LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Windsor Unified School District

CDS Code: 49-75358-0000000

School Year: 2024-25

LEA contact information:
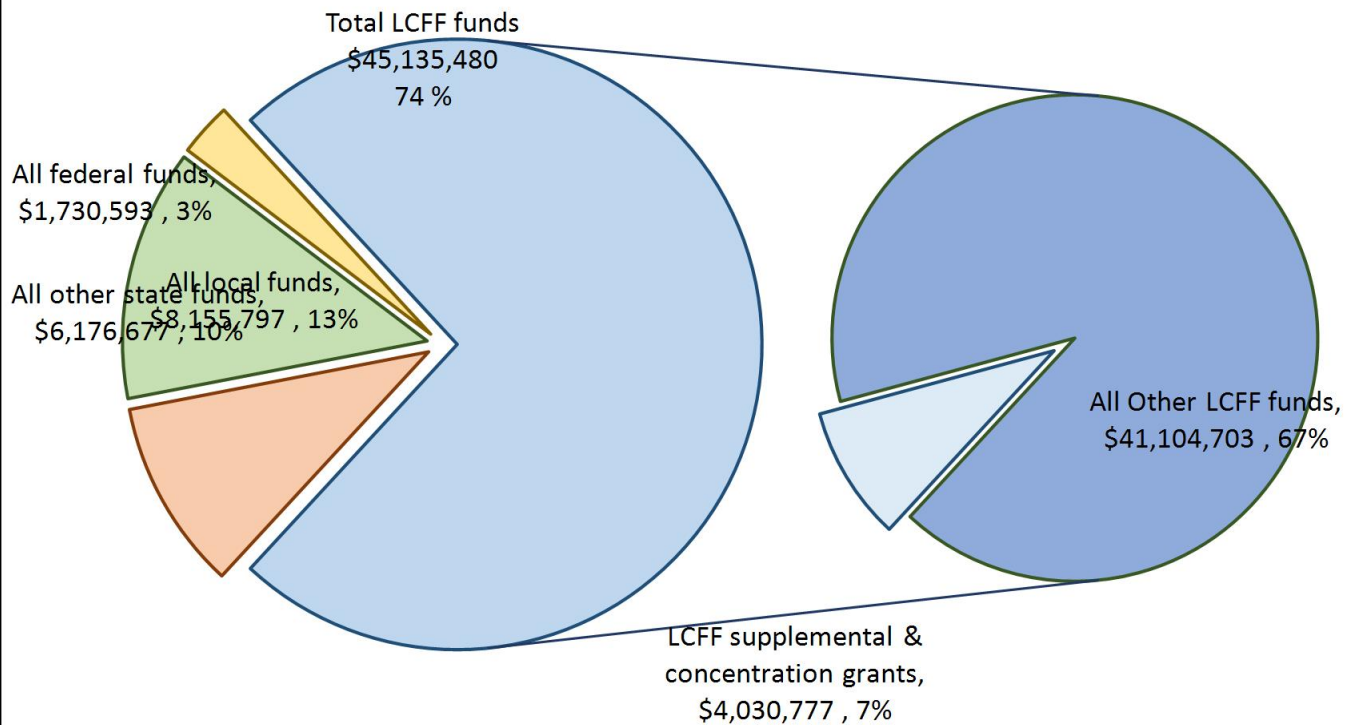
Jeremy Decker

Superintendent

jdecker@wusd.org

707-837-7700

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 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds
$45,135,480
74 %

All federal funds,
$1,730,593 , 3%

All other state funds,
$6,176,677 , 10%

All local funds,
$8,155,797 , 13%

All Other LCFF funds,
$41,104,703 , 67%

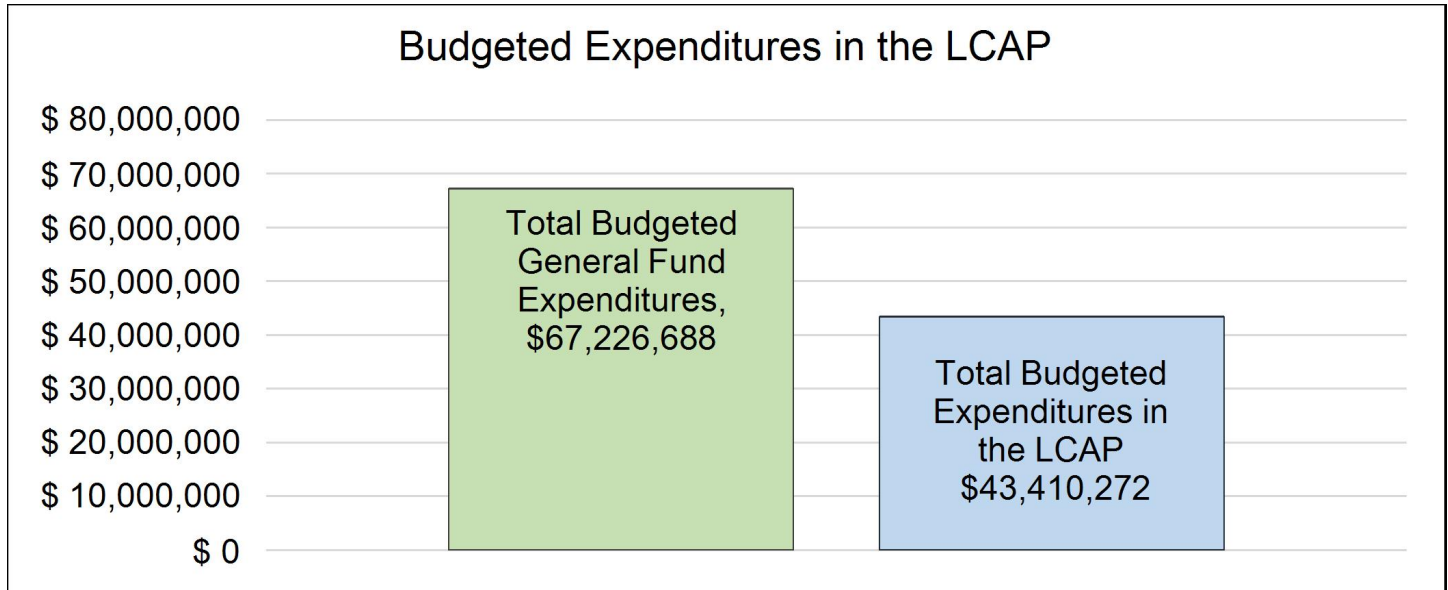LCFF supplemental &
concentration grants,
$4,030,777 , 7%

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

The text description for the above chart is as follows: The total revenue projected for Windsor Unified School District is $61,198,547, of which $45,135,480 is Local Control Funding Formula (LCFF), $6,176,677 is other state funds, $8,155,797 is local funds, and $1,730,593 is federal funds. Of the $45,135,480 in LCFF Funds, $4,030,777 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $67,226,688	
	Total Budgeted Expenditures in the LCAP $43,410,272

Y-axis: $ 0, $ 10,000,000, $ 20,000,000, $ 30,000,000, $ 40,000,000, $ 50,000,000, $ 60,000,000, $ 70,000,000, $ 80,000,000

This chart provides a quick summary of how much Windsor Unified School District plans to spend for 2024-25. 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: Windsor Unified School District plans to spend $67,226,688 for the 2024-25 school year. Of that amount, $43,410,272 is tied to actions/services in the LCAP and $23,816,416 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
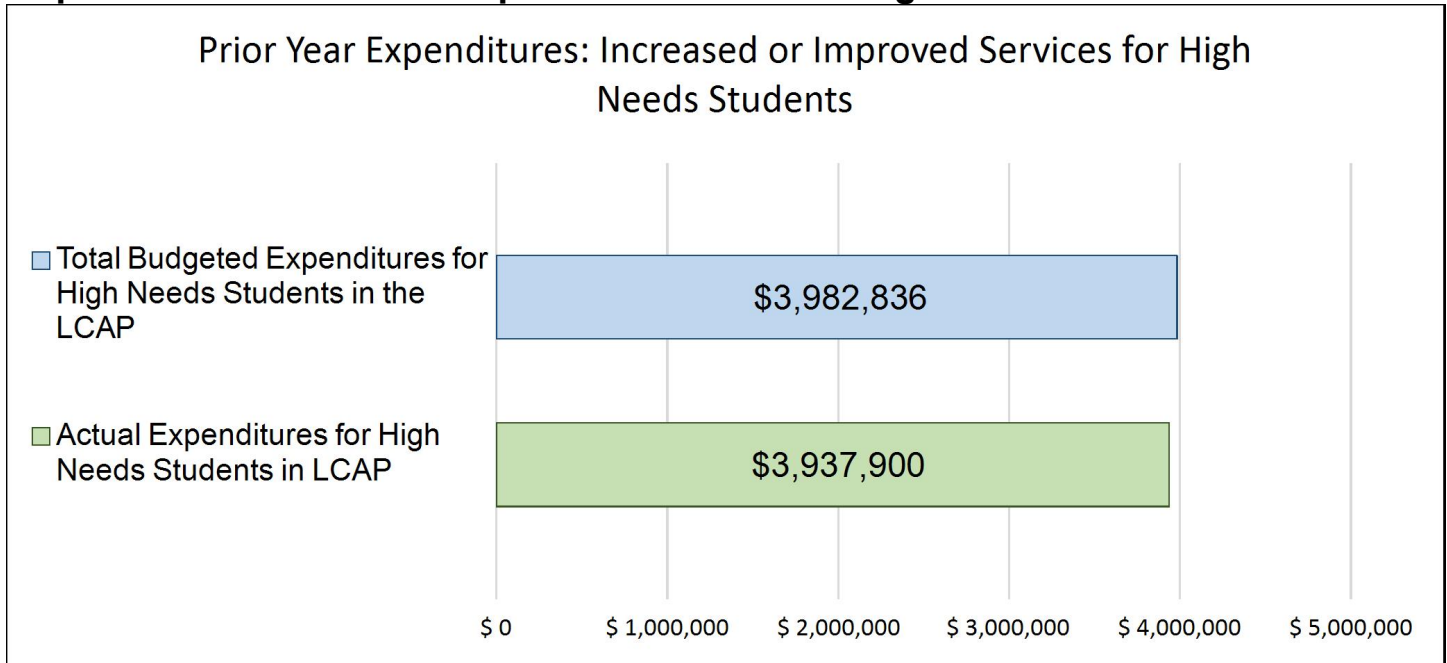
Some of the main expenditures not included in the LCAP include before and after school care, donation accounts including athletics, mental health dollars through the Department of Health Care Services, operating expenditures necessary to running the school sites such as insurance and utilities, and support staff necessary to supporting the educational programs and operations of the school sites.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Windsor Unified School District is projecting it will receive $4,030,777 based on the enrollment of foster youth, English learner, and low-income students. Windsor Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Windsor Unified School District plans to spend $5,327,898 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 2023-24

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $3,982,836

☐ Actual Expenditures for High Needs Students in LCAP — $3,937,900

$ 0 $ 1,000,000 $ 2,000,000 $ 3,000,000 $ 4,000,000 $ 5,000,000

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

The text description of the above chart is as follows: In 2023-24, Windsor Unified School District's LCAP budgeted $3,982,836 for planned actions to increase or improve services for high needs students. Windsor Unified School District actually spent $3,937,900 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $44,936 had the following impact on Windsor Unified School District's ability to increase or improve services for high needs students:

The two main areas where we saw a material difference were after school tutoring and intervention programs. After school tutoring was still done, but through our expanded learning opportunities program so it was not applicable, and several of the intervention programs were instead paid for out of our Learning Recovery Block Grant.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Windsor Unified School District	Jeremy Decker Superintendent	jdecker@wusd.org 707-837-7700

Goals and Actions

Goal

Goal #	Description
1	Broad Goal: Provide a rigorous curriculum based on the California Common Core State Standards to maximize student progress and achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metrics: 1) Common assessments in ELA and Math are established TK-12	1) Students will continue to have participated in three ELA and math common assessments as a means to monitor progress on mastery of the CCSS	1) Students will continue to have participated in three ELA and math common assessments as a means to monitor progress on mastery of the CCSS	1) Students participated in three ELA and math common assessments as a means to monitor progress on mastery of the CCSS	1) Students participated in three ELA and math common assessments as a means to monitor progress on mastery of the CCSS	1) Students will continue to have participated in at least three ELA and math common assessments as a means to monitor progress on mastery of the CCSS
2) DISCONTINUE 2021/22: LCAP survey data re: math help	2) 36% and 33% of parents and students identified math as a subject students need more help with (2020)	2) DISCONTINUED- WUSD moved to YouthTruth survey36% and 33% of parents and students identified math as a subject students need more help with-	2) DISCONTINUED- WUSD moved to YouthTruth survey36% and 33% of parents and students identified math as a subject students need more help with	2) DISCONTINUED- WUSD moved to YouthTruth survey36% and 33% of parents and students identified math as a subject students need more help with	2) DISCONTINUED- WUSD moved to YouthTruth survey 9% fewer Students, parents, and staff combined, or 27% will identify math as the subject students need more help with.
3) Dashboard A-G completion rate	3) 31% of students complete A-G requirements- (2020)	3) 33% of students complete A-G requirements- (2021)	3) 36.5% of students complete A-G requirements- (2022)	3) 28% of students complete A-G requirements- (2023)	3) 41% of students complete A-G requirements.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4) DISCONTINUE: Dashboard AP participation rate

4a)New 2021/22: Dashboard percentage of students earning a 3 or higher on at least 2 AP exams | 4) 13% of students participated in AP exams- (2020) | 4) DISCONTINUE: 13% of students participated in AP exams- (2020) 4a)New Dashboard Metric and baseline for 2021: 12% of students earned a 3 or higher on at least 2 AP exams | 4) DISCONTINUE: 13% of students participated in AP exams- (2020)

4a) 14.5% of students earned a 3 or higher on at least 2 AP exams | 4) DISCONTINUE: 13% of students participated in AP exams- (2020)

4a) 15% of students earned a 3 or higher on at least 2 AP exams | 4) DISCONTINUE: 6% more, or 19% of students participate in AP exams.

4a) 16% of students will earn a 3 or higher on at least 2 AP exams |
| 5) Dashboard CTE pathway completion rate | 5) CTE pathway completion rate= 10% (2020) | 5) CTE pathway completion rate= 29.1% (2021) | 5) CTE pathway completion rate= 19.2% (2022) | 5) CTE pathway completion rate= 7% (2023) | 5) CTE pathway completion rate increase to 19% (goal exceeded in 2021- 29.1%) New goal= 40%. |
| 6) Self-completed rubric for CCSS implementation reported on Dashboard Local Indicator report. | 6)The Implementation of Academic Standards self-score rubric on the CA Dashboard will show progress in all areas:
• Professional Development - all sections (5) receiving a score of 3 or above
• Instructional Materials - all sections (5) receiving a | 6)The Implementation of Academic Standards self-score rubric on the CA Dashboard was met in all areas. | 6)The Implementation of Academic Standards self-score rubric on the CA Dashboard was met in all areas. | 6)The Implementation of Academic Standards self-score rubric on the CA Dashboard was met in all areas. | 6) The Implementation of Academic Standards self-score rubric on the CA Dashboard was continue to be met in all areas and show steady growth. No sections will regress in scoring. |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	score of 3 or above • Policy and Program Support - all sections (5) receiving a score of 1 or above, with the ELD and Mathematics sections maintaining a score of 5 • Implementation of Standards - all sections (5) receiving a score of 2 or above • Engagement of School Leadership - all sections (3) receiving a score of 3 or above				
7) Dataquest English Learner reclassification rate	7) 13% of English Learners reclassified to FEP for 2020/21.	7) 13% of English Learners reclassified to FEP for 2020/21. (2021-22 Data is not yet available).	7) 15% of English Learners reclassified to FEP for 2021/22. (2022/23 Data is not yet available).	7) 14.1% of English Learners reclassified to FEP for 2022/23. (2023/24 Data is not yet available).	7) 18% of English Learners will reclassify to FEP (2020/21=13%)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
8) Master schedule analysis per school site	8) All students, including students with exceptional needs and English Learners maintain access to the full course of study described in the Education Code	8) All students, including students with exceptional needs and English Learners maintain access to the full course of study described in the Education Code	8) All students, including students with exceptional needs and English Learners maintained access to the full course of study described in Education Code	8) All students, including students with exceptional needs and English Learners maintained access to the full course of study described in Education Code	8) All students, including students with exceptional needs and English Learners maintain access to the full course of study described in Education Code
9) Common benchmark assessments reflective of the ELD/ELA CCSS in the Designated English Language Development program, including access to ELA/ELD standards.	9) 33% of English Learners scored 80% on benchmark #3 (2020/21)	9) 30% of English Learners scored 80% on benchmark #3 (2021/22)	9) 26% of English Learners scored 80% on benchmark #3 (2022/23)	9) 32%of English Learners scored 80% on benchmark #3 (2023/24)	9) English Learners will demonstrate a 9% net increase, or 42% scoring 80% on benchmark #3 (2020/21= 33%)
10) DISCONTINUED: Dataquest AP exam score of 3 or higher rate	10) 75% of students taking AP exams earned an AP exam score of 3 or higher (2020)	10) DISCONTINUE-(see 4a). 75% of students taking AP exams earned an AP exam score of 3 or higher (2020)	10) DISCONTINUE-(see 4a). 75% of students taking AP exams earned an AP exam score of 3 or higher (2020)	10) DISCONTINUE-(see 4a). 75% of students taking AP exams earned an AP exam score of 3 or higher (2020)	10) DISCONTINUE-(see 4a) 9% more of students, or 84% will earn an AP exam score of 3 or higher (2020= 75%)
11) ELA SBAC summative assessment.	11) 48% of students in grades 3-8 and 11 MET or EXCEEDED standards on the ELA portion of the SBAC summative assessment (2019)	11) 48% of students in grades 3-8 and 11 MET or EXCEEDED standards on the ELA portion of the SBAC summative assessment (2019)	11) 39.63% of students in grades 3-8 and 11 MET or EXCEEDED standards on the ELA portion of the SBAC summative	11) 38.59% of students in grades 3-8 and 11 MET or EXCEEDED standards on the ELA portion of the SBAC summative	11) 59% of students in grades 3-8 and 11 will MEET or EXCEED standards on the ELA portion of the SBAC summative

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	11a) 48% of 3rd graders MET OR EXCEEDED standards on the ELA portion of the SBAC summative assessment (2019) 11b) 11% of students with disabilities MET OR EXCEEDED standards on the ELA portion of the SBAC summative assessment. (2019)	(SBAC was not administered in 2020 or 2021. 2021-22 data is not yet available) 11a) 48% of 3rd graders MET OR EXCEEDED standards on the ELA portion of the SBAC summative assessment (2019) (SBAC was not administered in 2020 or 2021. 2021-22 data is not yet available) 11b) 11% of students with disabilities MET OR EXCEEDED standards on the ELA portion of the SBAC summative assessment. (2019) (SBAC was not administered in 2020 or 2021. 2021-22 data is not yet available)	assessment (2021/22) (SBAC was not administered in 2020 or 2021. 2022/23 data is not yet available. This year 22/23 establishes a new baseline post-Covid. Growth should be measured in future years as compared to the 21/22 scores) 11a) 31.01% of 3rd graders MET OR EXCEEDED standards on the ELA portion of the SBAC summative assessment (2021/22) (SBAC was not administered in 2020 or 2021. 2022/23 data is not yet available. This year 22/23 establishes a new baseline post-Covid. Growth should be measured in future years as compared to the 21/22 scores) 11b) 8.15% of students with disabilities MET OR	assessment (2022/2023) 11a) 30.11% of 3rd graders MET OR EXCEEDED standards on the ELA portion of the SBAC summative assessment (2022/23) 11b) 5.94% of students with disabilities MET OR EXCEEDED standards on the ELA portion of the SBAC summative assessment. (2022/23)	assessment (2019= 48%) 11a) 59% of 3rd graders will meet or exceed standards on the ELA portion of the SBAC summative assessment (2019= 48%) 11b) 18% of students with disabilities will meet or exceed standards on the ELA portion of the SBAC summative assessment. (2019= 11%)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			EXCEEDED standards on the ELA portion of the SBAC summative assessment. (2021/22) (SBAC was not administered in 2020 or 2021. 2022/23 data is not yet available. This year 22/23 establishes a new baseline post-Covid. Growth should be measured in future years as compared to the 21/22 scores)		
12) Mathematics SBAC summative assessment.	12) 35% of students in grades 3-8 and 11 MET or EXCEEDED standards on the mathematics portion of the SBAC summative assessment (2019) 12a) 6% of students with disabilities MET or EXCEEDED standards on the math portion of the SBAC summative assessment. (2019)	12) 35% of students in grades 3-8 and 11 MET or EXCEEDED standards on the mathematics portion of the SBAC summative assessment (2019) (SBAC was not administered in 2020 or 2021. 2021-22 data is not yet available) 12a) 6% of students with disabilities MET or EXCEEDED standards on the math	12) 25.92% of students in grades 3-8 and 11 MET or EXCEEDED standards on the mathematics portion of the SBAC summative assessment (2021/22) (SBAC was not administered in 2020 or 2021. 2022/23 data is not yet available. This year 22/23 establishes a new baseline post-Covid. Growth should be	12) 26.11% of students in grades 3-8 and 11 MET or EXCEEDED standards on the mathematics portion of the SBAC summative assessment (2022/23) 12a) 4.36% of students with disabilities MET or EXCEEDED standards on the math portion of the SBAC summative	12) 46% of students in grades 3-8 and 11 will MEET or EXCEED standards on the mathematics portion of the SBAC summative assessment (2019= 35%) 12a) 12% of students with disabilities will meet or exceed standards on the math portion of the SBAC summative

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		portion of the SBAC summative assessment. (2019) (SBAC was not administered in 2020 or 2021. 2021-22 data is not yet available)	measured in future years as compared to the 21/22 scores) 12a) 5.16% of students with disabilities MET or EXCEEDED standards on the math portion of the SBAC summative assessment. (2021/22) (SBAC was not administered in 2020 or 2021. 2022/23 data is not yet available. This year 22/23 establishes a new baseline post-Covid. Growth should be measured in future years as compared to the 21/22 scores)	assessment. (2022/23)	assessment. (2019= 6%)
13) Local Integrated Math I benchmark assessment data collection	13) 63% of Integrated Math 1 students scored proficient (70% or higher) on the 1st semester benchmark assessment (in fall 2020)	13) 69% of Integrated Math 1 students scored proficient (70% or higher) on the 1st-semester benchmark assessment (in fall 2021)	13) 79% of Integrated Math 1 students scored proficient (70% or higher) on the 1st-semester benchmark assessment (in fall 2022)	13) Discontinued: 79% of Integrated Math 1 students scored proficient (70% or higher) on the 1st-semester benchmark assessment (in fall 2022) - This goal was discontinued due to the implementation of	13) 83% of Integrated Math 1 students will score proficient (70% or higher) on the 1st semester benchmark assessment (2020= 63%)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Pre-Math I. Any percent increase would be due to students not ready for Math I being enrolled in Pre-Math I, which would skew the data.	
14) College/career Dashboard indicator	14) 40.9% of students are prepared for college/career (2020) 14a) 35.7% of Hispanic/Latinx students are prepared for college/career (2020) 14b) 3.3% of English Learners are prepared for college/career (2020) 14c) 34.4% of socioeconomically disadvantaged students are prepared for college/career (2020) 14d) 7.4% of students with disabilities are prepared for college/career (2020)	14) 86% of students are prepared for college/career (2021) (this percentage may be inflated as some students may have met criteria in more than one area) 14a) 69% of Hispanic/Latinx students are prepared for college/career (2021) (this percentage may be inflated as some students may have met criteria in more than one area) 14b) 20% of English Learners are prepared for college/career (2021) (this percentage may be inflated as some students may have	14) CCI METRIC NOT REPORTED IN 21/22 ON CA SCHOOL DASHBOARD. COULD NOT MEASURE. WILL RESUME IN THE 22/23 SCHOOL YEAR. XX% of students are prepared for college/career (2022) 14a) CCI METRIC NOT REPORTED IN 21/22 ON CA SCHOOL DASHBOARD. COULD NOT MEASURE. WILL RESUME IN THE 22/23 SCHOOL YEAR. XX% of Hispanic/Latinx students are prepared for college/career (2022)	14) 40.2% of students are prepared for college/career (2023) 14a) 29.5% of Hispanic/Latinx students are prepared for college/career (2023) 14b) 4% of English Learners are prepared for college/career (2023) 14c) 30.2% of socioeconomically disadvantaged students are prepared for college/career (2023) 14d) 5.5% of students with disabilities are prepared for college/career (2023)	14) 49.9% of students are prepared for college/career (2019= 40.9%) (goal exceeded in 2021- 86%) New goal= 90%. 14a) 44.7% of Hispanic/Latinx students are prepared for college/career (2020= 35.7%) (goal exceeded in 2021- 69%) New goal= 75%. 14b) 9.3% of English Learners are prepared for college/career (2020= 3.3%) (goal exceeded in 2021- 20%) New goal= 25%. 14c) 43.4% of socioeconomically disadvantaged

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	14e) 31.3% of homeless students are prepared for college/career (2020)	met criteria in more than one area) 14c) 69% of socioeconomically disadvantaged students are prepared for college/career (2021) (this percentage may be inflated as some students may have met criteria in more than one area) 14d) 22% of students with disabilities are prepared for college/career (2021) (this percentage may be inflated as some students may have met criteria in more than one area) 14e) 100% of homeless students are prepared for college/career (2021) (this percentage may be inflated as some students may have met criteria in more than one area)	14b) CCI METRIC NOT REPORTED IN 21/22 ON CA SCHOOL DASHBOARD. COULD NOT MEASURE. WILL RESUME IN THE 22/23 SCHOOL YEAR. XX% of English Learners are prepared for college/career (2022) 14c) CCI METRIC NOT REPORTED IN 21/22 ON CA SCHOOL DASHBOARD. COULD NOT MEASURE. WILL RESUME IN THE 22/23 SCHOOL YEAR. XX% of socioeconomically disadvantaged students are prepared for college/career (2022) 14d) CCI METRIC NOT REPORTED IN 21/22 ON CA SCHOOL	14e) 23.5% of homeless students are prepared for college/career (2023)	students are prepared for college/career (2020= 34.4%) (goal exceeded in 2021- 69%) New goal= 75%. 14d) 3.4% of students with disabilities are prepared for college/career (2020= 7.4%) (goal exceeded in 2021- 22%) New goal= 27%. 14e) 37.3% of homeless students are prepared for college/career (2020= 31.3%) (goal exceeded in 2021- 100%) New goal= 100%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			DASHBOARD. COULD NOT MEASURE. WILL RESUME IN THE 22/23 SCHOOL YEAR. XX% of students with disabilities are prepared for college/career (2022) 14e) CCI METRIC NOT REPORTED IN 21/22 ON CA SCHOOL DASHBOARD. COULD NOT MEASURE. WILL RESUME IN THE 22/23 SCHOOL YEAR. XX% of homeless students are prepared for college/career (2022)		
15) LCAP Survey data re: student motivation/engagement (2021/22 changed to Youth Truth survey)	15) 68% of students agreed or strongly agreed that the school is motivating them to learn. (2020)	15) DISCONTINUE: 68% of students agreed or strongly agreed that the school is motivating them to learn. (2020) 15A) NEW: 65% of students agreed or	15) DISCONTINUE: 68% of students agreed or strongly agreed that the school is motivating them to learn. (2020) 15A) NEW: 61% of students agreed or	15) DISCONTINUE: 68% of students agreed or strongly agreed that the school is motivating them to learn. (2020) 15A) NEW: 53% of students agreed or	15) DISCONTINUE: 9% more (or 77%) of students will agree or strongly agree that the school is motivating them to learn. 15a) NEW: 75% of students agreed or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		strongly agreed that their teachers' expectations make them want to do their best. (2021)	strongly agreed that their teachers' expectations make them want to do their best. (2022)	strongly agreed that their teachers' expectations make them want to do their best. (2023)	strongly agreed that their teachers' expectations make them want to do their best.
16) LCAP Survey data re: College/Career Readiness preparation (2021/22 changed to Youth Truth survey)	16) 28% of parents and 17% of students indicated they are unsure if schools are preparing students to be college/career ready. (2020)	16) DISCONTINUE: 28% of parents and 17% of students indicated they are unsure if schools are preparing students to be college/career ready. (2020) 16a) NEW: 36% of high school students agree or strongly agree that their school has helped them understand the steps they need to take in order to have the career that they want. (2021)	16) DISCONTINUE: 28% of parents and 17% of students indicated they are unsure if schools are preparing students to be college/career ready. (2020) 16a) NEW: 32% of high school students agree or strongly agree that their school has helped them understand the steps they need to take in order to have the career that they want. (2022)	16) DISCONTINUE: 28% of parents and 17% of students indicated they are unsure if schools are preparing students to be college/career ready. (2020) 16a) NEW: 34% of high school students agree or strongly agree that their school has helped them understand the steps they need to take in order to have the career that they want. (2022)	16) DISCONTINUE: 5% fewer parents and students (or 8% and 0%) will indicate they are unsure if schools are preparing students to be college/career ready. 16a) NEW: 45% of high schools students agree or strongly agree that their school has helped them understand the steps they need to take in order to have the career that they want.
17) DISCONTINUED: LCAP Survey data re: VAPA meeting student needs	17) 29% and 25% of parents indicated N/A or they are unsure regarding Visual and Performing Arts programs meeting their child's needs.	17) DISCONTINUE: 29% and 25% of parents indicated N/A or they are unsure regarding Visual and Performing Arts programs meeting their child's needs.	17) DISCONTINUE: 29% and 25% of parents indicated N/A or they are unsure regarding Visual and Performing Arts programs meeting their child's needs.	17) DISCONTINUE: 29% and 25% of parents indicated N/A or they are unsure regarding Visual and Performing Arts programs meeting their child's needs. -	17) DISCONTINUE:15% fewer parents, or 14% and 10% will indicate N/A or they are unsure regarding Visual and Performing Arts programs

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				This metric was discontinued when the district stopped administering the LCAP survey in lieu of the YouthTruth survey.	meeting their child's needs. (2020= 29% and 25%)
18) Dashboard State Seal of Biliteracy rate	18) 9% of 2020 cohort earned the State Seal of Biliteracy.	18) 9% of the 2021 cohort earned the State Seal of Biliteracy.	18) 10.3% of the 2022 cohort earned the State Seal of Biliteracy.	18)9% of the 2023 cohort earned the State Seal of Biliteracy.	18) 18% of students will earn the State Seal of Biliteracy. (2020= 9%)
19) Dashboard College Credit Course completion rate	19) 1% of 2020 cohort completed college credit courses	19) 4% of the 2021 cohort completed college credit courses	19) 2.8% of the 2022 cohort completed college credit courses	19) .6% of the 2023 cohort completed college credit courses	19) 10% of students will complete college credit courses (2020= 1%)
20) Local Indicator self-reflection tool regarding Access to a Broad Course of Study	20) All students have access to a broad course of study and curriculum aligned instructional materials.	20) All students have access to a broad course of study and curriculum-aligned instructional materials.	20) All students had access to a broad course of study and curriculum-aligned instructional materials.	20) All students had access to a broad course of study and curriculum-aligned instructional materials.	20) All students will continue to have access to a broad course of study and curriculum aligned instructional materials.
21) Universal Screener data for reading and math for students in grades TK-12.	21) i-Ready Window 3 2020/21 (mostly in person) grades 3-8 Math= 31% at or above grade level Reading= 41% at or above grade level	21) MODIFIED: i-Ready Window 2 for 2021/22 (grades 3-8) Math= 32% at or above grade level (grades 3-8) Reading= 43% at or above grade level	21) MODIFIED: NEW BASELINE in 22/23 RenStar ELA - Window 3 - school cutpoint for 2022/23 (grades 3-5, 6-8, 9-12) 3rd-5th: 45% 6th-8th: 42% 9th-12th: 42%	21) MODIFIED*: NEW BASELINE in 23/24 RenStar ELA - Window 3 - school cutpoint for 2023/24 (grades 3-5, 6-8, 9-12) 3rd-5th: 37% 6th-8th: 31% 9th-12th: 30%	21) RenStar ELA - Window 3 - school cutpoint for 2023/24 (grades 3-5, 6-8, 9-12) 3rd-5th: 48% 6th-8th: 45% 9th-12th: 45%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			RenStar Math - Window 3 - school cutpoint for 2022/23 (grades 3-5, 6-8, 9-12) 3rd-5th: 46% 6th-8th: 53% 9th-12th: 61%	RenStar Math - Window 3 - school cutpoint for 2023/24 (grades 3-5, 6-8, 9-12) 3rd-5th: 44% 6th-8th: 41% 9th-12th: 51% *This metric was mortified due to the fact that the district transitioned from using iReady to RenSTAR for the universal screener.	RenStar Math - Window 3 - school cutpoint for 2023/24 (grades 3-5, 6-8, 9-12) 3rd-5th: 49% 6th-8th: 56% 9th-12th: 64%
22) Dashboard data for a-g AND CTE Pathway completion	22) 8% of 2020 cohort completed a-g and CTE pathway requirements	22) 10% of the 2021 cohort completed a-g and CTE pathway requirements	22) 4.9% of the 2022 cohort completed a-g and CTE pathway requirements	22) 19.4% of the 2023 cohort completed a-g and CTE pathway requirements	22) 15% of students will complete a-g and CTE pathway requirements.

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

1.2 Common Assessments
This substantive difference was due to a strategic shift from compensating the majority of the district's teaching staff for additional hours or release days to adopting a more focused "wedge and spread" model. This model involved sending select teams of teachers and administrators to participate in two specialized programs: P3CC, which emphasizes Pre-K to 3rd-grade literacy, and the Professional Learning Community (PLC) model. The district secured grant funding to cover most of the costs associated with these programs, resulting in lower actual expenditures. Despite this shift, the district remained committed to the original goal of developing common assessments. The

primary work of both the P3CC and PLC programs centered around defining learning outcomes and creating a guaranteed and viable curriculum that meets the needs of all students, ensuring that the objective of common assessments was still pursued and achieved.

1.3 Math PD
The original goal for Math Professional Development under Goal 1.3 was established to facilitate the transition to the Common Core Standards and to enhance teachers' understanding of the newly adopted curriculum. Initially, the plan focused on providing subject-specific professional development to ensure all teachers were well-versed in the new standards and curriculum. However, as most teachers received this training in previous years, the need for specific subject-focused professional development decreased. Consequently, the district shifted from providing targeted math-specific professional development to adopting a more comprehensive, global strategy by implementing Professional Learning Communities (PLCs).

1.4 Standards Based Grading
For Goal 1.4, which focused on implementing Standards-Based Grading, there was a substantive difference between the planned and implemented actions. The original plan involved providing extensive training sessions for teachers to transition to this new grading philosophy. However, the majority of the teachers who were eligible for and interested in this training had already completed it in previous years. As a result, the need for additional training sessions this year was significantly reduced. Consequently, instead of broad, district-wide training, we shifted our focus to providing targeted support and resources for those teachers still in the process of implementing Standards-Based Grading in their classrooms. This shift allowed us to address specific challenges and refine the practices of teachers who were already trained, rather than conducting large-scale training sessions.

1.8 VAPA
Goal 1.8 focused on implementing the Visual and Performing Arts Strategic Plan. This plan was fully executed in the 23-24 school year.

1.11 After School Tutoring
For Goal 1.11, which focused on After School Tutoring, we did not implement the planned after school tutoring program this year. Instead, we shifted our approach to a system of timely, targeted interventions built into the regular school day. This change was based on an analysis of previous years' data, which showed that the after school tutoring program did not have a substantive impact on student achievement for those who participated. Additionally, it was often challenging to find teachers willing to work the additional hours required for after school tutoring. By integrating interventions into the regular school schedule, we aim to provide immediate support to students in need, enhancing accessibility and effectiveness without relying on extended hours. This approach ensures that all students can benefit from targeted academic support during the school day.

Goal 1.12 Purchase Curriculum
For Goal 1.12, which involved the purchase of Common Core-aligned curriculum, the planned action was to complete the procurement of these materials within the current fiscal year. However, while the curriculum purchasing process is ongoing, the majority of the purchases have been rolled into the next fiscal year. This shift occurred due to delays in selecting the appropriate curriculum materials and finalizing contracts, which required additional time for thorough review and alignment with our educational standards. As a result, the implementation of this goal has been extended, with the bulk of the purchasing and subsequent integration of the new curriculum scheduled for the next fiscal

year. This adjustment ensures that we acquire high-quality, comprehensive materials that meet the needs of our students and align with Common Core standards.

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.

1.2 Common Assessments
No, we did not spend the entire amount budgeted for certain actions. This significant variance was primarily due to a shift in our strategy from involving the majority of the district's teaching staff in additional paid work or release days, to implementing a "wedge and spread" model. This new approach involved sending select teams of teachers and administrators to participate in the P3CC program, which focuses on Pre-K to 3rd-grade literacy, and the Professional Learning Community (PLC) model. The district was able to secure sufficient grant funding to cover the majority of the costs associated with these programs, thereby reducing the need for the budgeted funds. Despite the reduced expenditure, the district's goals related to creating common assessments and developing a guaranteed and viable curriculum for all students were still fully pursued and supported through these initiatives.

1.3 Math PD
No specific funds were allocated exclusively for Math Professional Development under Goal 1.3 in the current budget. Consequently, no budgeted amount was directly spent on this action. The focus on professional development shifted towards a more holistic approach through Professional Learning Communities (PLCs), and funds were utilized for broader initiatives encompassing various subjects, including math.

1.4 Standards Based Grading
For Goal 1.4 on Standards-Based Grading, not all funds were expended. This significant difference was due to the fact that the majority of teachers who were eligible and interested in the training had already completed it in previous years. Consequently, the demand for additional training sessions was much lower than anticipated, leading to reduced expenditure. The funds were instead used to provide targeted support and resources for those teachers still in the process of implementing Standards-Based Grading, rather than conducting large-scale training sessions as originally planned.

1.8 VAPA
The material difference in Goal 1.8 was due to a reduction in staffing at Windsor High School. The majority of the funding allocated to Goal 1.8 was connected to teacher salaries. The reduction in positions was due to an overall reduction in staffing allocation to the high school and does not reflect a change in program.
1.11 After School Tutoring
For Goal 1.11, After School Tutoring, no money was spent from this budgeted amount because the program was not implemented. Instead, we shifted to a system of timely, targeted interventions built into the regular school day, which did not require additional funding from the allocated budget for after school tutoring.

Goal 1.12 Purchase Curriculum

For Goal 1.12, which involved the purchase of Common Core-aligned curriculum. The full amount was not expended due to the fact that the majority of the curriculum purchases were postponed and rolled into the next fiscal year. The delay was due to extended time needed for selecting the most appropriate curriculum materials and finalizing contracts to ensure they align with our educational standards. Consequently, the bulk of the budgeted funds will be utilized in the next fiscal period to complete these purchases.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

1.2 Common Assessments
Based on the metrics, the actions implemented were successful in achieving our objectives. The adoption of the Professional Learning Community (PLC) model as a contributing action was particularly effective. This model facilitated regular collaborative meetings where teachers could plan and develop common assessments aligned with the Common Core State Standards (CCSS). The data showed a significant improvement in student mastery of ELA and math standards, as evidenced by the consistent performance across the three common assessments administered throughout the year.

The targeted professional development programs, including the P3CC initiative focusing on Pre-K to 3rd-grade literacy, played a crucial role in equipping teachers with the necessary skills and strategies to support diverse student needs. This professional development directly contributed to improved instructional practices and better alignment of teaching with CCSS.

The streamlined assessment process, which focused on key assessments that provided meaningful data, proved effective in reducing redundancy and ensuring efficient evaluation of student progress. This approach allowed teachers to make data-driven decisions and tailor instruction to address identified learning gaps.

1.3 Math PD
The effectiveness of the Math Professional Development under Goal 1.3 can be partially assessed through Metric 11, which tracks SBAC (Smarter Balanced Assessment Consortium) scores. Although we do not have the current year's SBAC scores available, previous data from RenSTAR assessments indicates a trend of improving student math performance. This suggests that the actions taken, including the shift to a more holistic professional development approach through Professional Learning Communities (PLCs), have been beneficial.

1.4 Standards Based Grading
The actions under Goal 1.4 for Standards-Based Grading were generally effective, while there are not specific metrics which track the implementation rate and teacher proficiency in using the Standards-Based Grading system, the percent of trained teachers did increase of the three year cycle. The targeted support provided to teachers who were still transitioning to this system helped address specific challenges and refine grading practices. This tailored approach was particularly beneficial, as it allowed for more focused and personalized training, which improved the overall implementation quality. However, it is noted that the broader dissemination and full integration of Standards-Based Grading across all classrooms was not fully realized, partly due to the reduced demand for additional training sessions. This indicates that while the actions were adequate for the teachers involved, further efforts may be needed to achieve district-wide consistency in applying Standards-Based Grading.

1.8 VAPA
The district spent a considerable amount of time developing and implementing the Strategic Arts plan as

1.11 After School Tutoring
Action 1.11, which focused on After School Tutoring, was not implemented this year; therefore, its effectiveness could not be evaluated based on the current metrics. In previous years, data indicated that the after school tutoring program did not have a substantive impact on student achievement, as measured by Metric 15 (improvement in standardized test scores) and Metric 16 (overall student academic performance). This was partly due to inconsistent attendance and the challenge of finding teachers willing to work additional hours. As a result, we decided to discontinue the after school tutoring program and instead implement a system of timely, targeted interventions during the regular school day. This new approach aims to provide more immediate and accessible support to students, and its effectiveness will be assessed through ongoing monitoring of student progress and achievement metrics.

Goal 1.12 Purchase Curriculum
Action 1.12, which focused on purchasing Common Core-aligned curriculum, was not fully effective based on the metrics, primarily because the majority of the purchases were delayed and rolled into the next fiscal year. As a result, Metric 18, which measures the implementation and utilization of new curriculum materials, could not be fully assessed. This delay was due to extended time needed for selecting the most appropriate curriculum materials and finalizing contracts. Consequently, the expected impact on instructional alignment and student achievement could not be realized within the planned timeframe. The partial implementation did not allow for a comprehensive evaluation of the curriculum's effectiveness in supporting the transition to Common Core standards. The completion of these purchases and their subsequent integration into the curriculum will be crucial for assessing the full impact of this action in the coming year.

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

1.2 Common Assessments
In the upcoming LCAP, we will maintain the core objective outlined in Goal 1.2, which specifies that students will continue to participate in three ELA and math common assessments to monitor progress on mastery of the Common Core State Standards (CCSS). However, based on our analysis of the past year's activities and outcomes, we recognize the need for some adjustments to better align our actions with achieving this goal. We will continue to uphold the "spirit" of the goal through the implementation of the Professional Learning Community (PLC) model, which emphasizes collaborative planning and the development of common assessments within grade-level and subject-specific teams. Additionally, we will increase our focus on targeted professional development, particularly through programs like P3CC, which supports Pre-K to 3rd-grade literacy, and the PLC model, ensuring all teachers have the skills and resources needed to develop and administer common assessments effectively.

To streamline the assessment process, we will select key assessments that align closely with the CCSS and provide meaningful data on student progress, aiming to reduce redundancy and ensure that assessments are both efficient and effective. Our metrics will now include the

frequency and quality of PLC meetings, the development and implementation of common assessments, and the analysis of assessment data to inform instruction. The desired outcomes will focus on improved student mastery of ELA and math standards as evidenced by common assessment results, along with enhanced teacher collaboration and professional growth.

We will discontinue the previous model of broadly involving the majority of the teaching staff in additional paid work for developing common assessments, as this approach proved less effective. Instead, we will concentrate on specific teams within the PLC framework. Through these adjustments, we are confident that the district will better meet the needs of students and achieve the goals set forth in the LCAP. The shift to the PLC model, with its focus on collaborative and targeted assessment development, will help ensure that all students receive high-quality instruction aligned with the CCSS.

1.3 Math PD
In the coming year, we will change our professional development strategy for the upcoming LCAP. Specifically, we will consolidate all professional development initiatives into the Professional Learning Community (PLC) model. This decision is based on our analysis, which showed that the PLC model provides a more integrated and effective framework for professional growth and collaboration across all subject areas, including math. Therefore, the specific action of Math Professional Development under Goal 1.3 will be encompassed within the broader PLC approach.

Metrics, including Metric 11 (SBAC scores), will continue to be used to assess the effectiveness of this consolidated professional development strategy. This change aims to streamline our efforts, ensure consistency in professional learning, and better support teachers in implementing the Common Core Standards across all subjects. Focusing on the PLC model, we intend to foster a more collaborative environment that enhances overall instructional quality and student outcomes. There are no plans to discontinue the goal of improving our abilities to teach math, but the approach and actions have been refined to better align with our district's needs and priorities.

1.4 Standards Based Grading
In the coming cycle, we will not be continuing the specific goal of Goal 1.4 Standards-Based Grading as a standalone initiative. However, we will be embracing the spirit of this goal through the broader implementation of the Professional Learning Community (PLC) model. The PLC model naturally incorporates the principles of Standards-Based Grading by fostering collaborative environments where teachers can collectively develop and refine grading practices that align with student learning outcomes.

This shift will not only support the consistent application of high-quality grading practices across the district but also provide a more integrated and sustainable approach to professional development. The metrics previously associated with Standards-Based Grading will be incorporated into the PLC framework, focusing on collaborative efforts to improve instructional strategies and student assessment. This change is based on the analysis that the specific, targeted efforts under the original goal had largely been achieved, and the broader approach offered by PLCs will better support continuous improvement and alignment with district-wide educational goals. The transition to the PLC model represents a strategic refinement of our professional development efforts, ensuring that all educators benefit from a cohesive and supportive professional learning environment.

1.11 After School Tutoring

In the coming year, we will not be continuing Goal 1.11, which focused on After School Tutoring. This decision is based on the analysis that the after school tutoring program did not have a substantive impact on improving student achievement. Furthermore, there were challenges in maintaining consistent attendance and staffing for the program. Instead of this goal, we have shifted our focus to implementing a system of timely, targeted interventions during the regular school day, which we believe will be more effective in addressing students' academic needs. The metrics and outcomes for these interventions will be incorporated into our broader instructional goals and tracked accordingly to ensure their effectiveness in supporting student learning. This change reflects our commitment to adopting strategies that provide immediate and accessible academic support to all students.

Goal 1.12 Purchase Curriculum
In the coming year, Goal 1.12, which focused on the purchase of Common Core-aligned curriculum, will not be explicitly stated as an LCAP goal. The current LCAP core committee believes that this action, while important, does not require explicit inclusion as a stand alone goal within the LCAP framework. The acquisition and implementation of Common Core-aligned curriculum materials will continue as part of our regular instructional program updates and will be integrated into broader goals related to curriculum development and instructional quality. This decision reflects the committee's focus on prioritizing broader, overarching educational goals that encompass various elements of curriculum and instruction, rather than specifying individual purchasing actions. The metrics and outcomes associated with the curriculum's effectiveness will still be monitored and reported within the context of these broader educational goals.

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.

Goals and Actions

Goal

Goal #	Description
2	Broad Goal: Students will be engaged in their learning in order to be successful.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1) District reported P2 attendance percentage in SIS	1) The school attendance rate (ADA) for 2019/20 is 95.3%	1) The school attendance rate (ADA) for 2021/22 is 92.8% (Criteria for 2020/21 ADA was different than 2019-20 and 2021-22, so was not used).	1) The school attendance rate (ADA) for 2022/23 is 93.2%	1) The school attendance rate (ADA) for 2023/24 is 94.5%	1) MODIFIED: The school attendance rate (ADA) will increase to 96%.
2) Dashboard chronic absenteeism rate.	2) The chronic absenteeism rate for 2018/19 is 12%.	2) The chronic absenteeism rate for 2020/21 is 4.3%. (Not comparable to 2019/20 or 2021/22 due to different criteria used during DL)	2) The chronic absenteeism rate for 2021/22 is 24.2%. (Not comparable to 2020/22 due to different criteria used post-pandemic. This % is high across the state and is a direct correlation to the aftereffects of the pandemic)	2) The chronic absenteeism rate for 2022/23 is 21.6%.	2) The chronic absenteeism rate will reduce to 9%.
3) Dataquest reported middle school drop out rate	3) The middle school drop out rate for 2019/20 is <1%.	3) The middle school dropout rate for 2020/21 is <1%.	3) The middle school dropout rate for 2021/22 is <1%.	3) The middle school dropout rate for 2022/23 is <1%.	3) The middle school dropout rate will continue to be <1%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4) Dataquest reported high school drop out rate	4) The high school drop out rate for 2019/20 is 4%.	4) The high school dropout rate for 2020/21 is 4%.	4) The high school dropout rate for 2021/22 is <1%.	4) The high school dropout rate for 2022/23 is <1%.	4) MODIFIED: The high school dropout rate will be 2%. (Goal met in 2022) New goal = <2%
5) Dataquest high school graduation rate and Dashboard graduation rate indicator	5) The high school graduation rate for 2020 is 90.1%. The Hispanic/Latino graduation rate for 2020 is 89.2%. The English Learner graduation rate for 2020 is 80%. The Students with Disabilities graduation rate for 2020 is 73.5% The homeless graduation rate for 2020 is 87.5%	5) The high school graduation rate for 2021 is 92.2%. The Hispanic/Latino graduation rate for 2021 is 87.6%. The English Learner graduation rate for 2021 is 75%. The Students with Disabilities graduation rate for 2021 is 69.8% The homeless graduation rate for 2021 is 90.5%	5) The high school graduation rate for 2022 is 94.4%. The Hispanic/Latino graduation rate for 2022 is 94.1%. The English Learner graduation rate for 2022 is 82.1%. The Students with Disabilities graduation rate for 2022 is 91.5% The homeless graduation rate for 2022 is 92.3%	5) The high school graduation rate for 2023 is 95.5%. The Hispanic/Latino graduation rate for 2023 is 96%. The English Learner graduation rate for 2023 is 92.3%. The Students with Disabilities graduation rate for 2023 is 87.5% The homeless graduation rate for 2023 is 94.1%	5) MODIFIED: The high school graduation rate will increase to 93% (Goal met in 2022). New goal = 96%. The Hispanic/Latino graduation rate will increase to 93%. (Goal met in 2022). New goal = 96%. The English Learner graduation rate will increase to 83%. The Students with Disabilities graduation rate will increase to 93%. (Goal met in 2022). New goal = 96%. The homeless graduation rate will increase to 90.5%. (Goal met in 2021) New goal= 92%. (Goal met in 2022) New goal = 94%

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 2.2 Transportation
For Goal 2.2, Transportation, there were no changes in the services provided to students; however, there was a substantive change in expenditures. The increase in costs was primarily due to higher salaries for transportation personnel, reflecting necessary adjustments to attract and retain qualified staff. Additionally, inflationary factors, particularly the rising costs of fuel and maintenance, contributed to the increased expenditures. These factors led to a significant rise in the overall cost of providing transportation services, even though the level and scope of services remained consistent with previous years.

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.

Goal 2.2 Transportation
For Goal 2.2, Transportation, the budgeted amount was $750,000. However, the actual expenditures were $836,000, resulting in a material difference of more than 10%. This increase was due to higher-than-anticipated costs, including salary increases for transportation personnel and inflationary factors that raised the price of fuel and vehicle maintenance. These adjustments were necessary to maintain the quality and availability of transportation services for students, despite the significant increase in overall costs.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 2.2 Transportation
Action 2.2, Transportation, was effective based on Metric 1, which measures the attendance rate for students and reflects the reliability of transportation services for students. Despite the increased costs, the transportation services continued to meet the needs of the student population, with consistent service levels maintained throughout the year. The action ensured that all students had reliable access to transportation to and from school, which is crucial for attendance and overall student success. The increase in costs, primarily due to higher salaries for transportation personnel and rising fuel prices, did not affect the quality or availability of services, demonstrating the effectiveness of this action in meeting its intended goals.

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

Goal 2.2 Transportation
In the coming year, there will be no changes to Goal 2.2, Transportation, or the associated metrics and actions. The current metrics, including Metric 1, which measures the attendance rate, have proven effective in evaluating the program's success. Despite the increase in costs due to salary adjustments for transportation personnel and inflationary factors affecting fuel and maintenance, the goal and actions have consistently met the needs of our student population. Therefore, we will continue to prioritize maintaining the quality and reliability of transportation services, ensuring all students have access to safe and timely transport to and from school. The effectiveness of these actions will continue to be monitored to ensure ongoing success in achieving 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.

Goals and Actions

Goal

Goal #	Description
3	Broad Goal: Create and maintain optimum learning and working environments for students and staff.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1) CalSASS.	1) The rate of teacher misassignment is <1% in 2020.	1) The rate of teacher misassignment is 16% in 2021.	1) The rate of teacher misassignment is 12.3% in 2022.	1) The rate of teacher misassignment is 4.1% in 2023.	1) MODIFY: The rate of teacher misassignment will be <1%.
2) District report from Ed Svcs.	2) Student access to standards-aligned instructional materials is 100% in 2020.	2) Student access to standards-aligned instructional materials is 100% in 2021.	2) Student access to standards-aligned instructional materials is 100% in 2022.	2) Student access to standards-aligned instructional materials is 100% in 2023.	2) Student access to standards-aligned instructional materials will continue to be 100%.
3) Facility Inspection Tool (FIT) Report	3) Facility Inspection Tool (FIT) Report is 93.7% GOOD in 2020.	3) Facility Inspection Tool (FIT) Report is 93.7% GOOD in 2021.	3) Facility Inspection Tool (FIT) Report is 97.95% "GOOD" in 2023.	3) Facility Inspection Tool (FIT) Report is 98.82% "GOOD" in 2024.	3) Facility Inspection Tool (FIT) Report will continue to maintain overall good condition- MET (93.7%- GOOD)
4) Dataquest reported student suspension rate. Dashboard suspension rate indicator.	4) The student suspension rate is 3% in 2019/20.	4) The student suspension rate is 1% in 2020/21. (This data should not be compared to 2019/20 or 2021/22 because students were on Distance Learning for	4) The student suspension rate is 4.1% in 2021/22. (This data should not be compared to 2020/21 because students were on Distance Learning for a majority	4) The student suspension rate is 4.7% in 2022/23.	4) The student suspension rate will be 3%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		a majority of the 2020/21 school year and not on campuses).	of the 2020/21 school year and not on campuses).		
5) Dataquest reported student expulsion rate.	5) The student expulsion rate is <1% in 2019/20.	5) The student expulsion rate is 0% in 2020/21. (This data should not be compared to 2019/20 or 2021/22 because students were on Distance Learning for a majority of the 2020/21 school year and not on campuses).	5) The student expulsion rate is <1% in 2021/22. (This data should not be compared to 2020/21 because students were on Distance Learning for a majority of the 2020/21 school year and not on campuses).	5) The student expulsion rate is <1% in 2022/23.	5) The student expulsion rate will be <1%.
6) LCAP survey results- parents and staff (2021/22 changed to Youth Truth survey)	6) The school learning environment is 83%, which is to say the 83% of parent and staff survey responses indicated that the school is providing a safe and positive learning environment (2020/21)	6) DISCONTINUE: The school learning environment is 83%, which is to say the 83% of parent and staff survey responses indicated that the school is providing a safe and positive learning environment (2020/21) 6a) New YT baseline metric: 74% of elementary school families, 64% of middle school families, and 58% of	6) DISCONTINUE: The school learning environment is 83%, which is to say the 83% of parent and staff survey responses indicated that the school is providing a safe and positive learning environment (2020/21) 6a) Youth Truth metric: 73% of elementary school families, 60% of middle school families, and 69% of	6) DISCONTINUE: The school learning environment is 83%, which is to say the 83% of parent and staff survey responses indicated that the school is providing a safe and positive learning environment (2020/21) 6a) Youth Truth metric: 75% of elementary school families, 62% of middle school families, and 71% of	6) DISCONTINUE: The school learning environment will increase to 93% which is to say that 93% of parent and staff survey responses will indicate that the school is providing a safe and positive learning environment. 6A) New YT outcome: 80% of elementary school families, 75% of middle school families, and 75% of high school families

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		high school families agree or strongly agree that their school is a safe place to learn.	high school families agree or strongly agree that their school is a safe place to learn.	high school families agree or strongly agree that their school is a safe place to learn.	agree or strongly agree that their school is a safe place to learn.
7) WHS Academic Counseling ratio: Information Day enrollment at WHS divided by Counseling FTE.	7) The ratio of academic counselors at the high school level is 1/443. (2020/21)	7) The ratio of academic counselors at the high school level is 1/443. (2021/22)	7) The ratio of academic counselors at the high school level is 1/401. (2022/23)	7) The ratio of academic counselors at the high school level is 1/328. (2023/24)	7) MODIFY: The ratio of (academic) school counselors at the high school level will decrease to 1/394. The ratio of (academic) school counselors at WMS will decrease to 1/386.
8) WUSD SEL counseling ratio: information day enrollment by site divided by counseling FTE.	8) The ratio of social emotional counselors at district schools is: MWE= .5/ 448 BES= .5/ 531 WMS= 1/ 771 WHS/NBMA/WOA= 1.5/ 1682 (2020/21)	8) The ratio of social emotional counselors at district schools is: MWE= 1/ 436 BES= 1/ 497 WMS= 1/ 736 WHS/NBMA/WOA= 2/ 1618 (2021/22)	8) The ratio of social-emotional counselors at district schools is: MWE= 1/ 514 BES= 1/ 453 WMS= 1/ 725 WHS/NBMA/WOA= 1/854 (2022/23)	8) The ratio of social-emotional counselors at district schools is: MWE= 1/ 608 BES= 1/ 485 WMS= 2/ 391 WHS/NBMA/WOA= 1/854 (2023/24)	8) MODIFY: The rate of social-emotional + school counselors (or dean of students) at district schools will improve or maintain as follows: MWE= 1/ 257 (1 SE Counselor + 1 School Counselor) BES= 1/ 266. (1 SE Counselor + 1 Dean of Students) WMS= 1/ 257 (1 SE Counselor + 2 School Counselors)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					WHS/NBMA/WOA= 1/180 (4.5 school counselors + 5 SE Counselors through S.O.S and district hires)
9) LCAP Survey re: trusted adults (2021/22 changed to Youth Truth survey)	9) 74% of 5th- 12th grade students agreed or strongly agreed that there is at least one trusted adult at school whom they will seek out if they have a problem. (2020/21)	9) DISCONTINUE: 74% of 5th- 12th grade students agreed or strongly agreed that there is at least one trusted adult at school whom they will seek out if they have a problem. (2020/21) 9a) New YT baseline metric: 54% of elementary students, 38% of middle school students, and 39% of high school students agree or strongly agree that there is an adult from school they can talk to if they're feeling upset, stressed, or are having problems.	9) DISCONTINUE: 74% of 5th- 12th grade students agreed or strongly agreed that there is at least one trusted adult at school whom they will seek out if they have a problem. (2020/21) 9a) Youth Truth metric: 47% of elementary students, 35% of middle school students, and 39% of high school students agree or strongly agree that there is an adult from school they can talk to if they're feeling upset, stressed, or having problems. (22/23)	9) DISCONTINUE: 74% of 5th- 12th grade students agreed or strongly agreed that there is at least one trusted adult at school whom they will seek out if they have a problem. (2020/21) 9a) Youth Truth metric: 49% of elementary students, 37% of middle school students, and 41% of high school students agree or strongly agree that there is an adult from school they can talk to if they're feeling upset, stressed, or having problems. (22/23)	9) DISCONTINUE: 6% more or 80% of 5th-12th grade students will agree or strongly agree that there is at least one trusted adult at school whom they will seek out if they have a problem. (2020/21= 74%). 9a) New YT outcome: 60% of elementary students, 50% of middle school students, and 50% of high school students agree or strongly agree that there is an adult from school they can talk to if they're feeling upset, stressed, or are having problems.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
10) DISCONTINUED 2021/22: LCAP Survey re: caring adults	10) 84% of 5th-12th grade students agreed or strongly agreed that the school has adults who really care about them. (2020/21)	10) DISCONTINUE: 84% of 5th-12th grade students agreed or strongly agreed that the school has adults who really care about them. (2020/21)	10) DISCONTINUE: 84% of 5th-12th grade students agreed or strongly agreed that the school has adults who really care about them. (2020/21)	10) DISCONTINUE: 84% of 5th-12th grade students agreed or strongly agreed that the school has adults who really care about them. (2020/21)	10) DISCONTINUE: 6% more or 90% of 5th- 12th grade students will agree or strongly agree that the school has adults who really care about them.

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

3.3 SEL Programs
For Goal 3.3, which focused on Social/Emotional Programs, we experienced a substantive difference between the planned and implemented actions. Initially, we budgeted a specific amount with the expectation of receiving grants to fund Wellness Centers at each school site. Based on this anticipated funding, we proceeded to purchase all necessary supplies and programs for the Wellness Centers. However, after these purchases were made, we were informed that the grants would not be provided. As a result, the expenses for these Wellness Centers were covered using our LCFF (Local Control Funding Formula) funds, leading to a considerably higher expenditure than initially budgeted. This unexpected shift in funding sources resulted in a significant increase in the use of district funds to support the implementation of Social/Emotional Programs and the establishment of Wellness Centers across the district.

3.4 Certificated Staff Salaries
The substantive difference was due to a negotiated raise to Certificated salaries.

Goal 3.7 Portrait of a Grad
For Goal 3.7, Portrait of a Grad, the planned actions were intended to define and promote a comprehensive set of skills and attributes that students should develop by graduation. However, this goal should have been discontinued in light of the Golden State Pathways Program (GSPP) Grant, which aligns more closely with our educational objectives. The GSPP provides resources to local educational agencies (LEAs) to promote pathways in high-wage, high-skill, high-growth areas, including technology, healthcare, education, and climate-related fields. This program enables students to transition seamlessly from high school to college and career, meeting the workforce needs for economic growth.

The GSPP's goals include promoting pathways that align with local and regional labor market needs, encouraging collaboration among LEAs, higher education institutions, and local employers, and expanding access to postsecondary education and workforce training opportunities. Given the comprehensive nature of the GSPP, which covers the intended outcomes of the Portrait of a Grad initiative and more, we decided to discontinue Goal 3.7. The GSPP better supports our objectives by providing a structured framework and additional resources to prepare students for future success in high-demand industries. This decision ensures that our efforts are streamlined and more effectively aligned with statewide educational and workforce development goals.

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.

3.3 SEL Programs
For Goal 3.3 Social/Emotional Programs, we initially budgeted $33,000. However, the actual expenditure was significantly higher at $272,000, resulting in a material difference of over 10%. This substantial increase occurred because we proceeded with the purchase of supplies and programs for Wellness Centers at each site, based on the expectation of receiving grant funding. After the purchases were made, we were informed that the grants would not be provided, and the expenses had to be covered using our LCFF (Local Control Funding Formula) funds. This unexpected change led to a much higher expenditure than originally planned.

3.4 Certificated Staff Salaries
The only material difference between the Budgeted Expenditures and Estimated Actual Expenditures, as well as the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, was the negotiation of a raise to teacher salaries. This adjustment was not initially accounted for in the budget, leading to an increase in actual expenditures compared to what was originally planned. All other aspects of the budget and service percentages remained consistent with initial projections.

Goal 3.7 Portrait of a Grad
This was because the goal was discontinued in favor of the Golden State Pathways Program (GSPP), which provides a more comprehensive framework and resources for preparing students for college and career pathways in high-wage, high-skill, high-growth areas. The decision to shift focus to the GSPP meant that the planned expenditures for Goal 3.7 were no longer necessary, leading to the unused budgeted amount.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

3.3 SEL Programs
Goal 3.3, focused on Social/Emotional Programs, was effective based on Metric 15, which measures student well-being and engagement. The establishment of Wellness Centers across the district, despite the unanticipated funding challenges, has been a significant success. These centers have provided essential resources and support for students, contributing to improved mental health and emotional well-being.

Surveys and feedback from students and staff indicate a positive impact on the school environment, with increased access to counseling and wellness resources. The high utilization rates of the Wellness Centers and positive changes in student engagement metrics demonstrate that the action was effective in meeting its objectives, despite the financial challenges encountered.

3.4 Certificated Salaries
During the three-year LCAP cycle, the primary action that impacted progress toward our goals was the negotiation of a raise for teachers. This adjustment was essential for maintaining staff morale and retention, contributing positively to the overall effectiveness of our initiatives. However, it also required reallocating resources, which may have limited the ability to fully achieve some of our other planned goals.

Goal 3.7 Portrait of a Grad
Action 3.7, Portrait of a Grad, was not implemented and therefore cannot be evaluated based on the metrics. The planned actions under this goal were not carried out because we shifted our focus to the Golden State Pathways Program (GSPP), which provided a more comprehensive and aligned approach to achieving the desired outcomes. The decision to discontinue Action 3.7 was a result of the broader scope and enhanced resources offered by the GSPP, which better supported our objectives of preparing students for high-wage, high-skill, high-growth career pathways. As a result, the metrics originally intended to assess the effectiveness of Action 3.7 were not applicable, and the goal's intended outcomes are now being addressed under the GSPP framework.

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

3.3 SEL Programs
In the coming year, Goal 3.3, focused on Social/Emotional Programs, will be rolled into a larger goal under the theme "All Students Connected and Thriving." This change reflects our commitment to a more integrated approach to student well-being and engagement, encompassing social/emotional support, academic achievement, and overall school climate. The actions and metrics related to the Wellness Centers and other social/emotional initiatives will now be part of this broader goal, allowing for a more cohesive strategy that addresses multiple aspects of student support and development.

This integration is based on the analysis that a comprehensive approach will better serve the needs of our students by ensuring that all support systems work together cohesively. The new goal will include metrics that track student engagement, mental health, and academic success, providing a holistic view of student well-being. This shift also allows us to streamline our efforts and resources, ensuring that we continue to provide effective support while managing financial constraints more efficiently.+

Goal 3.4 Certificated Salaries
Based on reflections from prior practice, the primary change made to the planned goals and actions for the coming year is adjusting our budget to account for the negotiated teacher salary raise. This change ensures that we continue to support our educators while maintaining the integrity of our other planned initiatives. The metrics and desired outcomes remain consistent, but we have reallocated resources to prioritize staff retention and morale, recognizing their critical role in achieving our overall goals.

Goal 3.7 Portrait of a Grad

In the coming year, Goal 3.7, Portrait of a Grad, along with its associated actions and metrics, will be discontinued. This decision was made because the Golden State Pathways Program (GSPP) offers a more comprehensive framework that aligns with our educational objectives and provides greater resources for preparing students for high-wage, high-skill, high-growth career pathways. The GSPP encompasses the goals of the Portrait of a Grad initiative, including promoting pathways in technology, healthcare, education, and climate-related fields, thus rendering the separate goal redundant.

As a result, the metrics originally associated with Goal 3.7 will be replaced with new metrics under the GSPP framework, focusing on student access to postsecondary education opportunities, workforce training, and alignment with local, regional, and state labor market needs. This shift reflects our commitment to a more integrated and resource-efficient approach, ensuring that students are well-prepared for future success in high-demand industries. The transition to the GSPP also allows us to better track the effectiveness of these pathways in meeting both educational and workforce development goals.

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.

Goals and Actions

Goal

Goal #	Description
4	Broad Goal: Build effective and relevant family partnerships to increase student achievement and engagement in school

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1) Parent input and participation- LCAP survey results (2021/22 changed to Youth Truth survey)	1) 72% of parents responding to survey indicate that the schools regularly seek parent input and participation (2020/21).	1) 52% of elementary families, 51% of middle school families, and 49% of high school families agreed or strongly agreed that they are included in planning school activities.(YT 2021-22) 1a) 38% of elementary families, 38% of middle school families, and 30% of high school families agree or strongly agree that they feel empowered to play a meaningful role in decision-making a their school. (YT 2021-22)	1) 57% of elementary families, 44% of middle school families, and 54% of high school families agreed or strongly agreed that they are included in planning school activities.(YT 2022/23) 1a) 42% of elementary families, 30% of middle school families, and 34% of high school families agree or strongly agree that they feel empowered to play a meaningful role in decision-making a their school. (YT 2022/23)	1) 59% of elementary families, 46% of middle school families, and 56% of high school families agreed or strongly agreed that they are included in planning school activities.(YT 2023/24) 1a) 44% of elementary families, 32% of middle school families, and 36% of high school families agree or strongly agree that they feel empowered to play a meaningful role in decision-making a their school. (YT 2023/24)	1) DISCONTINUE: 85% (or an increase of 13%) of parents responding to survey will indicate that the schools regularly seek parent input and participation. New: 57% of elementary families, 56% of middle school families, and 54% of high school families agreed or strongly agreed that they are included in planning school activities. 1a) 43% of elementary families, 43% of middle school families, and 35% of high school families agree or strongly

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					agree that they feel empowered to play a meaningful role in decision-making a their school.
2) The percent of parents who respond to the LCAP survey (2021/22 changed to Youth Truth survey)	2) The response rate for parents on the 2020/21 survey was 38%. The percentage of Hispanic/Latinx parents who responded to the 2020/21 survey was 32% (Hispanic/Latinx students comprise 56% of district enrollment). The percentage of parents of English Learners who responded to the 2020/21 survey was 3%. (English Learners comprise 16% of district enrollment). The percentage of socioeconomically disadvantaged parents who responded to the 2020/21 survey was 25%.	2) The response rate for parents on the 2021/22 YT survey was 43%. DISCONTINUE: The percentage of Hispanic/Latinx parents who responded to the 2020/21 survey was 32% (Hispanic/Latinx students comprise 56% of district enrollment). The percentage of parents of English Learners who responded to the 2020/21 survey was 3%. (English Learners comprise 16% of district enrollment). The percentage of socioeconomically disadvantaged parents who responded to the	2) The response rate for parents on the 2022/23 YT survey was 29%. DISCONTINUE: The percentage of Hispanic/Latinx parents who responded to the 2020/21 survey was 32% (Hispanic/Latinx students comprise 56% of district enrollment). The percentage of parents of English Learners who responded to the 2020/21 survey was 3%. (English Learners comprise 16% of district enrollment). The percentage of socioeconomically disadvantaged parents who responded to the	2) The response rate for parents on the 2023/24 YT survey was 31%. DISCONTINUE: The percentage of Hispanic/Latinx parents who responded to the 2020/21 survey was 32% (Hispanic/Latinx students comprise 56% of district enrollment). The percentage of parents of English Learners who responded to the 2020/21 survey was 3%. (English Learners comprise 16% of district enrollment). The percentage of socioeconomically disadvantaged parents who responded to the	2) The response rate for parents on the LCAP survey will increase by 5% to 43%. (Goal met on YT survey. New goal= 48%) DISCONTINUE: The percentage of Hispanic/Latinx parents who respond to the LCAP survey will increase by 10% to 42%. The percentage of parents of English Learners who respond to the LCAP survey will increase by 3% to 6%. The percentage of socioeconomically disadvantaged parents who respond to the LCAP survey will increase by 15% to 40%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(Socioeconomically disadvantaged students comprise 51% of district enrollment). The percentage of parents of students with exceptional needs who responded to the 2020/21 survey was 13%. (Students with exceptional needs comprise 16% of district enrollment).	2020/21 survey was 25%. (Socioeconomically disadvantaged students comprise 51% of district enrollment). The percentage of parents of students with exceptional needs who responded to the 2020/21 survey was 13%. (Students with exceptional needs comprise 16% of district enrollment).	2020/21 survey was 25%. (Socioeconomically disadvantaged students comprise 51% of district enrollment). The percentage of parents of students with exceptional needs who responded to the 2020/21 survey was 13%. (Students with exceptional needs comprise 16% of district enrollment).	2020/21 survey was 25%. (Socioeconomically disadvantaged students comprise 51% of district enrollment). The percentage of parents of students with exceptional needs who responded to the 2020/21 survey was 13%. (Students with exceptional needs comprise 16% of district enrollment).	(Socioeconomically disadvantaged students comprise 51% of district enrollment). The percentage of students with exceptional needs who respond to the LCAP survey will increase by 2% to 15%. (Students with exceptional needs comprise 16% of district enrollment).
3) DISCONTINUE: Parent satisfaction with Apptegy- LCAP survey results	3) The percentage of parents who indicated they agree or strongly agree that "Apptegy, the district's communication platform is useful to me as a communication tool regarding school and district information	3) DISCONTINUE: The percentage of parents who indicated they agree or strongly agree that "Apptegy, the district's communication platform is useful to me as a communication tool regarding school and district information is 78% (2020/21).	3) DISCONTINUE: The percentage of parents who indicated they agree or strongly agree that "Apptegy, the district's communication platform is useful to me as a communication tool regarding school and district information is 78% (2020/21).	3) DISCONTINUE: The percentage of parents who indicated they agree or strongly agree that "Apptegy, the district's communication platform is useful to me as a communication tool regarding school and district information is 78% (2020/21).	3) DISCONTINUE: The percentage of parents who indicate they agree or strongly agree that "Apptegy, the district's communication platform is useful to me as a communication tool regarding school and district information will increase by 5% to 83%.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive difference in planned actions and actual implementation in this goal.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services for this goal.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

In Action 4.4, the most significant investment has been in the Coordinator of District Communications, a position initially funded during the COVID-19 pandemic and now integrated into the general budget. This role has been pivotal in enhancing Family Engagement metrics and has contributed to a remarkable increase in district enrollment. The Coordinator's primary responsibilities include marketing the district positively throughout the community, which has had a substantial impact on both student and community engagement.

Specifically, while moderate increases in Family Engagement metrics indicate steady progress, the most notable achievement has been in enrollment growth. Windsor Unified was initially projected to experience a steep decline in enrollment, yet due to the effective communication and marketing strategies implemented by the Coordinator, the district has seen a steady increase in enrollment numbers over the past few years. This outcome is a significant indicator of the success of the Coordinator's efforts in creating a positive image of the district and engaging with the community effectively.

The Coordinator's role and the associated actions have proven effective in achieving the desired results, as evidenced by the growth in both engagement and enrollment metrics. These metrics are closely linked to the overall goal of enhancing district visibility and appeal, ultimately contributing to the district's stability and growth. Given the success observed over the three-year LCAP cycle, the continuation of this role and its associated actions are warranted. This strategy has clearly demonstrated its effectiveness in impacting the specified set of metrics, justifying its ongoing inclusion in the district's strategic planning.

As we move forward, we will continue to monitor and refine the strategies under Action 4.4, ensuring that they remain aligned with the district's objectives and continue to deliver positive results.

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

Based on the analysis of the data provided in the Dashboard and other local data, we have made several changes to Action 4.4, which focuses on enhancing district communication and family engagement. The most significant change involves continuing and expanding the role of the Coordinator of District Communications, who has been instrumental in achieving positive outcomes, particularly in increasing enrollment and improving Family Engagement metrics. Given the success of this position, we will enhance the Coordinator's responsibilities to further deepen community engagement and outreach efforts.

Changes to Actions:

Expanded Responsibilities for the Coordinator:
- The Coordinator will now also focus on developing more targeted communication strategies to reach underrepresented and underserved families within the district. This includes creating multilingual communication materials and utilizing diverse media channels to ensure all community members are informed and engaged.

Increased Investment in Community Engagement Initiatives:
- Based on the positive enrollment trends, we will increase funding for community engagement initiatives, such as hosting more district-wide events, workshops, and informational sessions that highlight the district's achievements and programs.

Changes to Metrics:
Enhanced Metrics for Family Engagement:
- We will refine the Family Engagement metrics to include more detailed indicators, such as the number of family workshops conducted, attendance rates at district events, and feedback from family surveys to better gauge the effectiveness of our communication and engagement strategies.

New Metrics for Community Outreach:
- Introduce new metrics to measure the reach and impact of our community outreach efforts, including tracking the growth in engagement across different demographic groups and the effectiveness of multilingual communications.

Reasons for Ineffectiveness and New Approaches:
In reviewing the data, certain actions, such as general promotional activities that did not specifically target underserved communities, were identified as less effective. The ineffectiveness was primarily due to a lack of targeted outreach and culturally relevant communication. To address this, the new approach will include more personalized and culturally sensitive engagement strategies. By diversifying communication methods and ensuring they are inclusive of all community members, we anticipate stronger connections and higher engagement levels across all demographics.

These changes aim to build on the successes we've seen and address areas where improvements are needed. By refining our strategies and focusing on more inclusive and targeted communication, we expect to see continued growth in enrollment and an increase in meaningful family and community engagement. This new or strengthened approach is expected to enhance the overall effectiveness of in Action 4.4 and

align with our long-term objectives for district development and community involvement.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023

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
Windsor Unified School District	Jeremy Decker Superintendent	jdecker@wusd.org 707-837-7700

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Windsor Unified School District, based in Windsor, Sonoma County, California, educates around 3,466 students from preschool to 12th grade. Our diverse student body is 41% white and 51% Hispanic/Latino. English learners make up 12% of our students, primarily Spanish speakers, while 17% have disabilities and 51% come from low socio-economic backgrounds.

Our schools are organized into clusters: Mattie Washburn Elementary for Pre-K-2, Brooks Elementary for grades 3-5, Windsor Middle School for grades 6-8, Windsor High School for grades 9-12, along with our 9-12 school of choice Big Picture Learning Windsor and our continuation school Windsor Oaks Academy. Cali Calmecac Language Academy, a Pre-K-8 dual-immersion dependent charter school is included in our district, but creates its on LCAP.

Windsor Unified is averaging below our historic attendance averages post-pandemic, and we are seeing an increase in chronic absenteeism in certain subgroups; we are committed to returning to regular attendance patterns. Our district boasts a 94.5% attendance rate for the 2023/24 school year, with chronic absenteeism at 24.2%, both figures better than county and state averages. Windsor Unified qualified for and will include an equity multiplier goal to support our continuation school Windsor OAKS.

Our curriculum is engaging and aligned with Common Core standards, a strong Visual and Performing Arts program, and an emphasis on Career and Technical Education. Every student and teacher is equipped with Chromebooks and laptops to ensure continuity of learning in any situation.

Our secondary programs offer a variety of academic and career pathways, including project-based learning, internships, and specialized academies to prepare students for college and careers. Our graduation rate in 2022 was 94.4%, exceeding both county and state averages, with significant improvements across all student subgroups.

The Windsor Unified School District is dedicated to providing a comprehensive education that supports every student's success in school and beyond.

Reflections: Annual Performance

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

Windsor Unified School District celebrates notable achievements, including:

1. We have successfully continued and expanded our Multi-tiered Systems of Support (MTSS) framework district-wide, enhancing our organizational design. This included training for all district and site leaders in the 2021-22 and 2022-23 school years, and the formation and training of MTSS Site Leadership Teams at each school in 2022-23, focusing on Tier 1 implementation and MTSS problem-solving techniques.

2. For the first time, all schools within the district adopted the Renaissance Universal Screener and participated in three to four common assessments in English Language Arts (ELA) and mathematics. This initiative helps establish baseline data and monitor students' progress in mastering the Common Core State Standards (CCSS).

3. The English Learner reclassification rate for the 2021-22 school year was close to both Sonoma County and California averages, at 15% (Sonoma County at 16.6% and California at 16.3%).

4. Our district is finishing year one of a multiyear process of implementing the Professional Learning Community model across all of our sites.

Windsor will focus on the following for the next three-year cycle:
These schools were selected because they had the lowest performance level on one or more indicator on the 2023 Dashboard and these student groups were selected because they had the lowest performance level on one or more indicator on the 2023 Dashboard.

1. Chronic Absenteeism at Mattie Washburn Elementary
2. ELA: English Learners and Hispanic students at Brooks Elementary
3. Math: English Learners at Brooks Elementary
4. ELA: English Learners and SWD at Windsor Middle School
5. Math: English Learners, Hispanic students, Socioeconomically Disadvantaged students, SWD at Windsor Middle School
6. Suspension Rate: Two or More Races, SWD at Windsor Middle School
7. ELA: English Learners, SWD at Windsor High School
8. Math: English Learners, Hispanic students, Socioeconomically Disadvantages students, SWD at Windsor High School
9. College and Career: SWD at Windsor High School
10. Suspension Rate: English Learners and SWD at Windsor High School

- We will implement targeted attendance interventions, including personalized outreach to families, mentoring programs, and attendance incentives. Additionally, we will provide support services such as counseling and transportation assistance to address the underlying causes of absenteeism.
- To improve ELA outcomes, we will enhance our English Language Development (ELD) programs and provide targeted reading interventions. Professional development for teachers on culturally responsive teaching practices and differentiated instruction will also be prioritized to support English Learners and Hispanic students better.
- We will implement specialized math intervention programs and provide additional support through bilingual aides. Professional development for math teachers will focus on strategies for effectively teaching math to English Learners.
- Targeted literacy programs and individualized learning plans for English Learners and Students with Disabilities (SWD) will be introduced. Collaboration between ELA teachers and special education staff will be strengthened to ensure cohesive support.
- We will provide intensive math support through small group instruction, tutoring, and summer math programs. Math teachers will receive training on best practices for supporting diverse learners, including differentiated instruction and culturally relevant pedagogy.
- Restorative justice practices and positive behavioral interventions will be expanded to reduce suspension rates. We will also provide staff training on implicit bias and cultural competency to create a more inclusive and supportive school environment.
- Enhanced ELD programs and literacy interventions will be provided, along with additional support from resource specialists for SWD. Collaborative planning time for ELA and special education teachers will be increased to ensure alignment in instructional strategies.
- Math support will include after-school tutoring, peer mentoring, and targeted interventions. Professional development for math teachers will focus on strategies for teaching diverse student groups and using data to inform instruction.
- We will expand college and career readiness programs for SWD, including individualized transition plans, work-based learning opportunities, and partnerships with local colleges and employers. Academic counselors will work closely with SWD to ensure they are prepared for post-secondary success.
- To address high suspension rates, we will implement restorative practices and increase support services such as counseling and behavioral interventions. To create a more supportive school climate, staff will be trained on cultural competency and inclusive practices.

Reflections: Technical Assistance

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

Windsor Unified is eligible for Technical Assistance because:

Priority 4:
- Pupil Achievement, Red
- EL(ELA, Math)
- Homeless (ELA, Math)
- SWD (ELA, Math)
- Hispanic (Math)

Priority 6:
- School Climate
- SWD
- Foster Youth
- Homeless
- Two or More Races

Priority 8:
- Broad Course of Study, Red
- SWD

As part of our ongoing technical assistance efforts, Windsor Unified identified a critical need for more coherent educational transitions from preschool to K-12, focusing on early literacy and mathematics. This led us to engage in the Pre-K to 3 Coherence Collaboration (P3CC), which aimed to create seamless transitions between educational stages and enhance early literacy and mathematics through consistent Tier I teaching practices. Our goal is to prevent gaps in learning before students reach fourth grade, responding to data and feedback that indicate the fading of early educational gains due to inconsistent teaching methodologies and curriculum misalignments.

To address these challenges comprehensively, our district has expanded its collaborative networks to include the California Principals Support Network and Solution Tree. These partnerships are instrumental as we integrate the principles of Professional Learning Communities (PLCs) within our district. The PLC approach aligns with our mission to refine and enhance instructional strategies and curriculum alignment from preschool through third grade.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

Educational Partner(s)	Process for Engagement
Principals and Administrators	Principals were foundational in facilitating and guiding the bottom-up approach within their respective schools, ensuring that the process was inclusive, strategic, and aligned with broader educational goals: 1. Establishment of Leadership Teams: Principals created school leadership teams by implementing a peer-nomination process. They asked teachers to identify colleagues they respected for advice on teaching practices and who could contribute to meaningful school-wide change. This approach ensured that the leadership teams were composed of individuals recognized for their expertise and leadership qualities within the teaching staff. 2. Formation of School Site Councils: Principals were responsible for establishing School Site Councils, including administrators, staff, parents, and, at the secondary level, students. These councils were crucial in creating a collaborative environment for decision-making and developing measures to evaluate the effectiveness of actions and strategies to improve student achievement. Principals ensured that these councils represented the school community and functioned effectively in setting goals and assessing progress. 3. Development and Implementation of School Plans: Principals collaborated closely with their leadership teams and site councils in developing the School Plan for Student Achievement. They provided guidance and oversight to ensure that the plans were comprehensive,

Educational Partner(s)	Process for Engagement
	aligned with district priorities, and responsive to the specific needs of their students. Principals also played a key role in implementing these plans, monitoring progress, and making adjustments as needed to achieve desired outcomes. 4. Representation in the LCAP Core Committee: Principals, or their designees, participated in the district-wide LCAP Core Committee, representing their school's interests and priorities. In this capacity, they shared the insights and strategies identified in their school plans, contributing to determining district priorities and allocating supplemental funding. This role allowed them to advocate for resources and support that would benefit their school community. The Core Committee met three times: February 1, 2024, March 7, 2024, and April 4, 2024. 5. Oversight of Site-Based Budgeting: With the transition to site-based budgeting, principals assumed greater responsibility for managing their school's budget within the framework of the Professional Learning Community model. They worked collaboratively with their staff to allocate resources in ways that directly supported the school's educational strategies and goals. Principals ensured that budgetary decisions were made transparently, strategically, and in a manner that maximized the impact on student learning and achievement.
Teachers	The involvement of teachers in the process was central to our bottom-up approach, ensuring that those most closely working with our students had a significant voice in shaping educational strategies and policies: 1. Leadership Team Selection: Teachers were crucial in forming the leadership teams at each school site. Their involvement began with a peer nomination process, answering two pivotal questions: who they would seek advice from regarding teaching practices and who they thought could enact meaningful change within the school. This method ensured that their peers respected and recognized the selected members for their leadership and expertise.

Educational Partner(s)	Process for Engagement
	2. Collaborative Planning: Once the leadership teams were established, teachers collaborated as team members in developing the School Plan for Student Achievement. This plan outlined specific actions and strategies tailored to meet the unique needs of their student population. Teachers' firsthand experience and understanding of student needs ensured that the plans were grounded in the reality of classroom challenges and opportunities. 3. School Site Councils: Teachers also participated in school site councils, which included administrators, staff, parents, and students at the secondary level. These councils were instrumental in creating and implementing "measures that matter," which served as benchmarks for evaluating the effectiveness of their school's strategies. Teachers' input was vital in setting these measures, as their daily interaction with students gave them insights into what success should look like. Teachers had an opportunity to respond to the YouthTruth survey in January/February of 2024 as well as the Employee Engagement Survey in March/April of 2024. 4. LCAP Core Committee Representation: Each school selected representatives to participate in the district-wide LCAP Core Committee. Teacher representatives brought the perspectives and insights from their school's planning and evaluation processes to this committee. Their role was to share and review the strategies identified within their school plans and to help determine which ones should be elevated to district priorities and receive additional funding. The Core Committee met three times: February 1, 2024, March 7, 2024, and April 4, 2024. 5. Site-Based Budgeting: With the shift to site-based budgeting, teachers had more say in allocating school resources. This approach allowed them to directly influence the allocation of funds towards programs, resources, or strategies they believed would most effectively meet their students' needs within the Professional Learning Community model's parameters.

Educational Partner(s)	Process for Engagement
Parents	Parents were integral to the bottom-up approach, ensuring that the community's voice was heard and that school initiatives were responsive to the needs and aspirations of students and their families:

1. School Site Councils: Parents were active members of the School Site Councils, which included administrators, staff, and at the secondary level, students. These councils were pivotal in developing and implementing the School Plan for Student Achievement, setting measurable goals, and evaluating the effectiveness of various strategies. By participating in these councils, parents directly impacted decision-making processes, ensuring that the school's actions and priorities reflected the community's values and needs.

2. Input and Feedback: Parents provided valuable input and feedback throughout the planning and implementation phases. They were encouraged to share their perspectives, experiences, and suggestions through meetings, surveys, and forums. This feedback was crucial in shaping the school plans, particularly defining "measures that matter" for evaluating success and identifying improvement or investment areas. The main survey was the county-wide survey YouthTruth, which was administered in January/February of 2024.

3. LCAP Core Committee Representation: Some parents served as representatives on the LCAP (Local Control and Accountability Plan) Core Committee, bringing a parent and community perspective to the district-wide discussions. Their involvement ensured that the broader needs and priorities of the school communities were considered when determining district-level priorities and allocating supplemental funding. The Core Committee met three times: February 1, 2024, March 7, 2024, and April 4, 2024.

4. Engagement and Communication: Schools engaged parents through various channels to keep them informed and involved. Regular updates, newsletters, and community meetings were used to communicate progress, share successes, and discuss challenges. This ongoing communication fostered a partnership between parents |

Educational Partner(s)	Process for Engagement
	and schools, building trust and encouraging active participation in school life. 5. Volunteer Opportunities: Parents were encouraged to volunteer in different capacities, whether in classrooms, during school events, or in extracurricular activities. This involvement allowed parents to contribute directly to students' educational experience, support teachers and staff, and enhance the learning environment. 6. Parent Education and Workshops: Schools offered workshops and training sessions for parents on various educational topics, including the goals of the school plan, strategies for supporting student learning at home, and understanding the educational system. These sessions empowered parents with the knowledge and skills to effectively help their children's education. Through these mechanisms, parents played a vital role in the educational process, contributing to a collaborative and inclusive approach that valued their input and leveraged their strengths to benefit students and the school community.
Students	Involving students in the educational planning and decision-making process was a key element of our bottom-up approach, recognizing students as primary stakeholders in their education: 1. Participation in School Site Councils: At the secondary level, students were included in the School Site Councils alongside administrators, staff, and parents. Their involvement ensured that student perspectives and needs were directly represented in discussions about school plans, goals, and strategies for improvement. Students contributed unique insights into the effectiveness of teaching methods, school policies, and the overall learning environment. 2. Student Surveys and Feedback: Students had opportunities to provide feedback through surveys, suggestion boxes, and forums. These tools were used to gather their opinions on various issues,

Educational Partner(s)	Process for Engagement
	including academic programs, campus safety, extracurricular activities, and social-emotional support services. This feedback was invaluable in tailoring school initiatives to meet student needs and preferences better.

3. Leadership and Advisory Roles: Students often served in leadership or advisory roles within their schools, such as student government, peer mentoring programs, or as representatives on committees focused on specific issues like school climate, wellness, or equity. In these roles, they had a platform to voice concerns, propose solutions, and lead initiatives that impact the student body.

4. Collaborative Projects and Initiatives: Students engaged in projects and initiatives that allowed them to work alongside teachers, administrators, and community members on issues important to them. These collaborative efforts provided practical experience in problem-solving, project management, and leadership while making tangible improvements to their school environment.

5. LCAP Core Committee Representation: Where appropriate, student representatives participated in the LCAP Core Committee, contributing to district-wide discussions on priorities and funding. Their involvement ensured that the strategies and actions considered for district support reflected the student body's aspirations and challenges.

6. Educational Planning Sessions: Students were invited to participate in sessions or workshops focused on developing the School Plan for Student Achievement and other strategic planning activities. These sessions allowed students to learn about the planning process and contribute ideas and visions for their education and school community.

7. Empowerment through Education: Schools provide students with information and education about the decision-making process, the importance of their involvement, and how they can effectively advocate for themselves and their peers. This empowerment |

Educational Partner(s)	Process for Engagement
	encouraged active participation and helped students understand the impact of their contributions. By actively involving students in these ways, schools recognized and valued their voices as central to the educational experience. This approach fostered a sense of ownership and responsibility among students for their learning outcomes and the overall success of their school community.
Community Members	Community members played a pivotal role in shaping and supporting the educational initiatives within the Windsor Unified School District, mainly through their involvement in the California Partnership Academies (CPAs) and the Visual and Performing Arts Strategic Planning Committee. Their engagement ensured that programs reflected community needs and benefited from a wide range of expertise and resources: 1. Advisory Boards: Community members, including local business leaders, industry professionals, and post-secondary educators, served on advisory boards for the CPAs. These boards guided curriculum development, ensuring it was relevant and aligned with current industry standards and workforce needs. Their involvement helped to bridge the gap between education and the employment sector, preparing students for future careers. 2. Mentorship and Work-Based Learning: Community professionals contributed as mentors and offered work-based learning opportunities to CPA students. Through internships, job shadowing, and guest speaker sessions, students gained firsthand experience and insights into various professions, enhancing their understanding of potential career paths. 3. Resource and Support Provision: Community members and local businesses provided resources, including equipment, software, and financial support, to enhance the learning environment and offer students access to industry-standard tools and technologies.

Educational Partner(s)	Process for Engagement
	4. Evaluation and Feedback: They participated in evaluating academy programs and offering feedback on student projects and presentations. This input was invaluable for continuous improvement and ensuring the programs remained dynamic and responsive to student needs and industry trends. 5. Strategic Planning: Artists, local arts organizations, and community leaders interested in the arts were integral to the strategic planning process for visual and performing arts education. They helped to set long-term goals, develop strategies for implementation, and identify key performance indicators to measure success. 6. Curriculum Development and Enhancement: Community members provided expertise in developing a curriculum incorporating a broad spectrum of artistic disciplines, ensuring students received a comprehensive arts education. They also helped to integrate community-based arts experiences into the curriculum, connecting students with local arts events and resources. 7. Arts Advocacy and Funding: They advocated for the importance of arts education within the school district and the wider community, helping to secure funding and resources necessary for the program's sustainability and growth. This included organizing fundraisers, applying for grants, and building partnerships with local arts institutions. 8. Professional Development for Teachers: Community artists and professionals offered workshops and training for teachers, sharing their skills and knowledge to enrich the educators' toolkit for delivering high-quality arts education. 9. Exhibition and Performance Opportunities: Community members facilitated opportunities for students to exhibit their work or perform in local venues, providing real-world experiences and exposure to broader audiences. These events also helped to strengthen the connection between the schools and the community, fostering support for the arts programs.

Educational Partner(s)	Process for Engagement
Local Bargaining Units	Members of the Executive Boards from both the Windsor District Educators Association (WDEA) and the California School Employees Association (CSEA) have been integral members of the LCAP Core Committee. This inclusion ensures that the perspectives and concerns of our teachers and classified staff are directly represented in the LCAP discussions. Their active participation has facilitated meaningful dialogue around key issues such as resource allocation, program development, and policy implementation.

Through regular meetings and collaborative workshops, we have fostered a partnership with WDEA and CSEA that prioritizes transparency and mutual respect. Union representatives have provided valuable feedback on various aspects of the LCAP, including strategies to address chronic absenteeism, improve academic outcomes for English Learners and other student groups, and enhance professional development opportunities for staff. Their input has been instrumental in shaping initiatives that directly impact the classroom and support staff welfare.

Our engagement with labor union partners extends beyond the LCAP Core Committee. We maintain open lines of communication with WDEA and CSEA through regular updates, joint problem-solving sessions, and involvement in district-wide initiatives. This ongoing engagement ensures that we remain responsive to the needs and concerns of our educators and support staff, and that we continuously refine our strategies to meet the evolving needs of our school community.

The active involvement of WDEA and CSEA Executive Board members has resulted in a more comprehensive and balanced LCAP. Their contributions have helped to ensure that our plan is not only focused on student outcomes but also on creating a supportive and empowering environment for all staff members. By incorporating the voices of our labor unions, we are better equipped to address challenges and leverage opportunities for improvement across the district. |

Educational Partner(s)	Process for Engagement
Other School Personnel	Other school personnel, including representatives from various administrative and support roles, have been actively involved in the LCAP Core Committee. This diverse participation ensures that a wide range of perspectives are considered in our decision-making processes. Their involvement has facilitated comprehensive discussions on critical issues such as student support services, resource allocation, and the implementation of new educational programs. Through regular meetings and collaborative sessions, we have created a platform for open dialogue and shared decision-making with other school personnel. Their input has been instrumental in identifying areas for improvement and developing strategies to address challenges faced by our schools. For instance, counselors have provided valuable insights into student mental health needs, while librarians have highlighted the importance of access to diverse learning resources. We maintain continuous engagement with other school personnel through structured feedback mechanisms, regular updates, and inclusion in district-wide initiatives. This ongoing communication ensures that we remain attuned to the needs and perspectives of all staff members, fostering a culture of collaboration and inclusivity. Regular town halls, surveys, and focus groups are some of the ways we gather feedback and keep everyone informed about LCAP developments and other district initiatives. The active engagement of other school personnel has significantly enriched the LCAP development process. Their contributions have helped to ensure that the plan addresses the holistic needs of students, including academic support, mental health services, and extracurricular opportunities. By incorporating their feedback, we have developed more effective and responsive strategies that enhance the overall educational experience for students and support staff alike. In response to feedback from other school personnel, we have also prioritized professional development opportunities that address the specific needs of various staff roles. This includes training on best

Educational Partner(s)	Process for Engagement
	practices for student support, integrating technology into teaching, and strategies for effective school management. These initiatives are designed to empower our staff with the skills and knowledge they need to succeed in their roles and contribute to student success.
Special Education	The Special Education Director has been a key member of the LCAP Core Committee, bringing a wealth of expertise and a focused perspective on the needs of students with disabilities. Their involvement ensures that the specific challenges and requirements of special education are thoroughly considered in our planning processes. This includes discussions on individualized education programs (IEPs), resource allocation, and specialized instructional strategies.

Through active participation in collaborative meetings and workshops, the Special Education Director contributes to the development of strategies that support the academic, social, and emotional growth of students with disabilities. Their input helps shape policies and practices that are inclusive and effective, ensuring that all students have access to high-quality education tailored to their needs.

Continuous engagement with the Special Education Director through regular updates, consultations, and collaborative sessions ensures that we stay responsive to the evolving needs of special education students. This ongoing communication fosters a proactive approach to addressing challenges, implementing best practices, and leveraging new opportunities for support and intervention.

The contributions of the Special Education Director have significantly enhanced the LCAP by ensuring that it includes comprehensive and targeted supports for students with disabilities. This includes specialized training for teachers, improved access to assistive technologies, and the development of inclusive curricular activities. Their insights help to create a more equitable educational environment where every student can thrive. |

Educational Partner(s)	Process for Engagement
	Based on the feedback and guidance from the Special Education Director, we have prioritized professional development opportunities for staff that focus on special education best practices. This includes training on differentiated instruction, behavior management strategies, and the use of assistive technologies. These initiatives are designed to equip educators with the skills and knowledge necessary to support students with disabilities effectively. The Special Education Director also plays a vital role in engaging with families and the community to support students with disabilities. This involves organizing informational sessions, workshops, and support groups for parents, ensuring they are informed and involved in their child's education. Their leadership in these areas helps to build strong partnerships between the school, families, and the broader community.
ELAC	Members of ELAC have been actively involved in the LCAP Core Committee, bringing valuable insights and firsthand experiences regarding the challenges and opportunities faced by EL students. Their participation ensures that the specific needs of EL students are considered in our planning processes, particularly in areas such as language development, academic support, and family engagement. Through regular meetings and collaborative sessions, ELAC members provide critical input on strategies and programs designed to support EL students. This collaborative decision-making process allows for the development of targeted interventions that address the unique language and academic needs of EL students, ensuring they receive the support necessary to succeed. We maintain continuous engagement with ELAC through structured feedback mechanisms, regular updates, and involvement in district-wide initiatives. This ongoing communication ensures that the voices of EL students and their families are heard and that their needs are continuously addressed. Regular ELAC meetings, surveys, and community forums are some of the ways we gather feedback and

Educational Partner(s)	Process for Engagement
	keep everyone informed about LCAP developments and other district initiatives.

The active engagement of ELAC members has significantly enriched the LCAP by ensuring that it includes comprehensive supports for EL students. This includes enhanced English Language Development (ELD) programs, targeted academic interventions, and professional development for teachers on culturally responsive teaching practices. Their input helps to create a more inclusive and supportive educational environment for EL students.

In response to feedback from ELAC, we have prioritized professional development opportunities that focus on effective instructional strategies for EL students. This includes training on differentiated instruction, language acquisition techniques, and the integration of EL students into mainstream classrooms. These initiatives aim to equip educators with the skills and knowledge necessary to support EL students effectively.

ELAC plays a crucial role in fostering strong partnerships between the school, families, and the community. This involves organizing informational sessions, workshops, and cultural events that engage parents and provide them with the tools and resources needed to support their children's education. Their leadership in these areas helps to build a welcoming and inclusive school community. |

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

To engage our educational partners—including teachers, principals, district administration, labor partners, parents, and students—we adopted a bottom-up approach that empowered each school site to participate actively in the planning and decision-making. This approach began with the formation of leadership teams at each school. Teachers were selected for these teams based on their peers' responses to two critical questions: who they would seek advice on teaching practices and who they believed could drive meaningful change within the school.

Principals played a key role in establishing school site councils composed of administrators, staff, parents, and students at the secondary level. These councils were instrumental in shaping the educational environment by developing "measures that matter," which served as benchmarks to assess the effectiveness of various actions and strategies implemented at the school level.

In collaboration with their leadership teams, site councils, and school staff, each school created a School Plan for Student Achievement (SPSA). This plan was tailored to address the unique needs and goals of the school community, focusing on strategies that would enhance student outcomes. These strategies were developed through extensive consultation and were prioritized within the context of the available budgetary resources.

Each school sent representatives to the LCAP Core Committee to ensure alignment with district priorities and facilitate sharing effective practices. This committee reviewed the actions and strategies outlined in each school's plan, identifying which strategies should be elevated to district priorities and thus receive additional supplemental funding.

Furthermore, we implemented site-based budgeting, granting schools greater autonomy over their financial resources. This shift was designed to empower schools to make budgetary decisions that directly support their specific educational goals and strategies within the Professional Learning Community model framework. This model encourages a collaborative approach to teaching and learning, ensuring that all decisions are made to improve student achievement and success.

The feedback provided by our educational partners significantly influenced the development of the adopted LCAP. The insights and recommendations gathered through our comprehensive engagement process shaped goals, metrics, actions, and budgeted expenditures.

For instance, the need to address chronic absenteeism at Mattie Washburn Elementary led to the inclusion of targeted attendance interventions within the LCAP. The focus on improving ELA and Math outcomes for English Learners and Hispanic students at Brooks Elementary resulted in allocating additional resources for enhanced English Language Development (ELD) programs and specialized math interventions.

At Windsor Middle School, the identification of high suspension rates for students with disabilities (SWD) and those identifying with Two or More Races influenced the adoption of restorative justice practices and positive behavioral interventions. Similarly, the feedback regarding the academic needs of English Learners and SWD at Windsor High School led to the prioritization of enhanced literacy and math support programs.

Moreover, consultation with educational partners at schools generating Equity Multiplier funds highlighted the importance of targeted support for college and career readiness for SWD at Windsor High School. This resulted in the inclusion of specific actions and budget allocations within the LCAP to expand college and career readiness programs, ensuring these students receive the necessary guidance and resources to succeed beyond high school.

Overall, the engagement process ensured that the voices of all educational partners were heard and that their feedback was reflected in the final LCAP, promoting a collaborative and inclusive approach to improving educational outcomes across the district.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All Students are Connected and Thriving	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 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Windsor Unified Board created the goal to emphasize a holistic educational approach that prioritizes both academic success and students' emotional and social well-being. Recognizing the importance of a supportive and inclusive school environment, this goal aims to enhance student engagement, resilience, and a sense of belonging through targeted resources and strategies. These include mental health services, extracurricular activities, mentorship programs, and diversity and inclusion initiatives. The goal reflects the district's commitment to a comprehensive educational strategy that integrates academic achievement with critical emotional and social support, ensuring that all students succeed academically and thrive within the school community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	A-G Completion Rates	32.2% of students complete A-G requirements- (2023)			49% of students complete A-G requirements- (2026)	
1.2	Career and Technical Education (CTE) Completion Rates	CTE pathway completion rate= 22.7% (2023)			CTE pathway completion rate= 35% (2026)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Both A-G and CTE Completion Rates	4% of the 2023 cohort completed a-g and CTE pathway requirements			8% of the 2026 cohort completed a-g and CTE pathway requirements	
1.4	Advanced Placement (AP) Exam Pass Rates	5.28% of students earned a 3 or higher on at least 2 AP exams			10% of students earned a 3 or higher on at least 2 AP exams	
1.5	Early Assessment Program (EAP) Participation Rate	93% of 11th graders participated in ELA and Math Early Assessment Program (2022/23 EAP)			95% of 11th graders participated in ELA and Math Early Assessment Program (EAP)	
1.6	WHS Academic Counseling ratio: Information Day enrollment at WHS divided by Counseling Full Time Equivalent (FTE).	The ratio of academic counselors at the high school level is 1/401. (2022/23)			1/400 ratio of academic counselors to students at the high school	
1.7	WUSD Social/Emotional Learning (SEL) counseling ratio: information day enrollment by site divided by counseling FTE.	The ratio of social-emotional counselors at district schools is: MWE= 1/ 514 BES= 1/ 453 WMS= 1/ 725 WHS/NBMA/WOA= 1/854 (2022/23)			The ratio of social-emotional counselors at district schools: MWE= 1/ 500 BES= 1/ 450 WMS= 2/ 725 WHS/NBMA/WOA =2/854	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Percent of secondary schools' students enrolled in Advancement Via Individual Determination (AVID) Elective	23% of CCLA 5-8th graders in AVID 4% of WMS students in AVID 7% of WHS students in AVID (2022/2023)			30% of CCLA 5-8th graders in AVID 10% of WMS students in AVID 10% of WHS students in AVID (2026)	
1.9	Percent of teachers AVID trained	AVID trained 47% of 36 WMS teachers trained 18% of 80 WHS teachers AVID trained (2022/2023)			AVID trained 47% of 36 WMS teachers trained 18% of 80 WHS teachers AVID trained (2026)	
1.10	9th grade cohort average percent of actual attendance, RenStar Reading & Math At or Above 55 Percentile Ranking, and average Grade Point Average (GPA)	9th grade data Attendance Rate: 95.38 RenStar W4 Math: 39% RenStar W4 Reading: 26% Average 1st semester GPA: 2.735 (2022/2023)			9th grade data Attendance Rate: 97 RenStar W4 Math: 42% RenStar W4 Reading: 30% Average 1st semester GPA: 2.9 (2026)	
1.11	Attendance Rate	The school attendance rate (ADA) for 2023/24 is 94.5%			The school attendance rate will increase to 96%	
1.12	Dropout Rates	Dropout Rates for 2022/23 • High School: 4.2%.			The high school dropout rate will decrease to 2%. The middle school	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Middle School: 0%			dropout rate will remain 0%	
1.13	High school graduation rates	2023 High school graduation rates: • All students 95%. • Hispanic/Latino: 95.5%. • English Learner: 88.5%. • Students with Disabilities: 84.2% • Homeless: 94.1%			High school graduation rates will increase to: • All students 97%. • Hispanic/Latino: 97%. • English Learner: 91%. • Students with Disabilities: 86% • Homeless: 97%	
1.14	District-wide Smarter Balanced Assessment Consortium (SBAC) English Language Arts (ELA)	38.59% of students in grades 3-8 and 11 MET or EXCEEDED standards on the ELA portion of the SBAC summative assessment (2022/23)			70% of students in grades 3-8 and 11 MET or EXCEEDED standards on the ELA portion of the SBAC summative assessment (2025/26)	
1.15	District-wide Special Education (SPED) SBAC ELA	5.94% of students with disabilities MET OR EXCEEDED standards on the ELA portion of the SBAC summative assessment. (2022/23)			7% of students with disabilities MET OR EXCEEDED standards on the ELA portion of the	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					SBAC summative assessment. (2025/26)	
1.16	District-wide SBAC Math	26.11% of students in grades 3-8 and 11 MET or EXCEEDED standards on the mathematics portion of the SBAC summative assessment (2022/23)			50% of students in grades 3-8 and 11 MET or EXCEEDED standards on the mathematics portion of the SBAC summative assessment (2025/26)	
1.17	8th grade Math	31.95% of students in 8th grade Met or EXCEEDED standards on the mathematics portion of the SBAC summative assessment (2022/23)			50% of students in 8th grade Met or EXCEEDED standards on the mathematics portion of the SBAC summative assessment (2025/26)	
1.18	District-wide SPED Math	4.36% of students with disabilities MET or EXCEEDED standards on the mathematics portion of the SBAC summative assessment (2022/23)			7% or students with disabilities MET or EXCEEDED standards on the mathematics portion of the SBAC summative assessment (2025/26)	
1.19	District-wide ELD ELA	6.12% of ELD students in grades 3-8 and 11 MET or EXCEEDED standards on the ELA			11% of ELD students in grades 3-8 and 11 MET or EXCEEDED	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		portion of the SBAC summative assessment (2022/23)			standards on the ELA portion of the SBAC summative assessment (2025/26)	
1.20	District-wide ELD Math	3.54% of ELD students in 8th grade Met or EXCEEDED standards on the mathematics portion of the SBAC summative assessment (2022/23)			11% of ELD students in 8th grade Met or EXCEEDED standards on the mathematics portion of the SBAC summative assessment (2025/26)	
1.21	Sufficiency of instructional materials and Broad Course of Study	All students (100%) had access to a broad course of study and curriculum-aligned instructional materials in 2023-24.			All students (100%) will continue to have access to a broad course of study and curriculum aligned instructional materials.	
1.22	Implementation of state standards for all students, INCLUDING how English Learners ELs) have access to English Language Development (ELD) and core instruction (CORE)	All students, including students with exceptional needs and English Learners maintained access to the full course of study described in Education Code			All students, including students with exceptional needs and English Learners will continue to have access to the full course of study described in Education Code	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.23	EL Reclassification Rate	43.5% of English Learners reclassified to FEP for 2022/23			45% of English Learners will be reclassified to FEP	
1.24	Percent of district EL students who are Long Term English Learners (LTELs)	38% of English Learners are LTELs			< 30% of English Learners will be LTELs	
1.25	English Learner Progress Indicator (ELPI): (ELs Making Progress or maintaining 4 on ELPAC)	46.8% of ELs making progress towards English language proficiency			At least 50% of English Learners will make progress towards English proficiency.	
1.26	Chronic Absenteeism Rate	The chronic absenteeism rate for 2022/23 is 24.2%			The chronic absenteeism rate will decrease to 15%	
1.27	Percent of 3rd graders who MET OR EXCEEDED standards on the ELA portion of the SBAC summative assessment	30.77% of 3rd graders MET OR EXCEEDED standards on the ELA portion of the SBAC summative assessment (2022/23)			34% of 3rd graders will MEET OR EXCEED standards on the ELA portion of the SBAC summative assessment	
1.28	Percent of 3rd graders who MET or EXCEEDED standards on the mathematics portion of the SBAC summative assessment.	20.98% of 3rd graders MET OR EXCEEDED standards on the mathematics portion of the SBAC summative assessment (2022/23)			25% of 3rd graders will MEET OR EXCEED standards on the mathematics portion of the SBAC summative assessment	
1.29	RenStar Window 4 Math Assessment percent At/Above Benchmark	RenStar Window 4 Math Assessment percent At/Above Benchmark (2024): 1st Grade: 30%			RenStar Window 4 Math Assessment percent At/Above Benchmark 1st Grade: 33%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2nd Grade: 32% 3rd Grade: 34%			2nd Grade: 35% 3rd Grade: 37% "	
1.30	RenStar Window 4 Reading Assessment percent At/Above Benchmark	RenStar Window 4 Reading Assessment percent At/Above Benchmark (2024): 1st Grade: 61% 2nd Grade: 34% 3rd Grade: 36%			RenStar Window 4 Reading Assessment percent At/Above Benchmark 1st Grade: 62% 2nd Grade: 36% 3rd Grade: 39%	
1.31	Percentage of secondary students enrolled in at least one Visual and Performing Arts (VAPA) course.	In 2023/24 the total percent of WHS students enrolled in at least one art class is 42% In 2023/24 the total percent of WMS students enrolled in at least one art class is 68%"			The total percentage of WHS students enrolled in at least one art class will increase to 45% The total percent of WMS students enrolled in at least one art class will increase to 70%"	
1.32	School facilities in good repair	Facility Inspection Tool (FIT) Report is 99.47% "EXEMPLARY" in 2024			Facility Inspection Tool (FIT) Report will continue to earn a rating of "EXEMPLARY"	
1.33	Pupil suspension rates (% students with at least 1 suspension)	The student suspension rate is 4.8% in 2022/23			The student suspension rate will decrease to 2.5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.34	Pupil expulsion rates	The student expulsion rate is <1% in 2022/23, (0.2%)			The student expulsion rate will remain less than 1%	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Create a College and Career Focus	• Provide Career and Technical Education (CTE) courses to equip students with practical skills and knowledge for various career pathways. • Facilitate work-based learning opportunities, such as internships and job shadowing, to provide students with real-world career experiences.	$1,286,400.00	No

Action #	Title	Description	Total Funds	Contributing
		• Support the Western Association of Schools and Colleges (WASC) accreditation process to ensure continuous school improvement and educational excellence.		
1.2	Expanding Access to College	• Provide academic counseling services to support student academic planning, college readiness, and personal development. • Implement the AVID (Advancement Via Individual Determination) program to enhance underrepresented students' college readiness and academic skills. • Offer scholarships to cover the costs of Advanced Placement exams and college course units for eligible students. • Conduct 9th Grade Seminars to support students' transition to high school by focusing on academic skills, goal setting, and personal development.	$1,500,048.00	Yes
1.3	Support Struggling Students	• Implement initiatives to improve student attendance and reduce truancy, ensuring that students remain engaged and successful in their education. • Utilize progress monitoring tools to regularly assess and track student academic performance and growth, informing instruction and interventions. • Provide targeted intervention programs to support students who are struggling academically, helping them achieve grade-level proficiency. • Deliver English Language Development (ELD) support to help English learners acquire language proficiency and succeed academically. • Implement behavior support programs to promote positive behavior, address behavioral challenges, and create a conducive learning environment.	$620,468.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Provide social-emotional support services to help students develop resilience, emotional regulation, and interpersonal skills for overall well-being. • Offer tailored support services to meet the academic and personal needs of students in foster care, ensuring their stability and success in school.		
1.4	Pre-K through 3rd Grade Literacy and Math Support	• Deploy paraprofessionals in all Transitional Kindergarten and Kindergarten classrooms to provide additional instructional support and enhance student learning. • Cover travel and lodging expenses for educators attending P3CC Math training and conferences to improve early childhood math instruction. • Facilitate monthly meetings between cross-grade level groups to discuss the implementation and effectiveness of literacy initiatives. • Facilitate monthly meetings between cross-grade level groups to work with P3CC Math.	$80,500.00	No
1.5	Visual and Performing Arts	- Enhance visual and performing arts programs to foster creativity and provide students with diverse artistic experiences and opportunities.	$505,846.00	No
1.6	Learning Environments	- Create and maintain a positive and stimulating learning environment that supports student engagement and academic achievement.	$4,405,713.00	No
1.7	Bridging the Digital Divide for Economically	- Provide Chromebooks for any student who needs to access digital content	$600,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Disadvantaged Students			
1.8	English Learner Support	Provide Designated English Language Development	$1,336,000.00	Yes
1.9	Special Education Support	Provide Individualized Education to meet the needs of students with learning disabilities	$12,138,915.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All Staff are Connected and Thriving	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

We developed the goal "All Staff Connected and Thriving" to foster a supportive and cohesive work environment where every staff member feels valued, engaged, and empowered. Recognizing that the well-being and professional fulfillment of our educators and support staff are critical to the success of our students, this goal aims to enhance collaboration, provide meaningful professional development, and ensure access to resources that promote health and wellness. By prioritizing the connection and thriving of all staff, we seek to create a positive and productive atmosphere that not only improves staff retention and job satisfaction but also directly contributes to a high-quality educational experience for our students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Number of Professional Development (PD) days in school calendar	There are 5 PD days in the 2023-24 district calendar.			The number of PD days in the calendar will increase to 6.	
2.2	YouthTruth (YT) Staff Survey Results:	YT Staff Survey Percent Positives: (PD & Support): My professional development over the last year has provided me with teaching			YT Staff Survey Percent Positives: (PD & Support): My professional development over the last year has provided me with	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		strategies to better meet my students' needs. Elementary: MWE 20% BES 49% Middle: 33% High: 49% (Culture): My school creates a positive work environment Elementary: MWE 52% BES 84% Middle: 81% High: 79%			teaching strategies to better meet my students' needs. Elementary: MWE 30% BES 54% Middle: 43% High: 53% (Culture): My school creates a positive work environment Elementary: MWE 55%. BES 86% Middle: 84% High: 83%	
2.3	Appropriately assigned and fully credentialed teachers	The rate of teacher misassignment is 25.6% in 2023			The rate of teacher misassignment will be <10%	

Goal Analysis [2023-24]
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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development Days	- Add 5 professional development days to the school calendar to provide teachers with ongoing training and growth opportunities.	$206,382.00	Yes
2.2	Grade Level/Department Collaboration Time	Leadership Stipends	$90,000.00	No
2.3	High Quality Teachers	General Fund Teacher Salaries	$19,400,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Strong Family, School, and Community Relationships	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

We developed the goal "Strong Family, School, and Community Relationships" to strengthen the partnerships between families, schools, and the broader community. Recognizing that collaboration and communication are essential to student success, this goal focuses on building trust, fostering engagement, and enhancing communication channels among all stakeholders. By prioritizing these relationships, we aim to create a supportive network that empowers parents and guardians, involves community members, and ensures that students receive comprehensive support both inside and outside the classroom. This interconnected approach is designed to cultivate a thriving educational environment where students can excel academically, socially, and emotionally.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	The percent of families who respond positively to YouthTruth (YT) Family Survey Engagement Question: I feel engaged with my school:	The percent of families who respond positively to YouthTruth Family Survey Engagement Question: I feel engaged with my school: Elementary 53%, Middle School 52%, High School 49% Jan/Feb 2024 YouthTruth Survey			The percent of families who respond positively to YouthTruth Family Survey Engagement Question 'I feel engaged with my school' will increase to: Elementary 55%, Middle School 54%,	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					High School 52% "	
3.2	The percent of families who respond positively to YouthTruth Family Survey Engagement Question: I feel informed about important decisions regarding my school.	The percent of families who respond positively to YouthTruth Family Survey Engagement Question: I feel informed about important decisions regarding my school. Elementary: 47%, Middle School 58%, High School 48% Jan/Feb 2024 YouthTruth Survey			The percent of families who respond positively to YouthTruth Family Survey Engagement Question 'I feel informed about important decisions regarding my school.' will increase: Elementary: 50%, Middle School 60%, High School 52% "	
3.3	Number of family members in attendance at English Learner Advisory (ELAC) & District ELAC Meetings	Total combined attendance for 23/24 at ELAC/DELAC Meetings: DELAC: 45 Elementary: 21 Middle: 173 High: 35			Attendance at ELAC/DELAC Meetings will increase: DELAC: 55 Elementary: 35 Middle: 175 High: 40"	
3.4	The percent of Spanish speaking families who respond positively to YouthTruth Family Survey Engagement	The percent of Spanish speaking families who respond positively to YouthTruth Family Survey Engagement			The percent of Spanish speaking families who respond positively to YouthTruth	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Question: I feel engaged with my school:	Question: I feel engaged with my school: Elementary: 65%, Middle: 74%, High: 50% Jan/Feb 2024 YouthTruth Survey			Family Survey Engagement Question 'I feel engaged with my school' will increase to: Elementary: 68%, Middle: 77%, High: 53% "	
3.5	The percent of Spanish speaking families who respond positively to YouthTruth Family Survey Engagement Question: I feel informed about important decisions regarding my school.	The percent of Spanish speaking families who respond positively to YouthTruth Family Survey Engagement Question: I feel informed about important decisions regarding my school. Elementary: 48%, Middle: 75%, High: 68% " Jan/Feb 2024 YouthTruth Survey			The percent of Spanish speaking families who respond positively to YouthTruth Family Survey Engagement Question 'I feel informed about important decisions regarding my school.' will increase: Elementary: 51%, Middle: 77%, High: 71%"	
3.6	The response rate for parents on the YT survey.	The response rate for parents on the YT survey: Elementary: 44% Middle: 36% High: 18%			The response rate for parents on the YT survey will increase: Elementary: 48% Middle: 39%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Jan/Feb 2024 YouthTruth Survey			High: 23%"	
3.7	Parent input in making decisions and parental participation in programs for unduplicated pupils and students with disabilities	Overall, 52% or all district families who responded agree or strongly agreed that they are included in planning school activities. • Elementary: 53% of gen ed families, and 54% of school families with SpEd students • Middle School: 48% of gen ed families, and 62% of families with SpEd students • High School: 47% of gen ed families, and 60% of families with SpEd students agreed or strongly agreed that they are included in planning school activities.			Overall, 55% or all district families who respond will agree or strongly agree that they are included in planning school activities. • Elementary: 55% of gen ed families, and 55% of school families with SpEd students • Middle School: 50% of gen ed families, and 65% of families with SpEd students • High School: 50% of gen ed	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Jan/Feb 2024 YouthTruth Survey			families, and 65% of families with SpEd students will agree or strongly agree that they are included in planning school activities on the YouthTruth Family Survey"	
3.8	Parent Square Engagement data	Parent Square engagement data for July 1, 2023 - June 5, 2024: • 6,204 Parents/Families • 2,211 Interacted (36% by student) • 942 comments (15.2%) • 1,677 Appreciated (27%) 23/24 Data			Parent Square engagement data will show the following increases: • 8,000 Parents/Families • 3,200 Interacted (40% by student) • 1600 comments (20%) • 2400 Appreciated (30%)"	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.9	The percent of students who respond positively to YouthTruth question 'Do you feel safe at school?'	The percent of students who responded positively in January 2024 to YouthTruth question 'Do you feel safe at school?': Elementary: 59% Middle: 54% High: 62% Jan/Feb 2024 YouthTruth Survey			The percent of students who respond positively in to YouthTruth question 'Do you feel safe at school?' will increase: Elementary: 62% Middle: 57% High: 65%	
3.10	The percent of families who respond positively to YouthTruth question 'My child's learning environment is safe	The percent of families who respond positively in January 2024 to YouthTruth question 'My child's learning environment is safe': Elementary: 68%. Middle: 61% High: 64% Jan/Feb 2024 YouthTruth Survey			The percent of families who respond positively to YouthTruth question 'My child's learning environment is safe' will increase to: Elementary: 72%. Middle: 64% High: 68%	
3.11	The percent of staff who respond positively to YouthTruth question 'I feel safe from harm while at my school'	The percent of staff who responded positively in January 2024 to YouthTruth question 'I feel safe from harm while at my school': Elementary: 84% Middle: 74%			The percent of staff who respond to YouthTruth question 'I feel safe from harm while at my school' will increase to: Elementary: 86%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		High: 77% Jan/Feb 2024 YouthTruth Survey			Middle: 77% High:80%	
3.12	The percent of students accessing transportation	In 22/24 10% of students were accessing transportation.			>10% of students will access transportation.	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family Outreach		$170,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		- Employ bilingual community liaisons to facilitate communication and engagement between schools and non-English-speaking families. - Utilize Parent Square to streamline communication between schools and families, ensuring timely and effective information sharing. - Maintain and update the district website to provide accessible and current information for students, parents, and the community. - Organize ELAC/DELAC meetings and Multicultural Nights to engage parents of English learners and celebrate cultural diversity within the school community.		
3.2	Strengthening Communication	- Employ a District Communications Coordinator to manage and enhance communication strategies, ensuring clear and consistent messaging across the district.	$175,000.00	No
3.3	Transportation	- Cover transportation maintenance costs to ensure safe, reliable, and efficient school bus services for students. - Employ and support transportation personnel to provide safe and dependable transportation services for students.	$800,000.00	Yes
3.4	School Safety	- Employ a School Resource Officer to enhance school safety and build positive relationships between law enforcement and the school community.	$45,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Equity Multiplier School: Windsor Oaks Academy	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

We developed a specific goal for our continuation school to address the unique needs and challenges faced by students in this setting. Recognizing that these students require tailored support and innovative strategies to achieve their full potential, this goal focuses on providing personalized learning opportunities, targeted interventions, and comprehensive support services. By prioritizing the academic, social, and emotional well-being of continuation school students, we aim to create an environment that fosters resilience, engagement, and success. This goal underscores our commitment to ensuring that all students, regardless of their circumstances, have access to the resources and guidance they need to thrive and transition successfully to the next stages of their educational and personal journeys.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Graduation rate	77.3%			86%	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Academic Counselor	Provide an academic counselor that specializes in working with Alternative Education students in order to increase the graduation rate.	$50,000.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$4,030,777	$0

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
10.227%	0.000%	$0.00	10.227%

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:** Expanding Access to College **Need:** Windsor Unified has identified a need to bolster college and career readiness across our secondary schools, highlighted by our low A-G completion rate. This need underscores the urgency to enhance support mechanisms through dedicated counseling, expansion of the AVID program, targeted 9th-grade	College and Career Counseling: Dedicated counselors will provide specialized post-secondary planning and preparation guidance. This initiative ensures that all students, regardless of their background or school, receive consistent support in navigating their educational and career pathways. The counselors will help students understand college requirements, explore career options, and develop actionable plans to achieve their goals.	• A-G Completion Rates: This is a primary indicator of college readiness. We will monitor annual improvements in the percentage of 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
	seminars, and a comprehensive A-G completion plan. **Scope:** Schoolwide	Expansion of the AVID Program: By bolstering teacher and administrator participation in AVID Professional Learning sessions, we are amplifying the impact of this program's proven teaching strategies that foster college readiness. Through focusing on organization, study skills, and critical thinking that will be implemented across campuses, we will equip all students with the tools they need to thrive in college and beyond. 9th Grade Seminar: The Introduction of a 9th Grade Seminar district-wide is a crucial step in addressing the pivotal transition from middle to high school. This course focuses on academic and social-emotional skills, expanding college and career awareness, guiding students in setting and pursuing personal and educational goals, and providing early intervention. This early support is instrumental in helping students start high school on a strong footing, with clear objectives and the necessary support to achieve them. Comprehensive A-G Completion Strategy: A district-wide implementation of an A-G completion improvement plan—including tutoring, field trips to universities, professional development for educators, and opportunities for course retake—aims to tackle the low A-G completion rate directly. This structured approach ensures all students have the resources and support to meet college admission requirements.	completing A-G requirements, aiming for consistent year-over-year increases. Graduation Rates: It will be crucial to observe changes in the overall graduation rates, particularly with our students with disabilities, with a focus on increases as a direct result of enhanced academic and social-emotional support. • College Enrollment Rates: The number of graduates enrolling in post-secondary institutions, particularly four-year colleges and universities, will be tracked to gauge the effectiveness of college preparatory counseling and seminars. • Student Participation in College and

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
			Career Readiness Programs: Metrics such as the number of students enrolled in AVID, participating in college visits, and engaged in CTE pathways will be used to measure engagement and interest in college and career preparation activities. • Performance in Advanced Placement (AP) and Career Technical Education (CTE) Courses: We will assess the performance and pass rates in AP exams and the completion rates of CTE pathways, aiming for upward trends as indicators of improved academic rigor and relevance.

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
			- Feedback from Students, Parents, and Teachers: Surveys will be conducted to gather qualitative data on the perceived effectiveness of the college and career readiness initiatives. Feedback will focus on counseling effectiveness, the usefulness of 9th Grade Seminars, and satisfaction with AVID and CTE programs. - Attendance and Retention Rates in Targeted Programs: Monitoring attendance and retention in programs like AVID and 9th Grade Seminars will help assess student commitment and the perceived

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
			value of these programs. • Number of Internships and Work-Based Learning Opportunities: The number and quality of internships and work-based learning opportunities available and filled by students will be tracked as metrics for practical engagement. • Success in Early College Credit Programs: The success rates of students participating in dual enrollment or other early college credit opportunities will be evaluated to determine how healthy students are being prepared for college-level coursework while

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
			still in high school.
1.3	**Action:** Support Struggling Students **Need:** Students need help meeting grade-level expectations, as evidenced by declining test scores and increasing numbers of students requiring remedial instruction. Teachers report that many students must catch up in core subjects, impacting their academic performance and confidence. Additionally, classroom observations and assessments reveal that these students often need more foundational skills to succeed in advanced coursework. Attendance issues and behavioral challenges are also more prevalent among this group, indicating a need for targeted interventions that address not only academic gaps but also the social and emotional factors contributing to their struggles. **Scope:** LEA-wide	We are implementing these actions district-wide to ensure that all students receive the comprehensive support they need to succeed academically and personally. We aim to keep students engaged and present in the classroom by improving student attendance and reducing truancy. Utilizing progress monitoring tools allows us to regularly assess and track student performance, making informed instructional decisions and providing timely interventions. Providing targeted intervention programs helps struggling students achieve grade-level proficiency. English Language Development (ELD) support is crucial for helping English learners acquire the language skills needed to excel academically. Implementing behavior support programs helps create a positive learning environment by addressing behavioral challenges and encouraging positive behavior. Social-emotional support services are essential for assisting students to develop resilience, emotional regulation, and interpersonal skills, contributing to their overall well-being. Finally, offering tailored support for students in foster care addresses their specific academic and personal needs, ensuring their stability and success in school. By implementing these actions district-wide, we create a cohesive and inclusive support system that benefits all students, fostering an environment where every student can thrive.	• Improvement in overall student attendance rates. • Reduction in truancy rates. • Increase in student test scores in core subjects (math, reading, science). • Percentage of students achieving grade-level proficiency. • Progress monitoring data showing student growth over time. • Number of students participating in targeted intervention programs. • Success rates of students in intervention programs achieving grade-level proficiency. • Progress in English

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
			proficiency levels among English learners. • Increase in the number of English learners meeting academic benchmarks. • Reduction in disciplinary incidents and referrals. • Increase in positive behavior reports. • Student surveys indicating improved social-emotional well-being. • Number of students receiving social-emotional support services. • Reduction in incidents of bullying and peer conflicts. • Academic performance and stability of students in foster care.

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 students in foster care receiving tailored support services. • Feedback from students in foster care and their guardians on the effectiveness of support.
1.7	**Action:** Bridging the Digital Divide for Economically Disadvantaged Students **Need:** The identified needs of unduplicated pupils, which include students from low-income families, English language learners, and foster youth, are centered around ensuring equitable access to educational resources and support systems. These needs encompass providing technological devices such as Chromebooks to bridge the digital divide and facilitate remote learning, offering targeted academic interventions to address learning gaps, and creating pathways to higher education opportunities, such as scholarships and college preparatory programs. Additionally, these pupils require social-emotional support services to foster a supportive and inclusive school environment, as well as increased parental engagement and communication to	The actions taken to address the needs of unduplicated pupils—students from low-income families, English language learners, and foster youth—are designed to provide equitable access to essential educational resources and support systems across the district. Providing Chromebooks ensures that all students have the necessary tools for digital learning, bridging the technological gap that can hinder academic progress. Academic interventions, such as tutoring and targeted support programs, are implemented to address specific learning gaps and enhance overall academic achievement. Furthermore, initiatives like scholarships, college preparatory programs, and workshops are offered to create clear pathways to higher education for these students. These actions are provided on an LEA-wide or schoolwide basis because they address systemic issues that affect a significant portion of the student population. By implementing these measures universally, the district ensures that all	• Number of Chromebooks distributed and percentage of unduplicated pupils utilizing the devices for educational purposes. • Improvement in standardized test scores, grade point averages (GPAs), and performance in core subjects among unduplicated pupils. • Increase in the number of unduplicated

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
	ensure a comprehensive support network for student success. **Scope:** LEA-wide	students, regardless of their background, have the opportunity to succeed and thrive. This comprehensive approach not only supports the individual needs of unduplicated pupils but also fosters an inclusive and equitable educational environment, promoting overall school and district success.	pupils participating in college preparatory programs, completing FAFSA applications, and receiving scholarships or other financial aid.. • Number of parent workshops held, attendance rates, and feedback from family engagement activities.
2.1	**Action:** Professional Development Days **Need:** The identified needs of unduplicated pupils, which include students from low-income families, English language learners, and foster youth, are centered on addressing significant disparities in academic achievement and access to quality education. These students often face unique challenges, such as limited access to educational resources, language barriers, and socio-emotional difficulties, which can hinder their academic progress. There is a critical need for differentiated instruction, culturally responsive teaching practices, and	Adding additional days for teacher professional development addresses the needs of unduplicated pupils by equipping educators with the skills and strategies necessary to support students from low-income families, English language learners, and foster youth effectively. Professional development sessions will focus on differentiated instruction, culturally responsive teaching, and evidence-based interventions tailored to meet the diverse needs of these students. By enhancing teachers' understanding and ability to implement these practices, we can better support students who face unique academic and socio-emotional challenges. Providing this professional development on an LEA-wide or schoolwide basis ensures a	• Pre- and post-professional development surveys assessing teacher knowledge and confidence in implementing differentiated instruction, culturally responsive teaching, and

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
	targeted interventions to support their diverse learning needs. Additionally, these pupils require a supportive and inclusive school environment where educators are equipped with the skills and knowledge to address their specific challenges and foster their academic and personal growth. Enhancing teacher capacity through professional development is essential in meeting these needs effectively. **Scope:** LEA-wide	consistent and comprehensive approach across the district, promoting equity and high-quality education for all students. This district-wide implementation ensures that every teacher, regardless of the school they serve, is prepared to address the specific needs of unduplicated pupils, thereby fostering a more inclusive and supportive learning environment. By investing in teacher capacity building, the district aims to close achievement gaps, improve student outcomes, and create a culture of continuous improvement that benefits all students, particularly those who are most vulnerable.	targeted interventions. • Improvement in standardized test scores, classroom assessments, and overall academic performance of unduplicated pupils. • Observations and evaluations focusing on the implementation of strategies learned during professional development, such as differentiated instruction and culturally responsive practices. • Changes in student engagement levels, participation rates, and attendance

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
			among unduplicated pupils. • Surveys and feedback from students, parents, and staff on the perceived impact of teacher professional development on classroom environment and student support. • Attendance rates at professional development sessions and teacher satisfaction surveys regarding the content and delivery of the training.
3.1	**Action:** Family Outreach **Need:** There is a critical need to enhance communication and engagement between schools and families to effectively support our unduplicated pupils, including English	• Bilingual community liaisons bridge the communication gap between schools and non-English-speaking families, ensuring these families can effectively engage with the school and understand important information about their children's education.	• Parent and Family Engagement Surveys: Measure the level of engagement and satisfaction among non-

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
	Learners (EL) and Socioeconomically Disadvantaged Students. Employing bilingual community liaisons will facilitate meaningful interactions with non-English-speaking families, fostering a stronger school-community connection. Utilizing platforms like Parent Square will streamline communication, ensuring timely and effective information sharing. Maintaining and updating the district website will provide accessible and current information for all stakeholders. Employing a District Communications Coordinator will enhance our communication strategies, ensuring precise and consistent messaging across the district. Additionally, organizing ELAC/DELAC meetings and Multicultural Nights will actively engage parents of English learners and celebrate cultural diversity. Establishing an LCAP Core Committee will involve stakeholders in developing, implementing, and reviewing the Local Control and Accountability Plan, ensuring that the needs and voices of unduplicated pupils and their families are represented and addressed comprehensively. **Scope:** LEA-wide	• Providing bilingual liaisons on a schoolwide basis ensures all non-English-speaking families, regardless of their child's school, receive the support they need, promoting equity and inclusivity throughout the district. • Parent Square streamlines communication, making it easier for schools to share timely and important information with families. This tool ensures that all families, including those of unduplicated pupils, are kept informed and engaged. • Implementing Parent Square across the district ensures consistent and effective communication with all families, supporting a cohesive and well-informed school community. • An updated and accessible district website provides families with essential information about school events, resources, and programs, helping them stay informed and involved in their children's education. • A district-wide initiative to maintain and update the website ensures that all stakeholders, including students, parents, and the community, have access to the same current and comprehensive information. • ELAC/DELAC meetings and Multicultural Nights actively engage parents of English learners and celebrate cultural diversity, fostering a sense of belonging and community for unduplicated pupils and their families.	English-speaking families. • Communication Logs: Track the frequency and quality of interactions between bilingual liaisons and families. • Participation Rates: Monitor the attendance of non-English-speaking families at school events and meetings. • Track the frequency and reach of communications sent through Parent Square. • Assess parent satisfaction with the communication platform and its effectiveness. • Measure the response and engagement rates of families with messages sent through Parent Square.

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
		• Hosting these events on a schoolwide basis ensures that all schools celebrate and support cultural diversity, encouraging inclusivity and parental involvement throughout the district.	• Monitor the number of visits, page views, and user engagement on the district website. • Track how often the website content is updated to ensure information remains current. • Gather feedback from parents and community members on the accessibility and usefulness of the website. • Monitor the number of participants at ELAC/DELAC meetings and Multicultural Nights. • Collect feedback from attendees on the effectiveness and impact of these events. • Track the diversity of cultural representations

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 activities at these events. • Evaluate the contributions and impact of stakeholder input on the development and implementation of the LCAP.
3.3	**Action:** Transportation **Need:** Low-income students in the Windsor Unified School District face significant barriers to accessing education, one of which is reliable transportation. Ensuring safe, dependable, and efficient school bus services is critical for these students to consistently attend school and engage in educational opportunities. Covering transportation maintenance costs is essential to keep the school bus fleet in good working condition, preventing disruptions and ensuring the safety of all student passengers. Additionally, employing and supporting transportation personnel is crucial to provide professional and dependable transportation services. These actions are vital in reducing absenteeism, improving punctuality, and ensuring that low-income students have equal access to education, extracurricular activities, and school support services. **Scope:**	• Ensuring that school buses are regularly maintained and in good working condition directly impacts the safety and reliability of transportation services for all students, particularly low-income students who may not have alternative means of getting to school. Reliable transportation helps reduce absenteeism and tardiness, allowing these students to access consistent educational opportunities and support services. • Providing transportation maintenance on an LEA-wide basis ensures that all school buses across the district are safe and operational. This uniform approach guarantees that all students, regardless of their school or neighborhood, benefit from reliable transportation services, promoting equity and access for low-income students district-wide. • Hiring and supporting skilled transportation personnel ensures that	• Regular assessments of the condition and safety of school buses to ensure they are well-maintained and operational. • Monitoring the frequency of bus breakdowns or service interruptions to gauge the effectiveness of maintenance efforts. • Tracking attendance rates of students, particularly low-income students, to assess the impact of reliable

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	students are transported by professional and dependable drivers who prioritize safety and punctuality. This stability is particularly important for low-income students who rely heavily on school bus services for regular attendance and participation in school activities. • Employing transportation personnel on an LEA-wide basis provides a consistent and high standard of service across the district. This approach ensures that all students receive the same level of care and reliability in their transportation services, regardless of their socioeconomic status or the school they attend, thus fostering an inclusive and equitable educational environment.	transportation on school attendance. • Ensuring all transportation personnel are properly trained and certified, maintaining high standards of safety and professionalism. • Monitoring the retention rates of transportation personnel to evaluate job satisfaction and stability within the transportation department. • Collecting feedback from parents and students on their satisfaction with transportation services, focusing on safety, reliability, and driver behavior. • Tracking the on-time performance of school buses to ensure that students are

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
			arriving at school on time and reducing instances of tardiness.
3.4	**Action:** School Safety **Need:** The identified needs of unduplicated pupils, which include students from low-income families, English language learners, and foster youth, often encompass a heightened need for a safe and supportive school environment. These students may face challenges outside of school that can affect their sense of security and well-being within the educational setting. Additionally, there is a need to build trust and positive relationships between these students and law enforcement, as they may have limited or negative previous interactions with authorities. Ensuring a secure and welcoming school atmosphere is crucial for their academic success and overall development, making the presence of a School Resource Officer an important component in addressing these needs. **Scope:** LEA-wide	Employing a School Resource Officer (SRO) addresses the needs of unduplicated pupils by providing a consistent presence that enhances school safety and fosters a secure learning environment. For students from low-income families, English language learners, and foster youth, the presence of an SRO can help mitigate the external stressors they may face, allowing them to focus more on their education. The SRO's role goes beyond traditional law enforcement, as they also serve as mentors and role models, helping to build positive relationships with students and demystify law enforcement. Providing an SRO on an LEA-wide or schoolwide basis ensures that all students, regardless of their background, benefit from a safer school environment and have opportunities to interact positively with law enforcement. This uniform approach helps to establish a consistent standard of safety across the district and ensures that every student feels supported and protected. Additionally, having an SRO available across all schools allows for the development of programs and initiatives tailored to the unique needs of unduplicated pupils, such as conflict resolution workshops and community engagement activities, further reinforcing a positive school culture.	- Reduction in the number of safety incidents, disciplinary actions, and reported crimes on campus. - Results from student surveys measuring perceptions of safety and trust in the SRO, with a particular focus on responses from unduplicated pupils. - Participation rates in SRO-led programs such as safety workshops, conflict resolution sessions, and mentorship opportunities.

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
			• Feedback from parents and community members regarding the presence and activities of the SRO, collected through surveys and meetings. • Changes in attendance rates and a reduction in behavioral incidents among unduplicated pupils. • Surveys and feedback from staff and faculty on the SRO's impact on school safety and their interactions with students and staff.
4.1	**Action:** Academic Counselor **Need:** Providing an academic counselor to Windsor Oaks Continuation School is essential for addressing the significant educational, social,	• An academic counselor provides individualized academic planning and support, helping unduplicated pupils set and achieve realistic educational goals, recover credits, and stay on track for graduation. This is particularly crucial for	• Track the number of credits recovered by students receiving

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 emotional challenges its unique student population faces. Many students at Windsor Oaks are at risk of not graduating due to credit deficiencies, personal and family issues, and socioeconomic barriers. An academic counselor can offer personalized academic planning, social and emotional support, and career and college readiness guidance, helping students set and achieve educational goals, recover credits, and prepare for life after graduation. This targeted support fosters a positive and supportive school environment, promotes educational equity, and ensures that all students, particularly those from disadvantaged backgrounds, have equal access to the resources and guidance needed to succeed. Implementing this action schoolwide at Windsor Oaks guarantees that every student receives the same level of support, helping to close the achievement gap and create a more equitable and inclusive educational environment. **Scope:** Schoolwide	students who have fallen behind and require tailored guidance to succeed. • Implementing this action on a schoolwide basis ensures that all students, regardless of their background, receive equitable access to academic counseling services, promoting consistency and fairness across the entire school. • Many unduplicated pupils face social and emotional challenges that can impede their academic success. An academic counselor can provide counseling services, connect students with mental health resources, and support their overall well-being, fostering a more positive and supportive school environment. • Offering comprehensive counseling services schoolwide ensures that every student can receive the support they need, helping to create a nurturing environment where all students can thrive. • An academic counselor guides students in exploring post-secondary options, including college and career pathways, and assists with college applications, financial aid, and vocational training opportunities. This support is vital for preparing unduplicated pupils for life after graduation and ensuring they have the skills and knowledge needed to succeed in their chosen paths. • Providing career and college readiness support on a schoolwide basis ensures that all students, particularly those from	academic counseling. • Monitor the graduation rates of students, particularly unduplicated pupils, to assess the impact of academic counseling on their ability to complete high school. • Measure improvements in grades and standardized test scores for students receiving counseling support. • Conduct surveys to gauge students' social and emotional well-being before and after receiving counseling services. • Track student attendance to see if there are improvements

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
		disadvantaged backgrounds, have equal access to information and resources that can help them succeed beyond high school. • An academic counselor acts as a liaison between the school, families, and the community, fostering better communication and collaboration. This role is crucial for engaging parents and guardians in their children's education and ensuring that community resources are leveraged to support student success. • Engaging families and the community on a schoolwide basis helps build a stronger support network for students, enhancing their educational experience and promoting a sense of belonging and community involvement.	among those who receive social and emotional support. • Monitor the frequency of behavioral incidents and referrals to assess the impact of counseling on student behavior. • Track the number of college applications submitted and acceptance rates among students receiving counseling. • Monitor the enrollment rates of students in post-secondary education or vocational training programs. • Measure student participation in career exploration activities and internships

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
			facilitated by the counselor. • Track attendance and participation rates in parent-teacher conferences, ELAC/DELAC meetings, and other school events. • Monitor the use of community resources and support services by students and families as facilitated by the academic counselor. • Collect feedback from parents and community members on the effectiveness of communication and engagement efforts.

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
1.8	**Action:** English Learner Support **Need:** By offering this additional support, we ensure that English Learners across the district, regardless of the school they attend, have access to more intensive and consistent language instruction. This district-wide approach promotes equity in educational opportunities, ensuring that all English Learners receive the necessary resources to excel academically. Moreover, it allows for a unified strategy across all schools, enabling systematic monitoring of student progress and the effectiveness of the enhanced ELD services. This comprehensive support not only accelerates language acquisition but also contributes to overall student achievement and well-being, creating an inclusive environment where language barriers are minimized. **Scope:** Limited to Unduplicated Student Group(s)	The additional English Language Development (ELD) support provided district-wide goes beyond the required ELD instruction, which mandates 30 minutes of daily support, by offering 90 minutes of additional focused ELD support every other day. This supplementary program is specifically designed to address the unique needs of English Learners (ELs) by enhancing their English language proficiency beyond the baseline requirements. These actions include targeted support strategies tailored to ELs, such as differentiated teaching methods, scaffolded lessons, and culturally responsive materials that reflect the diverse backgrounds of our students. The program emphasizes the development of critical language skills in listening, speaking, reading, and writing, which are essential for academic success across all subject areas. Regular assessments and progress monitoring are integral to the program, ensuring that instruction is responsive to the individual needs of each student, allowing for adjustments and personalized support. This additional support helps ELs improve their English proficiency and access and engage with the general curriculum. Furthermore, professional development for teachers is included to equip them with best practices for supporting ELs, fostering an inclusive and supportive classroom environment.	To monitor the effectiveness of the additional English Language Development (ELD) support provided district-wide, we employ several key metrics: • Improvement in scores on state-mandated English language proficiency assessments, such as the ELPAC (English Language Proficiency Assessments for California). • Analysis of English Learners' performance in core subjects, including their grades and standardized test scores in English Language Arts, Mathematics, Science, and Social Studies.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			- Utilization of progress monitoring tools, including formative assessments and language development benchmarks, to track individual student growth over time. - Feedback collection from teachers regarding the effectiveness of ELD strategies and the integration of language support into daily instruction. - Surveys of English Learners and their parents to assess satisfaction with the ELD program and perceptions of student progress and support. - Tracking the rate at which English Learners are

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			reclassified as Fluent English Proficient (FEP), indicating that they have met the criteria for English proficiency.

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.

N/A

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.

N/A

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

2024-25 Total 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	39,413,018	4,030,777	10.227%	0.000%	10.227%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$40,171,143.00	$3,049,803.00	$148,000.00	$41,326.00	$43,410,272.00	$36,353,882.00	$7,056,390.00

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	Create a College and Career Focus	All	No			Specific Schools: WMS, WHS, BPLW, WOA 6-12	On Going	$1,283,000.00	$3,400.00	$724,114.00	$520,960.00		$41,326.00	$1,286,400.00	
1	1.2	Expanding Access to College	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: WMS, WHS 7-12	On Going	$1,438,048.00	$62,000.00	$1,500,048.00				$1,500,048.00	
1	1.3	Support Struggling Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On going	$530,000.00	$90,468.00	$620,468.00				$620,468.00	
1	1.4	Pre-K through 3rd Grade Literacy and Math Support	All	No			Specific Schools: MWE, BES TK-3	On going	$73,300.00	$7,200.00	$7,200.00	$73,300.00			$80,500.00	
1	1.5	Visual and Performing Arts	All	No			All Schools	On Going	$505,846.00	$0.00		$505,846.00			$505,846.00	
1	1.6	Learning Environments	All	No			All Schools	On Going	$2,844,360.00	$1,561,353.00	$4,284,933.00	$120,780.00			$4,405,713.00	
1	1.7	Bridging the Digital Divide for Economically Disadvantaged Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$0.00	$600,000.00	$600,000.00				$600,000.00	
1	1.8	English Learner Support	English Learners	Yes	Limited to Unduplicated	English Learners	All Schools	On Going	$1,336,000.00	$0.00	$1,336,000.00				$1,336,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Student Group(s)											
1	1.9	Special Education Support	Students with Disabilities	No			All Schools	On Going	$7,456,946.00	$4,681,969.00	$10,161,998.00	$1,828,917.00	$148,000.00		$12,138,915.00	
2	2.1	Professional Development Days	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On going	$206,382.00	$0.00	$206,382.00				$206,382.00	
2	2.2	Grade Level/Department Collaboration Time	All	No			All Schools	On Going	$90,000.00	$0.00	$90,000.00				$90,000.00	
2	2.3	High Quality Teachers	All	No			All Schools	On Going	$19,400,000.00	$0.00	$19,400,000.00				$19,400,000.00	
3	3.1	Family Outreach	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On going	$170,000.00	$0.00	$170,000.00				$170,000.00	
3	3.2	Strengthening Communication	All	No			All Schools	On Going	$175,000.00	$0.00	$175,000.00				$175,000.00	
3	3.3	Transportation	Low Income	Yes	LEA-wide	Low Income	All Schools	On Going	$750,000.00	$50,000.00	$800,000.00				$800,000.00	
3	3.4	School Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$45,000.00	$0.00	$45,000.00				$45,000.00	
4	4.1	Academic Counselor	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Windsor OaksWindsor Oaks Academy 10-12	ongoing	$50,000.00	$0.00	$50,000.00				$50,000.00	

2024-25 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
39,413,018	4,030,777	10.227%	0.000%	10.227%	$5,327,898.00	0.000%	13.518 %	**Total:**	$5,327,898.00
								LEA-wide Total:	$2,441,850.00
								Limited Total:	$1,336,000.00
								Schoolwide Total:	$1,550,048.00

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	Expanding Access to College	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WMS, WHS 7-12	$1,500,048.00	
1	1.3	Support Struggling Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$620,468.00	
1	1.7	Bridging the Digital Divide for Economically Disadvantaged Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$600,000.00	
1	1.8	English Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,336,000.00	
2	2.1	Professional Development Days	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$206,382.00	
3	3.1	Family Outreach	Yes	LEA-wide	English Learners Low Income	All Schools	$170,000.00	
3	3.3	Transportation	Yes	LEA-wide	Low Income	All Schools	$800,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	School Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$45,000.00	
4	4.1	Academic Counselor	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Windsor Oaks 10-12	$50,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$26,909,586.68	$27,783,330.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	TK-8 ELA/ELD PD	No	$15,000.00	$18,330
1	1.2	Common Assessments and Data Team Meetings	No	$84,000.00	$2,300
1	1.3	Math PD	No	$20,000.00	0
1	1.4	Standards Based Grading	No	$24,000.00	$1,800
1	1.5	Studer Continuous Improvement PD for Leadership	No	$40,000.00	$40,000
1	1.6	Designated and Integrated ELD	Yes	$1,038,218.34	$952,000
1	1.7	Intervention and Online curriculum	Yes	$1,045,118.34	$871,000
1	1.8	VAPA	No	$631,000.00	$189,000
1	1.9	DISCONTINUE: Ed Tech Integration TOSAs	No		
1	1.10	Replacement Chromebooks and Educational Technology	No	$620,000.00	$620,000.00
1	1.11	After School Tutoring	Yes	$40,000.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Purchase modern CCSS Aligned Curriculum and Teacher Training	No	$203,750.00	$28,000
1	1.13	DISCONTINUE: After school supervised homework lab	No		
1	1.15	2 additional PD Days focused on MTSS and PLCs, including vertical articulation	No	$530,000.00	$566,000
1	1.16	College/Career Readiness	No	$70,000.00	$75,000.00
1	1.17	AP exam scholarships	Yes	$10,000.00	$4,450
1	1.18	CTE pathway completion	No	$1,875,000.00	$1,975,000.00
1	1.19	AVID	Yes	$240,000.00	$218,000
2	2.1	SARB	Yes	$15,000.00	10,000
2	2.2	Transportation for unduplicated students	Yes	$750,000.00	$836,000.00
2	2.4	HS Summer School	No	$45,000.00	$48,000
3	3.1	FIT Report	No	$8,000.00	$0
3	3.2	SEL Counselors	Yes	$710,000.00	$750,000.00
3	3.3	SEL Programs	No	$33,000.00	$272,000

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	3.4	Certificated Staff Salaries	No	$17,850,000.00	$19,270,000
3	3.5	DISCONTINUED (Incorporated into L303): Safe & Positive Learning Environment			
3	3.6	DISCONTINUED (Incorporated into L115): Equity PD			
3	3.7	Portrait of a Graduate: Student Motivation & Engagement	No	$15,000.00	0
3	3.8	Increase Social Emotional & Behavioral Student Support	No	$520,000.00	$555,000.00
4	4.1	Bilingual Community Liaisons	Yes	$280,000.00	$280,000.00
4	4.2	DISCONTINUE Bloomz, REPLACE with Parent Square	Yes	$26,000.00	$26,000.00
4	4.4	Coordinator of District Communication	No	$170,000.00	$175,000.00
4	4.5	DELAC/ELAC	Yes	$1,500.00	$450
4	4.6	DISCONTINUE with fade plan: Apptegy			

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$3,901,031	$3,982,836.68	$3,937,900.00	$44,936.68	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	1.6	Designated and Integrated ELD	Yes	$971,718.34	$952,000	0	0
1	1.7	Intervention and Online curriculum	Yes	$938,618.34	$871,000	0	0
1	1.11	After School Tutoring	Yes	$40,000.00	$0	0	0
1	1.17	AP exam scholarships	Yes	$10,000.00	$4,450	0	0
1	1.19	AVID	Yes	$240,000.00	$218,000	0	0
2	2.1	SARB	Yes	$15,000.00	0	0	0
2	2.2	Transportation for unduplicated students	Yes	$750,000.00	$836,000	0	0
3	3.2	SEL Counselors	Yes	$710,000.00	$750,000.00	0	0
4	4.1	Bilingual Community Liaisons	Yes	$280,000.00	$280,000.00	0	0
4	4.2	DISCONTINUE Bloomz, REPLACE with Parent Square	Yes	$26,000.00	$26,000.00	0	0
4	4.5	DELAC/ELAC	Yes	$1,500.00	$450	0	0

2023-24 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)
38,128,678	$3,901,031	0	10.231%	$3,937,900.00	0.000%	10.328%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o 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.

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.

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.

- 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.

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

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) 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) (California Legislative Information)](#) 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 (California Legislative Information)](#);

  - **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 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

- **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.

    o 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,

    o 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:

  o 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) (California Legislative Information)](#) 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.

  o 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:

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

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

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.

  o 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).

  o 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.

  o Indicate the school year to which the baseline data applies.

  o 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.

- o 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.

  - o 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.

  - o 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.

  - o 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.

  - o 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.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o 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.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

  o 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.

  o 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
- 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.

- 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.

- 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.

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.

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

- o 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.

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

  - o 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.

- o **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.

- o **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).

  - o **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.

  - o **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.

- o 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%).

  o 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)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o 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 of 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 %)**

- o 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)**

  - o 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)**

  - o 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)**

  - o 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 2023