented however many of these services were provided at no cost to the district by other agencies. Therefore there was less expended than budgeted.

4.2 Parents included in decision making)- There is a material difference in this action. Although the action was implemented the costs budgeted for this action were not needed for implementation at the level budgeted. Therefore less was expended than budgeted.

4.3 Pre-school- TK transition- There is a material difference in this action. This year due to funds received by Save the Children, the "in kind" match that is required did not include any fiscal contribution from the district. Therefore there was less expended than budgeted.

4.4 Parent involvement - There is no material difference in this action.

4.5 Strategies for communications- There is a material difference in this action. There was less expended than budgeted. The contract for some of the services was less than anticipated. The contractor provided a discount for the services.

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

The effectiveness of goal 4 on increasing parent and community involvement to create strong home, school, and community partnerships was partially effective when considering the metrics. Implementation and data reliability concerns invalidated the YouthTruth parent data metric giving inconclusive analysis of effective or ineffective outcomes in year 2. Less than 25% of the total District families completed the YouthTruth survey, and while data overall showed growth in 3/4 categories, the reliability of the data as an accurate representation of parent perspectives decreases. The number of parents attending school events, workshops and meetings increased during the 25/26 school year (+65) indicating more families joined opportunities and provided direct feedback than Year 1 data. While the accuracy of the data is in question, the following categories were surveyed: Culture of the School District, Engagement of families by the school district, safety of the school district and school sites, and relationships with families in the school district. Positive perceptions of safety in schools improved 27.2% in families. Positive perceptions of culture in schools improved 15.2% in families. Positive perceptions of engagement in schools improved

5% in families. Positive perceptions of relationships in schools decreased 1.7% in families. The chronic absenteeism rates also decreased for all students in Wilsona by 10.9% overall. Specific UDP groups also had decreases: Low-Income 12.1%, English Learners 14.2%, and Foster Youth 33.3% from the 2024 baseline data.

Below in the actions table, individual actions within goal one highlight increases and decreases which contributed to the overall effectiveness and/or ineffectiveness in goal 4's progress.

Action #	Action Title	Contributing to increased of improved services?	Scope	Student Group	Location	Metric #	Metric title	Effectiveness or ineffectiveness
4.1	Provide opportunities for parents to participate in parent education activities	YES	LEA	Low-income students, English learners, Foster Youth	ALL	4.1	YouthTruth Survey (parents)	This action was fully implemented during the 25/26 school year. Families had opportunities to participate in a variety of events, workshops and site and district meetings. Implementation and data reliability concerns invalidated the YouthTruth parent data metric giving inconclusive analysis of effective or

								ineffective outcomes in year 2. Less than 25% of the total District families completed the YouthTruth survey, and while data overall showed growth in 3/4 categories, the reliability of the data as an accurate representation of parent perspectives decreases: safety 27.2% increase; culture 15.2% increase; engagement 5% increase; and relationships in schools decreased 1.7% in families.
4.2	Provide opportunities for parent voice to be included in District	YES	LEA	Low-income students, English learners	ALL	4.1 4.3 3.4	YouthTruth Survey (parents) Parent Workshop Attendance	This action was fully implemented during the 25/26 school year. Families

	decisions about students						Chronic Absenteeism Rate - UDPs	had opportunities to participate in a variety of district meetings. The number of parents attending school events, workshops and meetings increased during the 25/26 school year (+65) indicating more families joined opportunities and provided direct feedback than Year 1 data. Less than 25% of the total District families completed the YouthTruth survey, and while data overall showed growth in 3/4 categories, the reliability of the data as an accurate representation

								of parent perspectives decreases: safety 27.2% increase; culture 15.2% increase; engagement 5% increase; and relationships in schools decreased 1.7% in families. Overall chronic absenteeism declined by 10.9%, while attendance rates increased by 2%. Low-income students decreased chronic absenteeism by 12.1%, and increased attendance rates by 2%. Foster Youth students decreased chronic absenteeism by 33.3%, and increased

								attendance rates by 6.1%.
4.3	Improve school readiness for Preschool, Transitional Kindergarten and Kindergarten students	YES	Limited	Low-income students	ALL	4.1	YouthTruth Survey (parents)	This action was fully implemented during the 25/26 school year. Families had opportunities to participate in a variety of events, and workshops. Implementation and data reliability concerns invalidated the YouthTruth parent data metric giving inconclusive analysis of effective or ineffective outcomes in year 2. Less than 25% of the total District families completed the YouthTruth survey, and while data overall showed growth in 3/4 categories,

								the reliability of the data as an accurate representation of parent perspectives decreases: safety 27.2% increase; culture 15.2% increase; engagement 5% increase; and relationships in schools decreased 1.7% in families.
4.4	Increase parent involvement to impact student achievement and engagement	YES	LEA	Low-income students, English learners, Foster Youth	ALL	4.1 3.4	YouthTruth Survey (parents) Chronic Absenteeism Rate - UDPs Chronic Absenteeism Rate - UDPs	This action was fully implemented during the 25/26 school year. Families had opportunities to participate in a variety of events, workshops and site and district meetings. Implementation and data reliability concerns invalidated the YouthTruth

								parent data metric giving inconclusive analysis of effective or ineffective outcomes in year 2. Less than 25% of the total District families completed the YouthTruth survey, and while data overall showed growth in 3/4 categories, the reliability of the data as an accurate representation of parent perspectives decreases. The number of parents attending school events, workshops and meetings increased during the 25/26 school year (+65) indicating more families joined

								opportunities and provided direct feedback than Year 1 data. While the accuracy of the data is in question, the following categories were surveyed: Culture of the School District, Engagement of families by the school district, safety of the school district and school sites, and relationships with families in the school district. Positive perceptions of safety in schools improved 27.2% in families. Positive perceptions of culture in schools improved

								15.2% in families. Positive perceptions of engagement in schools improved 5% in families. Positive perceptions of relationships in schools decreased 1.7% in families. This action was fully implemented during the 25/26 school year. Families had opportunities to participate in a variety of district meetings. The number of parents attending school events, workshops and meetings increased during the 25/26 school year (+65) indicating more families joined

								opportunities and provided direct feedback than Year 1 data. Less than 25% of the total District families completed the YouthTruth survey, and while data overall showed growth in 3/4 categories, the reliability of the data as an accurate representation of parent perspectives decreases: safety 27.2% increase; culture 15.2% increase; engagement 5% increase; and relationships in schools decreased 1.7% in families. Overall chronic absenteeism declined by

								10.9%, while attendance rates increased by 2%. Low-income students decreased chronic absenteeism by 12.1%, and increased attendance rates by 2%. Foster Youth students decreased chronic absenteeism by 33.3%, and increased attendance rates by 6.1%.
4.5	Provide a variety of strategies to increase communication and provide outreach to parents	YES	LEA	Low-income students, English learners, Foster Youth	ALL	4.1 3.4	YouthTruth Survey (parents) Chronic Absenteeism Rate - UDPs Chronic Absenteeism Rate - UDPs	This action was fully implemented during the 25/26 school year. Families had opportunities to participate in a variety of district and site level meetings. The number of parents attending school events,

								workshops and meetings increased during the 25/26 school year (+65) indicating more families joined opportunities and provided direct feedback than Year 1 data. Less than 25% of the total District families completed the YouthTruth survey, and while data overall showed growth in 3/4 categories, the reliability of the data as an accurate representation of parent perspectives decreases: safety 27.2% increase; culture 15.2% increase; engagement 5% increase; and

								relationships in schools decreased 1.7% in families. Overall chronic absenteeism declined by 10.9%, while attendance rates increased by 2%. Low-income students decreased chronic absenteeism by 12.1%, and increased attendance rates by 2%. Foster Youth students decreased chronic absenteeism by 33.3%, and increased attendance rates by 6.1%.

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

There are no changes in the actions or metrics for this goal.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Provide opportunties for parents to participate in parent education activities	The District, in partnership with School Based Community Change, will provide parents with workshops and classes, based on topics that they have requested, that will help them to support their children, specifically focusing on regular attendance and school engagement. This action, when implemented, will improve unduplicated students' engagement in school, increase regular school attendance and increase parents' level of comfort participating in school activities. Other parent outreach services will also be provided.	$6,000.00	Yes
4.2	Provide opportunities for parent voice to be included in District decisions about students	Parents will be encouraged and supported to participate in parent leadership roles throughout the District. Child care for parents wishing to attend committees has been identified as a barrier, therefore child care will be available in order to attend and be involved in committees such as the District Leadership Team, the Parent Advisory, School Site Councils and the District and School levels of the English Language Advisory Committees. Parents will also be offered opportunities to participate in mini-CABE events offered in the Antelope Valley.	$1,000.00	Yes
4.3	Improve school readiness for PK, TK, and Kindergarten students.	The District has developed a partnership with Save the Children. Save the Children and the Wilsona School District have a common interest in increasing children's literacy. Early childhood literacy is important for school success of low income students. Therefore the school and district administrators will continue to collaborate with Save the Children focusing on our incoming TK and Kindergarten unduplicated students and their literacy readiness. Through this partnership, families of low income students will receive support for literacy activities at home	$35,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.4	Increase parent involvement to impact student achievement and engagement	The District will support unduplicated students and their families with a variety of educational, health and social services needs. A District community liaison and 3 school ambassadors will provide outreach to parents in a variety of ways. The Community Liaison will, among other duties, coordinate parent services, serve as a a bridge between parents and teachers and provide access to District and community services. Parent ambassadors will work in each school office providing daily support for parents when they come to the school or call the school. They will work with the District Community Liaison to ensure parents needs and requests are addressed.	$120,000.00	Yes
4.5	Provide a variety of strategies to increase communication and provide outreach to parents	The District will implement a variety of strategies to increase two way communication between parents and staff. The District will continue to develop ways to provide outreach to our parents who live the more remote areas of our District and are often unable to come to the schools or District office for information. The District will provide a platform that allow parents to communicate as well as receive information.	$11,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	This action reflects the District's plans to implement the Learning Recovery Emergency Block Grant	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The District conducted a needs assessment with staff and other Educational Partners and an external consultant . As part of this process, data was reviewed to determine barriers for students academically achieving. Data reviewed included: academic achievement data (iReady, CAASPP), attendance and chronic absentee rates, office discipline referrals and suspension rates. The District, through the process for developing the LCAP, also reviewed classroom and school walkthrough data and survey results from staff and parents. The use of the LREBG funds is in alignment with the District's LCAP to address these needs in a comprehensive manner.

The District has identified the following needs for this goal based on a needs assessment conducted during the development of the 25-26 LCAP. The following are identified needs:

- The District continues to have many students who are experiencing health challenges which have an impact on student learning; students, due to the rural nature of the community and the lack of accessible health services, the District needs to provide increased health services that will support increased attendance and decrease chronic absenteeism

-The District has identified a need to respond to the high number of students, especially early childhood students (TK-2), who are experiencing multiple challenges in successfully participating in school. Therefore there is a need to provide additional staff to diagnose, provide services and progress monitor these students to ensure they are receiving the necessary support to be successful in school.
-The District has identified a need to provide additional support for students during unstructured times of the school day; the District implements Play Works to provide increased structures and has determined that additional staff is needed to increase students' connectedness to school and learning

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Chronic Absenteeism	2025 P2 All students - 29.34% English learners- 27.30%		2026 P2 All students - 24.1%	P2 All students - 25% English learners- 25%	All students - 5.24% decrease English learners- 6.2% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		low-income students- 28.05% Foster Youth- 6.25% African American students- 35.48% White students-28.43%		English learners- 21.1% low-income students- 24.7% Foster Youth- 0% African American students- 33.8% White students- 16%	Low-income students- 25% Foster Youth-28% African American students -25% White students- 25%	low-income students- 3.35% decrease Foster Youth- 6.25% decrease African American students- 1.68% decrease White students- 12.43% decrease
5.2	Daily attendance	2025 P2 91.98% (all students) African American - 90.07% Foster Youth - 96.06% White students - 91.57% English learners - 92.29% Low income - 91.84% Homeless - 92.34% Hispanic - 92.11% Students with disabilities - 90.48%		2026 P2 92.4% (all students) African American - 90.7% Foster Youth - 96.8% White students - 94.3% English learners - 92.8% Low income - 92.4% Homeless - 93.1% Hispanic - 93% Students with disabilities - 91%	P2- 94-96% all students - 93-95% African American - 93-95%% Foster Youth -93-95% White students - 93-95%% English learners - 93-95% Low Income - 93-95% Homeless - 90-92% Hispanic - 93-95% students with disabilities - 90 - 92%	ALL students 0.42% increase African American - 0.63% increase Foster Youth - .074% increase White students - 2.73% increase English learners - 0.51% increase Low income - 0.56% increase Homeless - 0.76% increase Hispanic - 0.89% increase Students with disabilities - 0.52% increase
5.3	iReady Math and ELA	April 2024 iReady Math All Students 10% Low-income students- 10% English learners -7% African American students-10%		May 2026 iReady Math All Students - 29% Low-income students - 28% English learners - 20%	iReady Math All Students 30% Low-income students-30% English learners - 22% African American students-30%	iReady Math All Students - 19% increase Low-income students - 18% increase English learners - 13% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with disabilities-6% White students -19% Hispanic students-16% Homeless students - 31% Foster youth -31% iReady ELA All Students- 16% Low-income students - 15% English learners 7% African American students -10% Students with disabilities - 6% White students -16% Hispanic students -16% Homeless students - 31% Foster youth -31%		African American students - 20% Students with disabilities - 15% White students - 40% Hispanic students - 29% Homeless students - 28% Foster youth - 28% iReady ELA All Students - 36% Low-income students - 36% English learners - 28% African American students - 30% Students with disabilities - 36% White students - 48% Hispanic students - 36% Homeless students - 36% Foster youth - 36%	Students with disabilities -15% White students - 35% Hispanic students- 35% Homeless students -35% Foster youth -35% iReady ELA All Students 35% Low-income students -35% English learners 25% African American students -30% Students with disabilities-15% White students- 35% Hispanic students- 35% Homeless students -40% Foster youth - 40%	African American students - 10% increase Students with disabilities - 9% increase White students - 21% increase Hispanic students - 13% increase Homeless students - 3% decrease Foster Youth - 3% decrease iReady ELA All Students - 20% increase Low-income students - 21% increase English learners - 21% increase African American students - 20% increase Students with disabilities - 30% increase White students - 32% increase Hispanic students - 20% increase Homeless students - 5% increase Foster Youth - 5% increase

Goal Analysis [2025-26]

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

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

All actions (5.1, 5.2, and 5.3) in this goal were implemented fully. The MTSS framework continued to be implemented this year with successful implementation of learning centers at both Wilsona and Vista San Gabriel elementary schools.

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.

5.1 Support for Diagnostic, instructional support and progress monitoring - There is a material difference in this action. There was less expended than budgeted. During the school year a school psychologist left the district and this position was not filled for the remainder of the school year.

5.2 Increase Health Services - There is a material difference in this action. There is less expended than budgeted. The salary and benefits for the two positions were over-budgeted.

5.3 Increase student connectedness to school and learning - There is a material difference in this action. There is less expended than budgeted. There was a decrease in staffing during a portion of the school year.

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

The effectiveness of goal 5 on Implementing the Learning Recovery Emergency Block Grant to support academic and social-emotional areas of need: 5.3 iReady Diagnostic Assessment for English Language Arts (ELA) and Math; 5.2 Attendance Rate, and 5.1 Chronic Absenteeism Rate. These metrics when combined showed improvements in ALL students overall and demonstrated growth in: academic achievement, reductions in chronic behavioral concerns, significant improvements in student attendance and student perceptions of the school settings.

In the academic domain, overall improvements of ALL students were evident by gains in academic indicators listed in the metrics table. iReady ELA and Math had double digit growth overall with 20% in ELA and 19% in Math. Students with Disabilities experienced a 30% increase in ELA and 9% increase in Math. In the social/emotional domain, overall improvements of ALL students were evident by gains in social/emotional indicators listed in the metrics table. The attendance rate for ALL students improved by 2%, in large part due to improvements with the largest subgroup in Wilsona School District along with all other subgroups as well. No single subgroup group experienced declines in their overall attendance rates during the 25/26 school year. This overall improvement also was observed in the Chronic Absenteeism rate declines as well. Overall there was a 10.9% reduction in students identified as chronically absent. All subgroups declined their percentages in Wilsona. Students with Disabilities improved their attendance rates by 1.9%, and declines in chronic absenteeism by 6.5%.

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.

This goal has been changed to reflect changes in funding. Some personnel previously funded through this grant have been removed from this action and have been included in other goals and actions in this LCAP. This reflects a continued need for the staff however the staff will now be incorporated in the appropriate goals and actions.

Metric 5.3 - Baseline format changed for reading purposes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Support for diagnostic, instructional support and progress monitoring	Using the Learning Recovery Emergency Block Grant available, the District will provide support for schools to offer services that will allow students to be diagnosed, provide educational support and monitor their progress in a timely manner; this action will increase the effectiveness of the multi-tiered system of support provided at each school in ensuring that the supports and services provided are appropriately targeted. There is a great amount of research to support the implementation of the implementation of a Multi-tiered System of Support Framework. (MTSS Center and Renaissance Learning). Providing a comprehensive system that is proactive, preventative and data driven has proven to be successful in responding in a timely manner to students' needs, academically, behaviorally and social/emotional. The continuous use of data is is a critical aspect of the Framework for both identification and progress monitoring. There is also research to support early intervention. Early intervention is critical in address developmental delays and when support is provided to students who are younger during critical periods of growth, significant improvements can be observed. Long term impact of early intervention in a systemic manner includes high cognitive performance, improved language and communication skills and a decrease in grade retention. Students demonstrate better academic achievement and social integration. The District will use the following metrics to determine the impact of this action:	$81,765.00	No

Action #	Title	Description	Total Funds	Contributing
		• reduction in chronic absenteeism rate and an increase in daily attendance especially for younger students • an increase in both reading and math performance for all student groups using iReady assessments administered three times per year to all students All funds identified to support this action will be Learning Recovery Emergency Block Grant funds.		
5.2	Increase health services	Using the Learning Recovery Emergency Block Grant, the District will provide additional health services to address the increase in the number of students who are experiencing more significant health issues; these services will support students and their families address health issues while increasing school attendance and reducing chronic absenteeism. The Centers for Disease Control have addressed the need for comprehensive health services in school. Their research indicates that schools often service as a primary source of healthcare for children especially in underserved communities. School-based health care provides acess that might otherwise not be available for services such as vaccines and screenings. Having health care services available at school addresses barriers that many families in these communities experience. such as transportation. The early intervention to health concerns benefits students in a number of ways. The American Nurses Association and the American Public Health Association indicate through their research a reduction in absenteeisum, improved concentration and engagement and increase in student learning. Additionally for some students providing students with chronic health conditions help these students manage their conditions and reduces the amount of time they are out of school and/or class. The District will use the following metrics to determine the impact of this action: • reduction in chronic absenteeism rate and an increase in daily attendance • an increase in both reading and math performance for all student groups using iReady assessments administered three times per year to all students	$77,893.00	No

Action #	Title	Description	Total Funds	Contributing
		All funds identified to support this action will be Learning Recovery Emergency Block Grant funds.		
5.3	Provide staff to increase student connectedness to school and learning	Using the Learning Recovery Emergency Block Grant, the District will provide increased staff to support students successfully engaging with peers and ensure that all students are safe. Increasing the number of staff will help students interact with their peers using specific social/behavioral strategies that are being implemented at each school. This will increase students' connectedness to school and therefore increase time students are in class and available to fully participate in learning experiences. A variety of organizations and agencies have compiled evidence and research to support increasing staff to increase student safety and engagement. Some of these include: The Centers for Disease Control, the National Association of School Psychologists, the National Center on Safe Supportive Learning Environments and the Learning Policy Institute. Research indicates that improved supervision with increased staff presence deters disruptive behavior, conflicts can be intervened more quickly and students feel safer. Increasing the number of caring adults can help foster a positive school climate which includes relationship development and a sense of belonging. This supportive environment can reduce bullying, violence and other negative behaviors and can support positive strategies such as restorative practices which has been shown to reduce school violence. The District will use the following metrics to determine the impact of this action: • reduction in chronic absenteeism rate and an increase in daily attendance All funds identified to support this action will be Learning Recovery Emergency Block Grant funds.	$56,529.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$5,610,465	$739,003

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
42.383%	0.201%	$25,797.70	42.584%

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
1.2	**Action:** Provide daily opportunities for small group instruction and student feedback **Need:** Teachers, administrators and parents have all indicated that students continue to need smaller class sizes. The District has identified that to increase and improve services for English learners and low-income students, the District will continue to provide smaller class	Low-income students and English learners in grades TK-2 who receive small group instruction will have increased opportunities to be fully engaged in learning. Students will receive more immediate feedback and teachers will be able to respond to learning needs more immediately. The impact of this action will continue to be demonstrated in both student achievement growth and based on classroom walkthroughs, increased engagement, as teachers become more skilled in	iReady ELA - all students, low-income students, and English learners (1.2) iReady Math - all students, low-income students, and English learners (1.3)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	sizes in grades K-2 to provide daily small group instruction throughout the school day. The emphasis on small group instruction in the primary grades is to provide intensive instruction and intervention during English language arts and English language development. Providing this support for the youngest students will prevent the achievement gaps that have been the trend in the past. The District considered the needs of low income students and English learners when determining the need for this action due to the achievement gap that exists currently for low income and English leaners in third grade. The District determined if students in grades K-2 received more focused instruction and intervention then the number of low-income students and English learners with achievement gaps would be reduced by grade 3. Based on a review of current iReady achievement data in both ELA and math, low income students and English learners continue to perform below grade level standards. Teachers have continued to receive professional development using specific learning strategies, including the development of standards aligned learning intentions and success criteria. During the 25-26 school year there was an increased expectation for small group instruction that promoted more differentiated instruction. Based on the current student achievement data and the District's	providing small group differentiated instruction and frequent feedback. This action is a school-wide action that is principally directed to English learners and low-income students in grades K-2, This action will also benefit the following groups of students in these grade levels: Hispanic, African American and All students	

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
	continued focus for professional development in differentiation, it was determined that English learners and low income students would continue to benefit from increased opportunities to receive differentiated instruction and feedback in small group settings throughout the instructional day. **Scope:** Schoolwide		
1.5	**Action:** Increase middle school students' engagement **Need:** Teachers and administrators indicated a continuing need to have time for regular time to collaborate with each other as well as other staff working with students at Challenger Middle School through the Educational Partner process. The needs of low-income students and English learners were considered when creating this action. The two student groups who consistently are performing lower than other students are these two groups. Teachers need time to thoroughly examine data to determine what prerequisite skills students need to be successful with new content. Teachers also need time to develop with their colleagues lessons with specific strategies that will engage low-income students with the grade level standards and strategies to make the content more accessible for English learners.	Teachers will continue to have the opportunity to meet at least twice a week to review student formative assessment data, determine effective instructional strategies to implement and share resources. Challenger is a small middle school where collaboration across content is necessary to most effectively support students' learning successfully and increase engagement. This collaboration time will also allow support staff (counselor, social worker, school psychologist) to meet and collaborate with teachers related to individual students who may be experiencing social/emotional and/or behavioral needs. The need for this action is particularly high at the middle school, where students have multiple teachers and in some cases teachers are teaching more than one content area. This schoolwide action is principally directed to English learners and low income students. The following student groups will also benefit from this action are the following: All students, students with disabilities and African American, Hispanic and white students	iReady ELA (1.2) and math(1.3) - all students, low-income students, and English learners, CAASPP ELA and math (1.1) - all students, low-income students, and English learners Attendance (1.12)- all students, low-income students, and English learners.

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
	Low-income students and English learners continue to perform lower than grade level standards expectations at Challenger Middle School. Students need to receive targeted instruction driven by an analysis of data and teachers using the most current evidence-based instructional strategies and programs. Many of these students also receive support from other staff. Teachers and support staff need opportunities to collaborate with each other to coordinate support for students. **Scope:** Schoolwide		
1.6	**Action:** Provide professional development on small group instruction and effective instructional strategies. **Need:** Teachers and administrators indicated through the Educational Partner process a need for on-going professional development. Through this input, teachers and administrators identified continuing needs for professional development in the areas of: writing in grades 3-8, foundational reading skills in grades K-2, math concept development in grades K-8, small group instruction, and integrated/designated english language development in grades K-8. Based on a review of current student data (iReady math and reading) and the District needs assessment (conducted during the Educational Partners input), English learners	To address this need the District will implement three days of professional development throughout the school year for all teachers and classified classroom staff. Paraprofessionals will receive up to 10 (1) hour sessions for additional instructional support staff. These days will focus on grade-level/content specific professional development on writing, foundational reading, math conceptual understanding in the context of small group instruction. This action will be implemented LEA-wide to address the needs of low income students and English learners throughout the District. The following student groups will also benefit in this action: All students, Hispanic, students with disabilities and African American and white students.	iReady ELA and Math (1.2)- all students, low-income students and English learners. CAASPP ELA and Math(1.1)- all students, low-income students and English learners.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and low income students LEA wide have significant gaps in the achievement of high priority standards in English language arts and math. Therefore there is a need for low income students and English learners to receive small group instruction on a daily basis in both ELA and math where lessons are designed based on students' needs related to the gaps in grade level standards. When teachers have implemented small group instruction over the past two years, student achievement has improved. **Scope:** LEA-wide		
1.8	**Action:** Increase student engagement in grades TK-5 **Need:** Teachers and administrators indicated a continuing need to have time for regular time to collaborate with each other as well as other staff working with students at the elementary level through the Educational Partner process. The needs of low-income students, foster youth and English learners were considered when creating this action. The two student groups who consistently are performing lower than other students are these two groups. Teachers need time to thoroughly examine data to determine what prerequisite skills students need to be successful with new content. Teachers also need time to develop with their colleagues lessons with specific	Grade level collaboration two times per week will impact low income students and English learners' academic growth and social and emotional learning by teachers having frequent opportunities to analyze data and identify areas of need specific to high priority standards and social and emotional needs in order to plan learning experiences for students that will support their achievement and increase their engagement. This LEA wide action is principally directed to unduplicated students at the District's two elementary schools where students are in self-contained classrooms., This action is LEA wide as it will also impact the following student groups: All students, Hispanic, students with disabilities, white and African American students and Homeless students	iReady ELA (1.2)- All students, English learners, low-income students iReady math(1.3)-all students, low-income students and English learners ELPAC(1.4) - English learners Attendance(1.12) - All students, English learners, low-income students (attendance will increase if students' needs are instructionally supported)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	strategies that will engage low-income students with the grade level standards and strategies to make the content more accessible for English learners. The data indicates that Low-income students are more frequently receiving counseling services. Teachers and counselors need time to collaborate related to effective ways to address behavior and social/emotional needs. The majority of low-income students and English learners in grades K-5 are performing below grade level in ELA and math. Many of these students are also experiencing the impact of trauma which causes the students to have poor impulse control, poor planning skills and short attention span. There is a need for teachers and other staff (school psychologist, counselors, social worker, and administration) to have time weekly to collaborate to plan lessons that are engaging and that respond to the formative assessment data. **Scope:** LEA-wide		
1.9	**Action:** Provide instructional assistants **Need:** Teachers, administrators and parents all indicated through the Educational Partner process, that having instructional assistants in the classroom at the elementary level, would	This action will continue to support daily small group instruction for English Learners and Low-Income students in each grade level. Small group instruction allows for students to receive immediate feedback. Students' errors can be quickly identified and corrected in a small group instruction setting. With the support of an instructional assistant assigned to each grade	iReady ELA(1.2)- All students, English learners, low-income students CAASPP ELA(1.1) -All students, English learners, low-income students

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
	provide needed support for students, especially during English language arts instruction. The needs of English learners and low-income students were considered when creating this action. Low income students have limited experiences to help them connect with the academic content. With the support of instructional assistants, small group instruction will be able to be implemented in grades K-5 during ELA daily supporting students in making important real-world connections to reading. Additional instruction support will be able to be provided for English learners by the classroom teacher while an instructional aide is present. Low-income students and English learners are two student groups experiencing achievement gaps in grade-level standards. Students, including low income students and English learners, at the elementary level are not meeting grade level standards in ELA based on both iReady and CAASPP assessments. Students need to receive immediate feedback while learning both foundational reading skills and the use of effective reading comprehension strategies. Therefore there is a need to provide students with more opportunties for small group instruction especially in the area of reading. **Scope:** LEA-wide	level students will be able to receive more small group instruction. As a result, elementary students will demonstrate growth in reading on the District's local measures and state assessments. This LEA wide action is principally directed to low income students and English learners at the District two elementary schools. The following student groups will also benefit from this action: All students, African American, white and Hispanic students.	

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
1.10	**Action:** Provide supplementary MATH/ELA programs **Need:** Teachers and administrators indicated a high need for additional math, reading and writing instructional materials to address the persistent gap and slow progress in achievement in math and English language arts. The District will purchase new core math program for grades TK-5 however there continues to be a need for supplementary math materials for grades 6-8 and English language arts in grades K-8. The needs of low-income students and English learners were considered when developing this action. Current core instructional materials in math (grades 6-8) and English language arts have not supported growth in math, reading and writing with English learners or low-income students. Current texts do not provide adequate and/or effective practice opportunities; supplementary materials provide for the important small group instruction that is a successful strategy for low -income students and English learners. Based on a review of CAASPP and iReady data, students in grades K-8 are not making adequate progress in meeting grade level standards in math and reading. Specifically low income students and English learners have consistent achievement gaps in math and reading. This trend has been consistent over the past three years. Based on this current data, the math curriculum that has	Providing supplemental instructional materials for math (grades 6-8)and English language arts instruction will provide resources for teachers in designing lessons that will reduce the achievement gap. The supplemental materials will provide students with increased and appropriate practice opportunities. These materials also provide a support for students receiving small group instruction multiple times per week, ensuring students have the opportunities to clear up any misconceptions in their understanding of math concepts and provide additional and more engaging materials for extended practice in English language arts. The math supplemental materials provide real-world examples that appear to be more relevant to the targeted groups. The English language arts materials support current research related to teaching foundational reading. Currently, the District does not have such materials. This action is principally directed toward English learners and low-income students district-wide. The following student groups will also benefit from this action: All students, Hispanic, African American and white students	iReady math(1.3) - All students, English learners, low-income students CAASPP math(1.1) All students, English learners, low-income students iReady reading (1.2 - All students, English learners, low income students CAASPP reading(1.1) - All students, English learners, low income students

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
	been used for the past 8 years and the ELA program adopted over 8 years ago has not adequately supported the needs of low income students and English learners. The District will be implementing a new math program in grades TK-5, therefore there is a continued need to provide supplemental materials that will help our low income students and English learners. in closing the achievement gap in math (grades 6-8), reading and writing. **Scope:** LEA-wide		
2.1	**Action:** Provide Students with academic intervention in English language arts and math in grades K-8 **Need:** Low income students and English learners have continued to identified as needing additional intervention support in both ELA and math in grades K-8. Both teachers and parents have identified this as a need. Reclassification for English learners has been impacted as a result of poor performance in reading and math. Low-income students continue to need a small group setting provided during intervention to receive the specific feedback needed to improve skills and reduce the achievement gap. These students are performing significantly below grade level and need more intensive intervention than can be provided by classroom teachers. Students	Identified students will receive targeted intervention in ELA and math. Students will continue to receive this intervention from dedicated intervention teachers, with the support of instructional aides, will provide small group instruction and/or individual instruction 4-5 times weekly. This intervention will be in addition to the support students receive in their classrooms. Intervention teachers will use evidence based strategies and programs to address the specific gaps in learning. This intervention will be provided to students in grades K-8. This is a District wide need. Elementary students have been placed on two separate campuses. One school serves Tk-2nd graders and the other school I serves students in grades 3-5. The District's only middle school has students (grades 6-8) who are identified long term English learners and low income students who have more than 2 years of identified achievement gaps. Therefore this is a LEA-wide action that is principally directed	iReady Student group data ELA(2,2) - All students, English learners, long term English learners, Low-income students iReady student group data Math(2.2)- English learners, long term English learners, Low-income students

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 intensive support to "fill in" the many gaps that exist. There is a need for this intensive service because many low income students and English learners are performing two or more years below their grade level peers. Staff has also has identified students in grades K-1 who have begun to demonstrate a need for additional instructional support to prevent increased gaps in learning. **Scope:** LEA-wide	to low-income learners and English learners. This action will also benefit the following student groups: All students, white, Arican American and.Hispanic students	
2.2	**Action:** Provide services to students to support social/emotional needs **Need:** Based on social/emotional learning data (Sown to Grow) and office discipline referrals, there continues to be an need identified, LEA wide, in the area of social/emotional learning. All of the Educational Partners identified social emotional and behavior needs a priority. Many of our low-income students and foster youth have experienced trauma, ranging from foster youth living with mulitple foster families to low-income students who are experiencing homelessness at a greater level than in past years. Many of our low-income students live in remote areas with few resources. Low-income students often experience issues with having a safe home and adequate food. All of these factors lead to students who are dealing with many issues other than learning. Low income students in Wilsona have a greater	This action includes counselors to provide small group and individual counseling services. Counselors will also provide social/emotional lessons within the classroom on topics that need additional attention. The District will provide one Social/Emotional Learning Specialist and one social worker who will specifically provide services for students and their families who also may need more mental health services and need access to community resources. The Social/Emotional Learning Specialist will also be responsible for ensuring that foster youth receive coordinated services. All staff will receive professional development to increase the understanding and implementation of trauma informed, and restorative practices. Additionally support will be provided to staff on effective behavior management strategies. Due to the widespread need, this is an LEA wide action that is principally directed to low income students and foster youth. The following student groups will also benefit from this action: All students and African American and white students	SEL Screener(Sown to Grow)(2.7) - All students, foster youth, low-income students (grades 6-8) Universal Screener(2.7)-BESS (Behavioral and Emotional Screening System (TK-5) All students, foster youth, low-income students K-8Chronic Absentee rate (2.8) - All students, foster youth, low-income students Attendance (K-8)(2.6)- All students, foster youth, low-income students

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
	number of referrals for services to address these needs. Social/emotional needs are often seen in students through their maladaptive behaviors. Low income students and foster youth have increased office discipline referrals that reflect this increased maladaptive behavior. As a result there is a continued need to provide a range of services to support low income students and foster youth at the schools. **Scope:** LEA-wide		
2.3	**Action:** Ensure students have access to timely and relevant academic, behavior and social/emotional support **Need:** District wide, there have been an increase in the number of services being provided to support students socially and behaviorally in school. The District is implementing MTSS to address academic, behavior and social/emotional needs; to ensure these services are implemented in a coordinated manner with the effective use of data to identify the needs of students and ensure that students receive the services as planned, there is a need for dedicated staff at the school and district levels to implement these services with fidelity and in a timely manner.	One assistant principal at the middle school and two part time classified staff with the support of a contracted consultant will specifically ensure that tiers 2 and 3 levels of services/intervention such as counseling support, academic intervention pullout and push in services and behavior support are being implemented as planned and that the students receiving services are meeting the established goals and outcomes. This is an LEA wide action that is principally directed to unduplicated students. This action will also benefit the following student groups: All students, African American, Hispanic, students with disabilities and homeless students.	Chronic Absenteeism(2.7)- All students, low-income students, foster youth, English learners and homeless students suspension rate(2.11) - All students, low-income students, foster youth, English learners and homeless students ELPAC (2.4)- English learners Middle school dropout rate (2.9)- All students Attendance (2.6) - All students, low-income students, foster youth,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		English learners and homeless students iReady math and ELA (2.2) - low-income students, foster youth, English learners and homeless students
2.4	**Action:** Increase school engagement and attendance for students in grades 6-8 **Need:** Parents and students indicated through our Educational Partners input that there is a continuing need to provide students at the middle school with opportunities that will increase engagement in school and better prepare students for high school. Low-income students and foster youth living in the Wilsona school district have very limited access to a variety of experiences. As a result of the remote location of the community, the primary way in which low-income students and foster youth can receive these opportunities is at school. In grades 6-8 students including low- income students and foster youth continue to demonstrate poor attendance that has also increased the chronic absenteeism rate. Students indicate on the Youth Truth Survey indicate there are challenges with student connectedness and engagement in learning. There is need to provide students with relevant	The District will continue to provide additional classes at Challenger Middle School that will increase student engagement in school. Opportunities for students to participate in art, music, and college and career readiness will be offered to students in 7th and 8th grade. Students taking these classes will be more engaged in attending school regularly and their participation in these classes will increase their engagement in school. This schoolwide action is principally directed to low-income students and foster youth specifically at Challenger Middle School. This action will also benefit the following student group: white students	Attendance (2.6)- foster youth, low-income students Chronic Absenteeism (2.8)- foster youth, low-income students Youth Truth survey (students) (2.12)- foster youth, low-income students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and engaging learning experiences in grades 6-8. **Scope:** Schoolwide		
2.5	**Action:** Provide Multi- tiered System of Support throughout the District **Need:** Based on a review of current data (iReady, chronic absenteeism, office discipline referrals, attendance) for low-income students, foster youth and English learners there is a need to continue to implement a cohesive Multi-tiered System of Support at each school. To ensure these services continue to be effective for the identified students and to ensure that services are being provided with fidelity and based on student data, there is a need to provide a consistent protocol for monitoring and decision making. There is also a need for staff to consistently review the services that are being provided to ensure they are meeting student needs. **Scope:** LEA-wide	To address this need a District MTSS committee and school level leadership teams will meet on a regular basis. The District MTSS committee will be comprised of District and school level staff. The committee will review the impact of services being provided and determine if modifications need to be made. The committee will also discuss the needs of students who have been identified as not meeting their goals and determine possible actions to address these students' needs. Through this process, intervention and other supports will be constantly evaluated for effectiveness; students who are not making progress will be addressed by District and school staff collaborating with each other to develop and/or revise the plan. The district will also provide an additional instructional hour per week for students to received differentiated instructional support. This LEA wide action is principally directed towards unduplicated students. This action will also benefit All students, Hispanic, white and African American students and students with disabilities.	iReady student (2.2)-All students, English learners, foster youth, low-income students, Attendance rate(2.6) - All students, English learners, foster youth, low-income students, Homeless Chronic absentee rate(2.8)- English learners, foster youth, low-income students, All students, and Homeless ELPAC (2.4)- English learners
2.6	**Action:** Support for health and social/emotional support to increase attendance	To address these needs the health and attendance clerks at each school to focus specifically on monitoring, reporting and following up on attendance issues.	chronic absentee rate (2.8)-All students, English learners, foster youth, low-income students

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: Based on a review of attendance and chronic absentee data as well as information provided by the school nurse, many low income students and foster youth have experienced significant attendance and health concerns over the past several years. These attendance and health concerns have impacted the chronic absenteeism rate. The District has also identified that many unduplicated students' attendance issues are related to trauma. School psychologists and school counselors have indicated that there has been an increase in students' self-referrals as well as parents' and teachers' referrals for trauma-related concerns. Due to the location of our District, foster youth are frequently moved to different foster families during the school year. This frequent movement is often traumatic for our foster youth. Although the chronic absenteeism rate has improved, it is still significantly higher than pre-pandemic rates. Therefore there is a need to provide adequate staff to address the mental health trauma and health concerns among unduplicated students. **Scope:** LEA-wide	The District has two school psychologists, a portion of each of these two positions will be used to support those students whose social and emotional issues are impacting their attendance in school or in particular classes. This LEA wide action is principally directed to low income students and foster youth. This action will also benefit the following student groups, African American and white students.	daily attendance rate (2.6)- All students, English learners, foster youth, low-income students
3.5	**Action:** Implement Structured Play opportunities **Need:** Based on SWIS data, including office discipline referrals, there is an increase in	This continuing action will include the implementation of the principles of Play Works that will support staff with establishing successful, age appropriate structures and activities for students during unstructured times throughout the day. Staff will continue to receive support to implement	Office Discipline Referrals (3.10) - All students, low-income students Suspension rate (3.1) - All students, low-income

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
	behavior referrals when students at both the elementary and middle school levels are in unstructured settings (recess, nutrition and lunch). Students have a lack of understanding of how to play with other students, follow the rules of games and sports and resolve conflict. There is a need to provide students with age appropriate activities in a structured manner during these unstructured times. 2025 Dashboard suspension data indicates for the following student groups: African American (12.7%) Long TermEnglish Learners (9.4%), Foster Youth (12.5%), Homeless (6%) and Socioeconomically Disadvantaged (4.2%). **Scope:** LEA-wide	structured play and district staff will work with Junior Mentors (students) to provide student leadership in implementing structured play activities. This action will increase students' responsibility for their behavior, increase the implementation of conflict management strategies among students and decrease inappropriate behavior office referrals from unstructured times during the day. This LEA-wide action is principally directed to unduplicated students:The following student groups will also benefit from this action: African American, Hispanic, White, and homeless and students, students with disabilities.	students, foster youth, and homeless
3.6	**Action:** Implement Attention to Attendance to resolve chronic absentee challenges and increase attendance **Need:** The District English Language Advisory Committee, parents and teachers continue to express a concern for the chronic absenteeism rate and daily attendance. They specifically identified a need to ensure that systems are in place to help the district hold students and parents accountable for attending school. Data from Attention to Attendance indicates that low-income students and foster youth have poor attendance and a greater likelihood of being chronically absent.	Attention to Attendance provides re-engagement strategies for students' attendance in who are beginning to demonstrate daily attendance problems, students who are becoming at risk for chronic absenteeism, and chronically absent students. This program will also provide increased opportunities to communicate with parents, providing parents with specific data related to their child's attendance patterns. The use of this program will provide district staff resources to notify parents, provide accurate trend data and specific systematic intervention strategies. This area of need occurs throughout the District. This LEA-wide action is principally directed to low-income students, English learners and foster youth. The following student groups will also benefit from this action: African American and	Attendance (3.6)- all students, low-income students, foster youth Chronic Absentee rate (3.5)- All students, low-income students, foster youth, English learners Number of SART meetings held (3.11)

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
	Low-income students, foster youth, and their families have developed poor attendance habits. Since returning from the pandemic there has been a noticeable change in attendance patterns especially among low-income students and foster youth. The District's daily attendance rate has not fully been restored to the pre-pandemic levels. Although our chronic absenteeism rate has improved, it remains high among these specific student groups. (English learners, foster youth, Long term English learners, Hispanic students and Socioeconomically disadvantaged students) There is a need to implement a system using data, to inform parents and students and to develop specific re-engagement strategies. **Scope:** LEA-wide	white students, students with disabilities and long term English learners.	
3.9	**Action:** Positive school climate **Need:** Based on a review of suspension data, office discipline referrals and chronically absenteeism data, low income students and foster youth are more frequently identified as needing additional support to maintain positive relationships with peers and adults. At both the elementary and middle school levels these students often arrive at school with many of their basic well-being needs not having been addressed. For some of our foster youth, they have experienced multiple changes in their	The District will continue to implement a variety of evidence based strategies to support low-income students and foster youth to develop and use appropriate behaviors both in the classroom and in unstructured settings. This action will include support for implementing positive behavior and intervention supports framework(PBIS) effective classroom management strategies and restorative practices. Staff will receiving training and coaching in these areas so that consistent practices and expectations for student behavior can be met. This is an identified LEA wide need principally directed to unduplicated students. This action will also benefit the following student	Office discipline referrals (3.10) Suspension rate (3.1) - All students, Foster Youth, Socioeconomic Disadvantaged and homeless Suspension dashboard (3.2) Expulsion rate(3.3) Attendance rate (3.6) -All students, Foster Youth, Socioeconomic Disadvantaged

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
	foster homes which causes this particular group with challenges in understanding the expectations of a new school. These factors impact how students are able to respond to instruction. Students often are unable to self-regulate their behavior especially in highly structured or highly unstructured settings. Along with a strong social and emotional learning program, these students respond to a variety of evidence based strategies. Staff needs to receive training and coaching on these strategies to successfully implement them to have a positive impact student student behavior and their development of positive student to student and student to adult relationships. **Scope:** LEA-wide	groups: African American, Hispanic, white, homeless and students with disabilities.	chronic absentee rate (3.4)- All students, Foster Youth, Socioeconomic Disadvantaged Chronic absentee dashboard(3.5)
3.10	**Action:** Implement Social/Emotional Learning Center (grades 6-8) **Need:** Teachers, administration and parents all expressed concern for the number of students experiencing behavior challenges that are in part related to social/emotional issues. This concern was especially identified for Challenger Middle School. An additional concern is the amount of time students are removed from the classroom, including suspensions.	This action will continue to provide comprehensive, wrap around services for students with significant social/emotional and behavioral needs. An SEL Center will be be available throughout the school day. A teacher will be available to provide restorative SEL lessons for students who need more intensive SEL learning support. A social worker, counselor and SEL specialist will share responsibilities for providing mental health counseling and family support. Two behavior support para educators will provide immediate support to students in the classroom by ensuring that established behavior support plans are implemented with fidelity. This schoolwide action is principally directed to unduplicated students. This action will also benefit the following	Office discipline referrals (3.10) - low-income students, foster youth Suspension rate (3.1)- low-income students, and foster youth Youth Truth Survey (students) (3.7)- All students Chronic Absentee rate (3.4)- low- income students and foster youth

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
	Low income students and foster youth in particular, in grades 6-8 are demonstrating increased inappropriate behavior as a result of experiencing increased social/emotional trauma. Based on counseling referrals and office discipline referrals, these behaviors have escalated over the past two years.with these two groups of students. There is a need to provide increased services for students to respond to their social/emotional and behavior needs. There is also a need to increase these students' time receiving instruction. **Scope:** Schoolwide	student groups: All students, Hispanic and white students and students with disabilities	
4.1	**Action:** Provide opportunties for parents to participate in parent education activities **Need:** The needs of our unduplicated students and their families were considered when creating this continuing action; many of the parents of these students do not always feel comfortable participating in school programs or understand how to support their children in school. **Scope:** LEA-wide	The District will partner with School Based Community Change to provide parents with workshops and other outreach services. This LEA wide action will impact students in several areas requested by parents including strategies to support students that will increase their engagement and attendance in school. This action will also benefit all students.	Parents attending workshops (4.3) Youth Truth Survey (parents) (4.1) Chronic Absentee rate (3.4)- low- income students, foster youth, English learners
4.2	**Action:** Provide opportunities for parent voice to be included in District decisions about students	Child care will be provided for parents wanting to participate in leadership roles at both the school and district levels. Parents of English learners will also have the opportunity to attend mini-CABE	Youth Truth Survey (parents)(4.1) Participation in workshops(4.3)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Parents in Wilsona School are unable to routinely participate in leadership roles which allows them an opportunity to having a voice regarding decisions related to programs and services for students. Their participation on required committees is in part due to a lack of child care. **Scope:** LEA-wide	sessions held in the Antelope Valley to increase their leadership skills. This action is principally directed to parents of low income students and English learners. All students will also benefit from this action.	Local Priority 3 - self reflection survey (4.2) Chronic Absentee rate (3.4)- low- income students, foster youth, English learners
4.4	**Action:** Increase parent involvement to impact student achievement and engagement **Need:** The needs of unduplicated students were considered when developing this action. Parents of unduplicated students frequently use the school as an information hub. In Wilsona, due to the remote location of the district, services for parents and families are difficult to obtain because they are not available locally. **Scope:** LEA-wide	The District will continue to provide a District Community Liaison who will ensure that parents will have community services available to them and as well as develop relationships with community services to provide greater access to this remote community. Three school level parent ambassadors will continue to serve parents at each school, working out of the school office and providing support and facilitating communication between parents, teachers and other school staff. Many of our parents English is not their first language, therefore our ambassadors and liaison will speak Spanish to facilitate the communication. This LEA wide action will be principally directed to unduplicated students. This action will also benefit all students. The District Community Liaison will support all families with local and state community resources.	Youth Truth Survey (parents) (4.1) Chronic Absentee rate (3.4)- low- income students, foster youth, English learners
4.5	**Action:** Provide a variety of strategies to increase communication and provide outreach to parents	This LEA wide action will be principally directed to unduplicated students. This action will include a variety of strategies including providing a communication platform that will allow for two way parent communication between parents and	Youth Truth Survey (parents) (4.1) Chronic Absentee rate (3.4)- low- income

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: Wilsona School District is very remote and parents often are not able to communicate or be communicated with using only traditional methods. There is a need for the District to offer a variety of strategies and options to encourage two way communication between parents and school staff. There is also a need to develop a variety of strategies to provide parent outreach. Many families do not have a car and are unable to visit the school, other parents do not have access to a phone or email, **Scope:** LEA-wide	schools, translation services and access to the internet. The increased 2-way communication will also reduce chronic absenteeism rates and support all student groups.	students, foster youth, English learners

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
1.4	**Action:** Students will continue to have access to one to one devices and technology support **Need:** Based Educational Partner feedback and teacher input, Low income students throughout the entire District do not have access to technology at home. Many of the	Low-income students will continue to be provided with a one to one device that will be available both at home and at school. Students needing access to the internet will be provided with "hot spots". Tech support will be available to parents and students to help them effectively use the technology provided.	liReady Math (1.3) and ELA (1.2) - Low-income students

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	instructional programs and curriculum that is used in the district use technology to support instruction. For students to access to this technology support they need to have access to a device both at home and at school as well as access to the internet. **Scope:** Limited to Unduplicated Student Group(s)		
1.7	**Action:** Provide students with transportation **Need:** Many low income students attending the Wilsona School District, live in very remote areas and depend on transportation to attend school; low income students living in these remote locations are also unable to access extended learning opportunities and counseling support that at times are offered after school hours. Parents are not able to provide transportation for students to access these services. When low income students do not have District provided transportation, many students will not attend school. **Scope:** Limited to Unduplicated Student Group(s)	Low income students living in these remote locations will be provided home to school transportation. A late bus will be offered to allow students to take advantage of extended learning and counseling opportunities. This action will result in increased school attendance, decreased chronic absenteeism and the opportunity for students to participate in after school services and enrichment activities.	Attendance (1.12)- low income students
2.7	**Action:** Services for English Learners **Need:** English learners continue to need a variety of services to support their successful grade level	The District will continue to provide supplemental ELD programs to be implemented during designated ELD. Bilingual aides will be used to support the implementation of designated ELD instructional time allowing for small and targeted group instruction. These aides will also provide	ELPAC(2.4) - English learners Reclassification rate (2.3)- English learners iReady ELA and Math (2.2) -English learners

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	achievement and English language acquisition. These services need to be consistently provided LEA wide since there are English learners at all level of English fluency in every grade level. **Scope:** Limited to Unduplicated Student Group(s)	those students who are new to the county with daily support in their core academic classes that are provided in English. Professional development will be offered on a monthly basis to continue to build the capacity of all teachers to meet the needs of English learners. Other support software will also be purchased to assist staff in monitoring English learners' progress in both academic areas and language acquisition.	CAASPP ELA and Math(2.1) - English learners
4.3	**Action:** Improve school readiness for PK, TK, and Kindergarten students. **Need:** Many low income students begin school in TK and Kindergarten with limited school readiness skills especially in the area of literacy. This lack in school readiness, in many cases, is the start of the achievement gap that is observed beyond kindergarten. Low income students and their families need increased opportunities for language and literacy development. Readiness in these areas are important for students to be successful in school and in particular reading. **Scope:** Limited to Unduplicated Student Group(s)	The District has a long established relationship with Save the Children. This organization shares a common interest with the District in preparing low income students for school readiness focusing on language and literacy. Working with both parents and students, Save the Children provides these services for our youngest students.	Youth Truth Survey (parents)(4.1)

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.

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.

These funds will be used to cover the expenses for our Structured play programming (GOAL 3 ACTION 5), structured play supervisors (GOAL 3 ACTION 5), community parent liaisons (GOAL 4 ACTION 4), Social Emotional Learning Teacher and aides (GOAL 3 ACTION 10).

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		54:1253
Staff-to-student ratio of certificated staff providing direct services to students		43:1253

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$13,237,427	$5,610,465	42.383%	0.201%	42.584%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$14,750,349.00	$2,614,645.10	$0.00	$364,943.00	$17,729,937.10	$14,692,008.10	$3,037,929.00

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	Provide fully credentialed and appropriately assigned teachers	All	No			All Schools	3 years	$4,725,803.00	$0.00	$4,725,803.00				$4,725,803.00	0
1	1.2	Provide daily opportunities for small group instruction and student feedback	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Vista San Gabriel	3 years	$356,877.00	$0.00	$356,877.00				$356,877.00	0
1	1.3	Provide standards aligned core instructional materials	All	No			All Schools	3 years	$0.00	$301,186.00		$301,186.00			$301,186.00	0
1	1.4	Students will continue to have access to one to one devices and technology support	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	3 years	$233,259.00	$67,500.00	$268,759.00	$32,000.00			$300,759.00	0
1	1.5	Increase middle school students' engagement	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Challenger Middle School	3 years	$370,283.00	$0.00	$370,283.00				$370,283.00	0
1	1.6	Provide professional development on small group instruction and effective instructional strategies.	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 years3 years	$140,000.00	$102,000.00	$217,000.00	$25,000.00			$242,000.00	0
1	1.7	Provide students with transportation	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	3 years	$0.00	$190,000.00	$190,000.00				$190,000.00	0
1	1.8	Increase student engagement in grades TK-5	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: Vista San Gabriel and Wilsona Elementar	3 years	$267,161.00	$0.00	$267,161.00				$267,161.00	0

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
							y TK-5									
1	1.9	Provide instructional assistants	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: Vista San Gabriel and Wilsona Elementary	3 years	$367,028.00	$0.00	$367,028.00				$367,028.00	0
1	1.10	Provide supplementary MATH/ELA programs	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 years	$0.00	$135,000.00	$120,000.00	$15,000.00			$135,000.00	0
1	1.11	Provide Preschool Opportunities	All Students with Disabilities	No			Specific Schools: Vista San Gabriel	1 year	$281,745.10	$0.00		$281,745.10			$281,745.10	0
2	2.1	Provide Students with academic intervention in English language arts and math in grades K-8	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 years	$605,803.00	$25,000.00	$25,000.00	$301,860.00		$303,943.00	$630,803.00	0
2	2.2	Provide services to students to support social/emotional needs	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 years	$658,000.00	$15,000.00	$673,000.00				$673,000.00	0
2	2.3	Ensure students have access to timely and relevant academic, behavior and social/emotional support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$316,419.00	$65,000.00	$381,419.00				$381,419.00	0
2	2.4	Increase school engagement and attendance for students in grades 6-8	Foster Youth Low Income	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Challenger Middle School	3 years	$393,406.00	$55,000.00	$276,406.00	$172,000.00			$448,406.00	0
2	2.5	Provide Multi- tiered System of Support throughout the District	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$1,100,000.00	$90,000.00	$1,190,000.00				$1,190,000.00	0
2	2.6	Support for health and social/emotional support to increase attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$316,243.00	$0.00	$316,243.00				$316,243.00	0
2	2.7	Services for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 years	$168,108.00	$75,000.00	$243,108.00				$243,108.00	0
2	2.8	Provide support for students identified as long term English learners.	All Long Term English learners	No				3 years	$0.00	$10,000.00				$10,000.00	$10,000.00	0

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	Provide support to African American students	African American students	No			All Schools	3 years	$0.00	$30,000.00				$30,000.00	$30,000.00	0
2	2.10	Provide academic, social/emotional and enrichment opportuntieis	All	No			All Schools	1 year	$0.00	$0.00	$0.00				$0.00	0
3	3.1	Basic Instructional Support	All	No			All Schools	3 years	$1,036,869.00	$137,829.00	$1,162,698.00	$12,000.00			$1,174,698.00	0
3	3.2	Support for Students with Disabilities	Students with Disabilities	No			All Schools	3 years	$1,257,667.00	$1,277,514.00	$1,277,514.00	$1,257,667.00			$2,535,181.00	0
3	3.3	Maintenance and Facilities	All	No			All Schools	3 years	$808,569.00	$232,000.00	$1,040,569.00				$1,040,569.00	0
3	3.4	Transportation	All Students with Disabilities	No			All Schools	3 years	$617,199.00	$0.00	$617,199.00				$617,199.00	0
3	3.5	Implement Structured Play opportunities	Low Income	Yes	LEA-wide	Low Income	All Schools	3 years	$28,019.00	$15,000.00	$43,019.00				$43,019.00	0
3	3.6	Implement Attention to Attendance to resolve chronic absentee challenges and increase attendance	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 years	$0.00	$35,500.00	$35,500.00				$35,500.00	0
3	3.7	Implement Homeless Information Management System	All homeless students	No			All Schools	3 years	$0.00	$5,000.00				$5,000.00	$5,000.00	0
3	3.8		All	No			All Schools	3 years	$0.00	$16,000.00				$16,000.00	$16,000.00	0
3	3.9	Positive school climate	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 years	$0.00	$45,000.00	$45,000.00				$45,000.00	0
3	3.10	Implement Social/Emotional Learning Center (grades 6-8)	Foster Youth Low Income	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Challenger Middle School	3 years	$110,629.00	$0.00	$110,629.00				$110,629.00	0
3	3.11	Technology	All	No			All Schools	3 years	$159,734.00	$97,400.00	$257,134.00				$257,134.00	0
4	4.1	Provide opportunties for parents to participate in parent education activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$1,000.00	$5,000.00	$6,000.00				$6,000.00	0
4	4.2	Provide opportunities for parent voice to be included in District decisions about students	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 years	$1,000.00	$0.00	$1,000.00				$1,000.00	0
4	4.3	Improve school readiness for PK, TK, and Kindergarten students.	Low Income	Yes	Limited to Undupli	Low Income	All Schools	3 years	$35,000.00	$0.00	$35,000.00				$35,000.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					cated Student Group(s)											
4	4.4	Increase parent involvement to impact student achievement and engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$120,000.00	$0.00	$120,000.00				$120,000.00	0
4	4.5	Provide a variety of strategies to increase communication and provide outreach to parents	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	$0.00	$11,000.00	$11,000.00				$11,000.00	0
5	5.1	Support for diagnostic, instructional support and progress monitoring	All Students with Disabilities	No				3 years	$81,765.00	$0.00		$81,765.00			$81,765.00	0
5	5.2	Increase health services	All Students with Disabilities	No				3 years	$77,893.00	$0.00		$77,893.00			$77,893.00	0
5	5.3	Provide staff to increase student connectedness to school and learning	All	No				3 years	$56,529.00	$0.00		$56,529.00			$56,529.00	0

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$13,237,427	$5,610,465	42.383%	0.201%	42.584%	$5,669,432.00	0.000%	42.829 %	**Total:**	$5,669,432.00
								LEA-wide Total:	$3,818,370.00
								Limited Total:	$736,867.00
								Schoolwide Total:	$1,114,195.00

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	1.2	Provide daily opportunities for small group instruction and student feedback	Yes	Schoolwide	English Learners Low Income	Specific Schools: Vista San Gabriel	$356,877.00	0
1	1.4	Students will continue to have access to one to one devices and technology support	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$268,759.00	0
1	1.5	Increase middle school students' engagement	Yes	Schoolwide	English Learners Low Income	Specific Schools: Challenger Middle School	$370,283.00	0
1	1.6	Provide professional development on small group instruction and effective instructional strategies.	Yes	LEA-wide	English Learners Low Income	All Schools	$217,000.00	0
1	1.7	Provide students with transportation	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$190,000.00	0
1	1.8	Increase student engagement in grades TK-5	Yes	LEA-wide	English Learners Low Income	Specific Schools: Vista San Gabriel and Wilsona Elementary	$267,161.00	0

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 (%)
						TK-5		
1	1.9	Provide instructional assistants	Yes	LEA-wide	English Learners Low Income	Specific Schools: Vista San Gabriel and Wilsona Elementary	$367,028.00	0
1	1.10	Provide supplementary MATH/ELA programs	Yes	LEA-wide	English Learners Low Income	All Schools	$120,000.00	0
2	2.1	Provide Students with academic intervention in English language arts and math in grades K-8	Yes	LEA-wide	English Learners Low Income	All Schools	$25,000.00	0
2	2.2	Provide services to students to support social/emotional needs	Yes	LEA-wide	Foster Youth Low Income	All Schools	$673,000.00	0
2	2.3	Ensure students have access to timely and relevant academic, behavior and social/emotional support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$381,419.00	0
2	2.4	Increase school engagement and attendance for students in grades 6-8	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Challenger Middle School	$276,406.00	0
2	2.5	Provide Multi- tiered System of Support throughout the District	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,190,000.00	0
2	2.6	Support for health and social/emotional support to increase attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$316,243.00	0
2	2.7	Services for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$243,108.00	0
3	3.5	Implement Structured Play opportunities	Yes	LEA-wide	Low Income	All Schools	$43,019.00	0
3	3.6	Implement Attention to Attendance to resolve chronic absentee challenges and increase attendance	Yes	LEA-wide	Foster Youth Low Income	All Schools	$35,500.00	0

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	3.9	Positive school climate	Yes	LEA-wide	Foster Youth Low Income	All Schools	$45,000.00	0
3	3.10	Implement Social/Emotional Learning Center (grades 6-8)	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Challenger Middle School	$110,629.00	0
4	4.1	Provide opportunties for parents to participate in parent education activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,000.00	0
4	4.2	Provide opportunities for parent voice to be included in District decisions about students	Yes	LEA-wide	English Learners Low Income	All Schools	$1,000.00	0
4	4.3	Improve school readiness for PK, TK, and Kindergarten students.	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$35,000.00	0
4	4.4	Increase parent involvement to impact student achievement and engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$120,000.00	0
4	4.5	Provide a variety of strategies to increase communication and provide outreach to parents	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,000.00	0

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$17,944,544.00	$20,289,121.63

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**	Provide fully credentialed and appropriately assigned teachers	No	$4,641,816.00	$6,850,769.04
1	**1.2**	Provide daily opportunities for small group instruction and student feedback	Yes	$323,720.00	$355,494.00
1	**1.3**	Provide standards aligned core instructional materials	No	$115,000.00	$69,884.08
1	**1.4**	Students will continue to have access to one to one devices and technology support	Yes	$1,216,066.00	$733,689.96
1	**1.5**	Increase middle school students' engagement	Yes	$444,496.00	$364,234.00
1	**1.6**	Provide professional development on small group instruction and effective instructional strategies.	Yes	$414,687.00	$197,257.00
1	**1.7**	Provide students with transportation	Yes	$190,000.00	$190,000.00
1	**1.8**	Increase student engagement in grades TK-5	Yes	$357,204.00	$399,942.00
1	**1.9**	Provide instructional assistants	Yes	$194,374.00	$269,418.00
1	**1.10**	Provide supplementary math and ELA programs	Yes	$285,000.00	$213,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Provide Students with academic intervention in English language arts and math in grades K-8	Yes	$126,560.00	$88,684.00
2	2.2	Provide services to students to support social/emotional needs	Yes	$577,871.00	$622,816.00
2	2.3	Ensure students have access to timely and relevant academic, behavior and social/emotional support	Yes	$384,332.00	$345,913.00
2	2.4	Increase school engagement and attendance for students in grades 6-8	Yes	$415,000.00	$416,520.00
2	2.5	Provide Multi- tiered System of Support throughout the District	Yes	$906,080.00	$1,094,970.00
2	2.6	Support for health and social/emotional support to increase attendance	Yes	$180,000.00	$291,593.00
2	2.8	Services for English Learners	Yes	$250,721.00	$261,444.00
2	2.11	Provide support for students identified as long term English learners.	No	$10,000.00	$0.00
2	2.12	Provide support to African American students	No	$30,000.00	$42,454.10
3	3.1	Basic Instructional Support	No	$1,674,928.00	$1,526,573.18
3	3.2	Support for Students with Disabilities	No	$2,060,876.00	$1,557,108.94
3	3.3	Maintenance and Facilities	No	$1,040,569.00	$2,848,640.03
3	3.4	Transportation	No	$349,248.00	$618,74.03

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.5	Implement Playworks	Yes	$138,639.00	$137,099.00
3	3.6	Implement Attention to Attendance to resolve chronic absentee challenges and increase attendance	Yes	$35,500.00	$35,500.00
3	3.7	Implement Homeless Information Management System	No	$5,000.00	$5,000.00
3	3.8	Raptor	No	$10,000.00	$16,497.00
3	3.9	Positive school climate	Yes	$71,500.00	$35,049.00
3	3.10	Implement Social/Emotional Learning Center (grades 6-8)	Yes	$197,382.00	$205,489.00
3	3.11	Technology	No	$97,400.00	$101,905.06
4	4.1	Provide opportunties for parents to participate in parent education activities	Yes	$15,000.00	$501.00
4	4.2	Provide opportunities for parent voice to be included in District decisions about students	Yes	$2,000.00	$0.00
4	4.3	Improve school readiness for PK, TK, and Kindergarten students.	Yes	$25,000.00	$0.00
4	4.4	Increase parent involvement to impact student achievement and engagement	Yes	$357,294.00	$323,792.00
4	4.5	Provide a variety of strategies to increase communication and provide outreach to parents	Yes	$11,000.00	$5,536.00
5	5.1	Support for diagnostic, instructional support and progress monitoring	No	$564,373.00	$476,374.58
5	5.2	Increase health services	No	$123,560.00	$104,737.20

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)
5	**5.3**	Provide staff to increase student connectedness to school and learning	No	$102,348.00	$39,363.43

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$5,589,203	$6,648,451.00	$6,587,941.00	$60,510.00	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	1.2	Provide daily opportunities for small group instruction and student feedback	Yes	$323,720.00	$355,494.00	0	0
1	1.4	Students will continue to have access to one to one devices and technology support	Yes	$1,216,066.00	$733,690.00	0	0
1	1.5	Increase middle school students' engagement	Yes	$444,496.00	$364,234.00	0	0
1	1.6	Provide professional development on small group instruction and effective instructional strategies.	Yes	$389,687.00	$197,257.00	0	0
1	1.7	Provide students with transportation	Yes	$190,000.00	$190,000.00	0	0
1	1.8	Increase student engagement in grades TK-5	Yes	$357,204.00	$399,942.00	0	0
1	1.9	Provide instructional assistants	Yes	$194,374.00	$269,418.00	0	0
1	1.10	Provide supplementary math and ELA programs	Yes	$270,000.00	$213,000.00	0	0
2	2.1	Provide Students with academic intervention in English language arts and math in grades K-8	Yes	$126,560.00	$88,684.00	0	0
2	2.2	Provide services to students to support social/emotional needs	Yes	$577,871.00	$622,816.00	0	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	2.3	Ensure students have access to timely and relevant academic, behavior and social/emotional support	Yes	$384,332.00	$345,913.00	0	0
2	2.4	Increase school engagement and attendance for students in grades 6-8	Yes	$285,000.00	$416,520.00	0	0
2	2.5	Provide Multi- tiered System of Support throughout the District	Yes	$906,080.00	$1,094,970.00	0	0
2	2.6	Support for health and social/emotional support to increase attendance	Yes	$180,000.00	$291,593.00	0	0
2	2.8	Services for English Learners	Yes	$250,721.00	$261,444.00	0	0
3	3.5	Implement Playworks	Yes	$138,639.00	$137,099.00	0	0
3	3.6	Implement Attention to Attendance to resolve chronic absentee challenges and increase attendance	Yes	$35,500.00	$35,500.00	0	0
3	3.9	Positive school climate	Yes	$71,500.00	$35,049.00	0	0
3	3.10	Implement Social/Emotional Learning Center (grades 6-8)	Yes	$197,382.00	$205,489.00	0	0
4	4.1	Provide opportunties for parents to participate in parent education activities	Yes	$15,000.00	$501.00	0	0
4	4.2	Provide opportunities for parent voice to be included in District decisions about students	Yes	$2,000.00	$0.00	0	0
4	4.3	Improve school readiness for PK, TK, and Kindergarten students.	Yes	$25,000.00	$0.00	0	0
4	4.4	Increase parent involvement to impact student achievement and engagement	Yes	$56,319.00	$323,792.00	0	0
4	4.5	Provide a variety of strategies to increase communication	Yes	$11,000.00	$5,536.00	0	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)
		and provide outreach to parents					

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$12,832,361	$5,589,203	7.984%	51.540%	$6,587,941.00	0.000%	51.338%	$25,797.70	0.201%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024