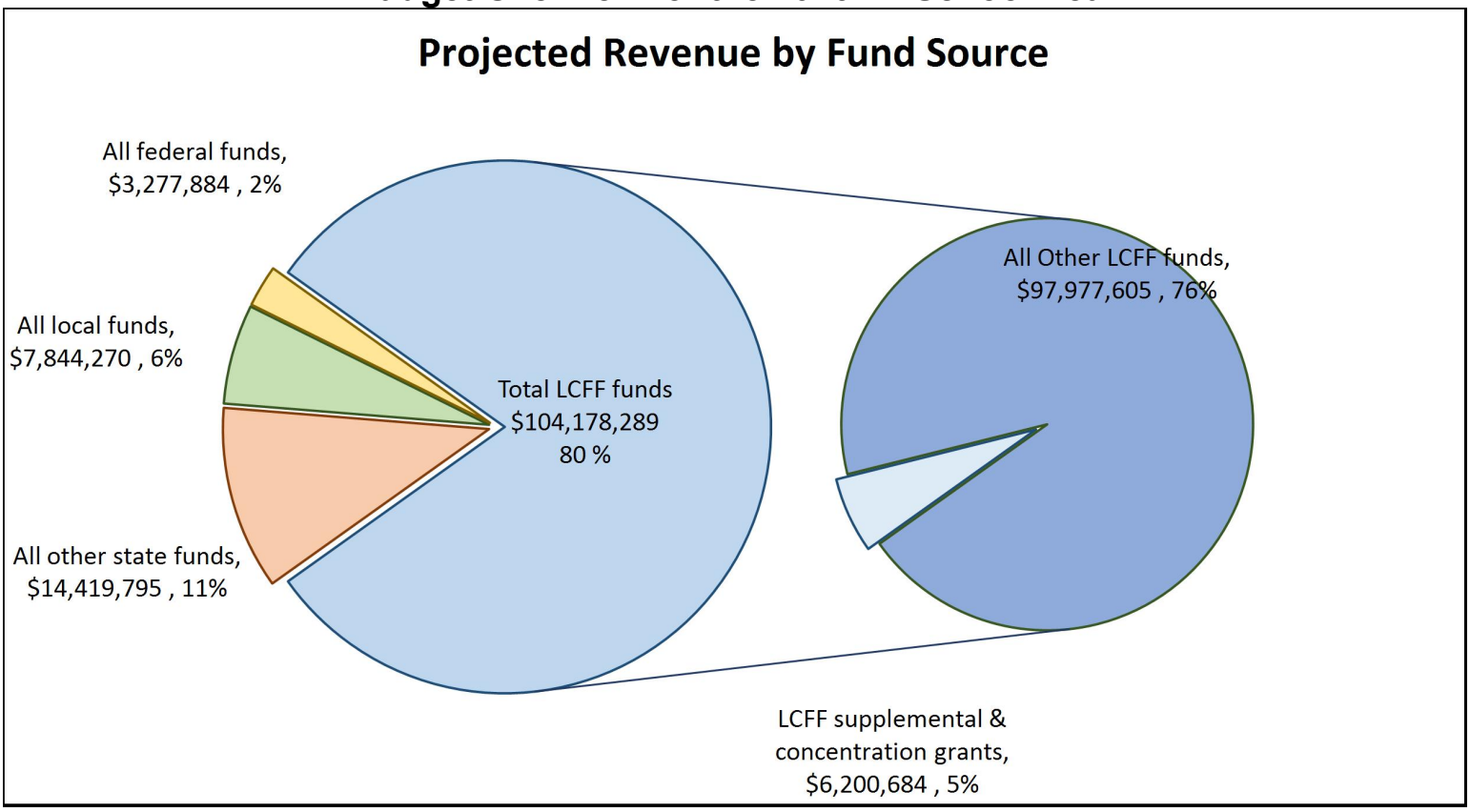
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Western Placer Unified School District
CDS Code: 31-66951-0000000
School Year: 2026-27
LEA contact information:
Reno Penders
Director, Educational Services
rpenders@wpusd.org
916-645-6350

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

Budget Overview for the 2026-27 School Year

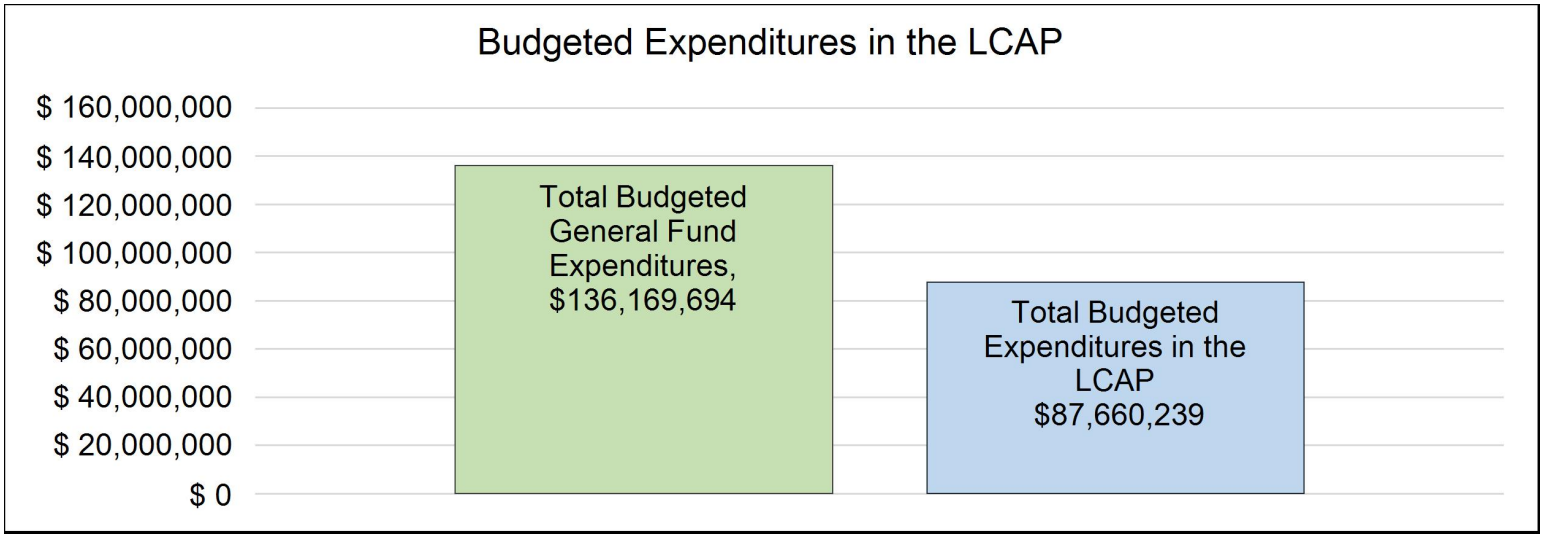


This chart shows the total general purpose revenue Western Placer Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Western Placer Unified School District is $129,720,238, of which $104,178,289 is Local Control Funding Formula (LCFF), $14,419,795 is other state funds, $7,844,270 is local funds, and $3,277,884 is federal funds. Of the $104,178,289 in LCFF Funds, $6,200,684 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Western Placer Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Western Placer Unified School District plans to spend $136,169,694 for the 2026-27 school year. Of that amount, $87,660,239 is tied to actions/services in the LCAP and $48,509,455 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

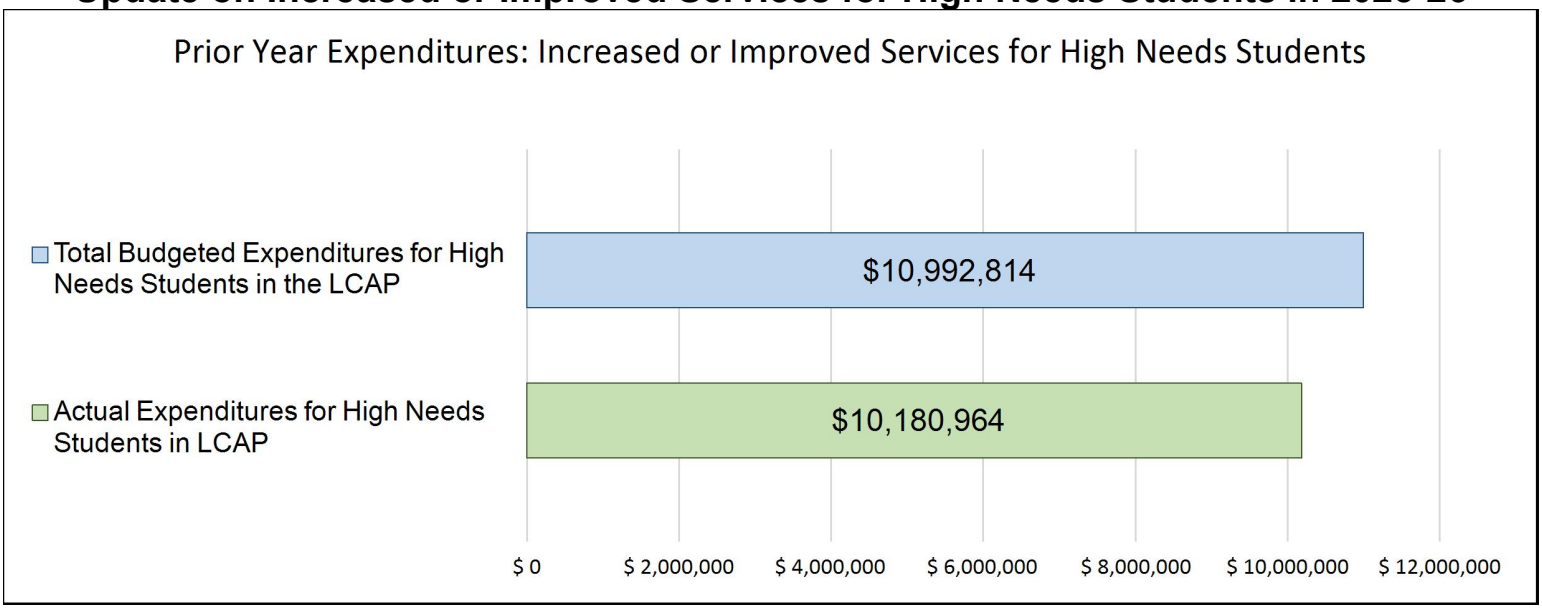
Our comprehensive educational program is dedicated to meeting the needs of all students and is encompassed in our LCAP goals and actions. The General Fund (GF) also includes costs for district and school site administrators, clerical support, home to school transportation (non-supplemental portion), technology support and utilities for the general operations and facility maintenance of the district and school sites ($46,042,287 / 33.6%). Students have access to extracurricular activities such as afterschool sports and clubs and after school programs ($2,491,095 / 1.8%). These expenses are not included in the LCAP.

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

In 2026-27, Western Placer Unified School District is projecting it will receive $6,200,684 based on the enrollment of Foster Youth, English learner, and low-income students. Western Placer Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Western Placer Unified School District plans to spend $11,196,991 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Western Placer 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 Western Placer 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 2025-26, Western Placer Unified School District's LCAP budgeted $10,992,814 for planned actions to increase or improve services for high needs students. Western Placer Unified School District actually spent $10,180,964 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $811,850 had the following impact on Western Placer Unified School District’s ability to increase or improve services for high needs students:

As in prior years, the District has budgeted to spend the 2025/2026 unspent carryover of Supplemental funds in the 2026/2027 (approx. $883,000), 2027/2028 and 2028/2029 budget years to support high needs students (specifically in adding ISP support staff for the DLI program and Creekside Oaks Elementary, Literacy Teacher Lead, Literacy ISP staff (8), Lead elementary counselor, two Wellness coaches and two college & career specialists, .50 FTE Language Program Coordinator and increased support to district Wellness Centers.

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
Western Placer Unified School District	Reno Penders Director, Educational Services	rpenders@wpusd.org 916-645-6350

Plan Summary [2026-27]

General Information

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

Western Placer Unified School District (WPUSD) was formed on July 1,1966, when it united twelve (12) smaller school districts. The District serves students in a 168 square mile area in Placer County. The City of Lincoln is home to the majority of students attending WPUSD and all but one of the schools are located in the City of Lincoln. Students who live in the City of Sheridan and parts of the City of Roseville are also served in WPUSD and one elementary school is located in the City of Sheridan serving as the hub for that small community. The District has a diverse ethnic and culturally enriched population. WPUSD is governed by a five (5) member Board of Trustees.

In the 2025-2026 school year, WPUSD will include eight (8) elementary schools (7 for grades TK-5 and 1 for grades K-5), two (2) middle schools (for grades 6-8), two (2) comprehensive high schools (for grades 9-12), a continuation high school (for grades 10-12), and an independent study school (for grades 6-12). WPUSD is also proud to house the largest, fully operational, school farm west of the Mississippi River. The 2025-2026 student population for grades TK-12 is 8,323, an increase of approximately 165 students from last year. Of our total student population, 48% are White, 33% are Hispanic or Latino, 5% are Asian, 2.2% are Pacific Islander, 1.5% are African American, .5% are American Indian. Other. Additionally, 8% of our population are English Learners, 2% are identified as GATE, 15% receive Special Education services, and 36% are socio-economically disadvantaged. WPUSD also is the authorizer of two (2) independent charter school districts: Horizon Charter and John Adams Academy, who collectively serve roughly 3,000 students from Placer and other surrounding counties.

The City of Lincoln was founded in 1859 and has a rich heritage of community spirit and neighborly charm. The Lincoln community is best known for Gladding McBean & Co. who established their pottery in Lincoln in 1875 and is still going strong today as the leader in Terra Cotta,

Clay Pipe and Tile products. Lincoln also has a fully functioning airport and railroad. With a population of more than 52,000 people, Lincoln's community is very supportive and involved in its schools.

WPUSD's Local Control Accountability Plan (LCAP) has been developed to ensure that, upon graduation, all students are college and career ready and that all students and their families are actively engaged in learning and their school community. For students to be college and career ready upon graduation, they must be able to think creatively and critically, and work collaboratively, to solve problems. To this end, students need opportunities to engage in meaningful and relevant work that will stretch their thinking, foster their collaboration skills, and equip them with the technical skills needed to creatively tackle problems. Additionally, to ensure engagement, students' learning environments need to be safe, inviting, flexible, and equipped with with an abundance of resources. WPUSD is committed to serving its students by providing the aforementioned supports and opportunities and their LCAP outlines how they have and will continue to do that.

Reflections: Annual Performance

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

1. Math – Annual Update Analysis

Analysis of Data
Math achievement in WPUSD increased by 4.2 points in Spring 2025, bringing the district to 15.9 points below standard and into the green performance band on the California Dashboard. Despite this overall improvement, significant gaps remain among student groups. Districtwide, Students with Disabilities (SWD) scored 80.7 points below standard, and Long-Term English Learners (LTELs) scored 102.6 points below standard, placing these subgroups in the red performance band.

At the school level, disparities are more pronounced:

- Lincoln High School – SWD scored 178.8 points below standard
- Glen Edwards Middle School – SWD 140.7, LTELs 145.2 points below standard
- Carlin C. Coppin Elementary School – SWD 118.8 points below standard
- Twelve Bridges Middle School – SWD 146.5 points below standard

These results underscore the need for targeted support and systemwide alignment to address subgroup inequities.

Contributing Factors

Key factors contributing to these gaps include:

- Variability in first instruction quality across sites and grade levels.
- Inconsistent vertical alignment and articulation of essential math standards K–12.

- Limited capacity in supporting SWD and LTELs within general education and co-taught settings.
- Language barriers affecting English Learners' access to grade-level math content.

Actions Implemented

To address these challenges, WPUSD has implemented multiple strategies:

- Adopted a new K–8 math curriculum, Reveal Math by McGraw Hill (2023–24), providing a consistent framework across grade levels (new curriculum takes 3-5 years to fully implement). (Goal 1, Action 3)
- Reestablished Professional Learning Communities (PLCs) districtwide in partnership with Solution Tree to develop a Guaranteed and Viable Curriculum (GVC). PLCs focus on essential standards, vertical articulation from Kindergarten through Math 1, and development of common formative assessments. (Goal 1, Action 2)
- Provided targeted professional learning for special education staff (RSP and SDC), including expanded co-teaching models at the secondary level. (Goal 1, Action 2)
- Implemented common and interim assessments across multiple sites, with support from the Placer County Office of Education for data analysis. (Goal 1, Action 8)
- Conducted student engagement studies to guide instructional and cultural shifts. (Goal 2, Action 3)
- Enhanced academic vocabulary instruction and ELD strategies to support English Learners, particularly LTELs. (Goal 1, Action 2)
- Supported Dual Language Immersion (DLI) students at Creekside Oaks Elementary School, whose performance meets or exceeds some general education peers, reinforcing bilingual instructional pathways. (Goal 1, Action 4)

Effectiveness and Next Steps

Early implementation of these strategies is showing promise. Curriculum alignment, PLC work, and targeted supports are beginning to strengthen first instruction and student outcomes. Moving forward, WPUSD will continue:

- Expanding co-teaching and specialized supports for SWD and LTELs. (Goal 1, Action 2)
- Refining common assessment use to guide timely intervention. (Goal 1, Action 8)
- Monitoring student engagement and math performance data to inform instructional adjustments (Goal 1, Action 8)
- Scaling practices that support bilingual learners through DLI programs. (Goal 1, Action 4)
- Focus on best first instruction through AVID and GLAD strategies (Goal 1, Action 2)

These efforts are intended to close subgroup gaps and further advance the district's performance in math.

2. English Language Arts (ELA) – Annual Update Analysis

Analysis of Data
ELA performance in WPUSD increased by 7.1 points, bringing the district to 11.8 points above standard overall. While this reflects positive growth, disaggregated data reveals persistent gaps among student groups. Districtwide, Students with Disabilities (SWD) scored 80.7 points below standard, and Long-Term English Learners (LTELs) scored 102.6 points below standard, placing these subgroups in the red performance band.

At the school level, gaps remain significant:

- Glen Edwards Middle School – SWD 115.1 points below standard
- First Street Elementary School – SWD 86.7 points below standard
- Carlin C. Coppin Elementary School – SWD 109.1 points below standard

These data indicate a continued need for targeted supports to close achievement gaps.

Contributing Factors

- Analysis identifies several factors contributing to ELA performance disparities:
- Variability in first instruction across sites and grade levels.
- Limited access to evidence-based reading instruction aligned to the Science of Reading.
- Challenges for SWD and LTELs in accessing grade-level content and applying accommodations effectively during assessments.
- Lower participation in state testing due to student opt-outs, which can skew results.
- Need for stronger early literacy supports to build foundational skills.

Actions Implemented

WPUSD has implemented multiple strategies to improve ELA outcomes:

- Strengthened Professional Learning Communities (PLCs) to identify essential standards and develop Guaranteed and Viable Curricula (GVC) for ELA. (Goal 1, Action 2) (Goal 1, Action 9)

- Provided special education teachers dedicated collaboration time to examine barriers to state testing, align IEP accommodations, and implement practice assessments and targeted vocabulary instruction. (Goal 1, Action 2)
- Continued professional development in designated and integrated English Language Development (ELD) strategies for schools with high EL populations. (Goal 1, Action 2)
- Established an ELD leadership team to guide language acquisition support districtwide. (Goal 1, Action 14)
- Developed an early literacy plan to identify students needing intervention earlier and provide targeted support. (Goal 1, Action 14)
- Implemented strategies to reduce student opt-outs, including family outreach and incentives to encourage participation. (Goal 1, Action 13)
- Began preparations to update the ELA curriculum to align with the Science of Reading, including planned teacher training (Summer 2026), action-team work (2026–27), pilot (2027–28), and full implementation (2028–29). (Goal 1, Action 14)
- Continued use of supplemental curriculum and professional development focused on strong first instruction for all learners. (Goal 1, Action 10)

Effectiveness and Next Steps

Initial efforts in strengthening PLCs, targeted supports for SWD and LTELs, and early literacy interventions are showing positive movement, although achievement gaps remain. Moving forward, WPUSD will:

- Implement Science of Reading-aligned curriculum following the state timeline. (Goal 1, Action 14)
- Continue targeted supports for SWD and LTEL students, including professional development and co-teaching strategies. (Goal 1, Action 2)
- Monitor ELA outcomes and early literacy growth to ensure interventions meet students' needs. (Goal 1, Action 8)
- Expand strategies to increase participation in state assessments to ensure accurate reflection of student performance. (Goal 1, Action 13)

3. Chronic Absenteeism – Annual Update Analysis

Analysis of Data
Chronic absenteeism in WPUSD decreased by 2 percentage points, bringing the districtwide rate to 13% and resulting in a yellow performance level on the California School Dashboard. While this reflects improvement, several student groups continue to experience significantly higher absenteeism rates.

Foster Youth moved into the red performance level, with 35.5% of students chronically absent—an increase of 18.3 percentage points from the prior year. Additional groups of concern include African American students (21.3%), Homeless students (25.3%), Long-Term English Learners (16.7%), and Socioeconomically Disadvantaged students (20.9%). Although these groups remain elevated, attendance trends suggest some improvement in overall attendance rates compared with previous years.

Contributing Factors

Analysis of site-level data and discussions with school teams indicate several contributing factors:

- Students who report weaker connections to school are more likely to miss school.
- Housing instability and transportation challenges continue to impact foster and homeless students.
- Post-pandemic attendance habits continue to affect certain student groups.

Actions Implemented

WPUSD has implemented several strategies to improve attendance and strengthen student engagement:

- Elementary schools have implemented Morning Meetings to build relationships and strengthen classroom community. (Goal 2, Action 7)
- Secondary schools utilize BASE Education to promote connection, belonging, and positive school culture. (Goal 2, Action 9)
- School sites monitor attendance data regularly and communicate with families when attendance concerns arise. (Goal 2, Action 8)
- Schools utilize the School Attendance Review Team and the School Attendance Review Board processes when additional support and intervention are needed. (Goal 2, Action 10)

Effectiveness and Next Steps

The district's slight reduction in chronic absenteeism suggests that these strategies are beginning to have a positive impact. However, subgroup data indicates that additional targeted supports are necessary, particularly for foster youth, homeless students, and other disproportionately affected groups.

In the coming year, WPUSD will expand efforts to strengthen family engagement and remove attendance barriers. All school sites will receive training on conducting home visits to build stronger relationships with families and provide direct support to students experiencing attendance challenges. The district will also continue monitoring attendance data and refining site-level interventions to further reduce chronic absenteeism.

4. Suspension – Annual Update Analysis

Analysis of Data
WPUSD maintained an overall suspension rate of 2.3%, with students receiving at least one day of suspension. While the districtwide rate remains low, several student subgroups experienced increases and moved into the red performance band:

- American Indian students – increased 8.8 percentage points to 8.8%

- Foster Youth – increased 10.8 percentage points to 15.8%
- Long-Term English Learners (LTELs) – increased 2.7 percentage points to 6.3%
- Lincoln High School had several subgroups in the red for suspension. EL's (10.2%), Hispanic (7.5%), LTEL's (12.3%), SES (7.6%), and SWD's (9.5%). The school had a group of students that met multiple subgroup status and took part in behaviors that are not allowable on school sites. School reports that after rengagment these students are doing much better this school year.
- Foskett Ranch has one subgroup in the red, 6.3% English Learners were suspended at least one day.

Contributing Factors

Analysis suggests the following factors contributed to these trends:

- Students struggling with behavioral or social-emotional challenges may require more proactive supports to prevent escalation.
- Historical inequities and systemic challenges disproportionately affect small or high-risk student populations, such as Foster Youth and LTELs.
- Small subgroup sizes for American Indian students and Foster Youth amplify the impact of even minor numerical changes, but these increases highlight areas for targeted intervention.

Actions Implemented

WPUSD has taken steps to reduce suspensions and improve school climate:

- Revised the district Behavior Support Matrix to emphasize alternatives to suspension and provide clear guidance for staff. (Goal 2, Action 9)
- Implemented restorative practices to address conflict and promote positive student behavior. (Goal 2, Action 9)
- Developed a wellness center at Glen Edwards Middle School, funded through a Placer County Office of Education grant, to support struggling students—including those with disabilities—by providing a safe space and coordinated IEP-based services. (Goal 2, Action 10)
- Focused on identifying students at risk of suspension early and providing proactive supports to keep students engaged and on campus. (Goal 2, Action 1)

Effectiveness and Next Steps

These strategies have contributed to a stable overall suspension rate and a more supportive school climate. Moving forward, WPUSD will:

- Continue refining early identification systems to support students at risk of behavioral challenges.

- Expand restorative practices and alternative discipline strategies districtwide. (Goal 2, Action 9)
- Monitor suspension data by subgroup to ensure interventions are effectively reducing disparities. (Goal 1, Action 8)
- Leverage wellness centers and coordinated services to support students' social-emotional needs and keep them engaged in learning. Possibly adding an additional Wellness Center at Twelve Bridges Middle School. (Goal 2, Action 10)

5. College and Career Readiness (CCI) – Annual Update Analysis

Analysis of Data
WPUSD's College and Career Indicator (CCI) shows that 52.7% of students are prepared, an increase of 4.5 percentage points, placing the district in the green performance band on the California Dashboard. No student subgroups are in the red, and nearly all groups showed gains in College and Career readiness.

Contributing Factors

Analysis of CCI results and participation trends indicates several factors supporting these outcomes:
- Increased student access to Advanced Placement (AP) courses and Career and Technical Education (CTE) pathways.
- Expanded dual enrollment opportunities through partnerships with Sierra College, providing students with early college credit and exposure to postsecondary expectations.
- Targeted efforts by College and Career staff to support students in meeting preparation benchmarks.
- Opportunities for students to earn State Seal of Biliteracy and Golden State Seal Merit Diploma, supporting recognition of college- and career-ready skills.

Actions Implemented

To improve College and Career readiness, WPUSD has taken several actions:
- Expanded AP course enrollment, increasing from 687 seats in 2024 to 775 in 2025, with 95% of students taking their AP exams. (Goal 1, Action 13)
- Supported student success on AP exams, with 68.5% of tests earning a score of 3 or higher. (Goal 1, Action 13)
- Maintained CTE participation at 34%, providing structured career pathways and hands-on learning opportunities. (Goal 1, Action 6)
- Offered dual enrollment programs through Sierra College to allow students to earn college credit while in high school. (Goal 1, Action 6)

- Increased opportunities for students to earn the State Seal of Biliteracy and Golden State Seal Merit Diploma, with 12% of students earning one or both recognitions in 2025. (Goal 1, Action 3)

Effectiveness and Next Steps

These strategies have contributed to improved overall CCI performance and increased student participation in advanced coursework and college/career pathways. Moving forward, WPUSD will:

- Continue to expand AP and CTE offerings and support students in successfully completing coursework and exams. (Goal 1, Action 3)
- Strengthen dual enrollment programs to provide additional opportunities for early college credit. (Goal 1, Action 6)
- Promote awareness and support for students pursuing the State Seal of Biliteracy and Golden State Seal Merit Diploma. (Goal 1, Action 13)
- Monitor CCI data by subgroup to ensure all student groups continue to make progress toward college and career readiness. (Goal 1, Action 8)

6. Graduation Rate – Annual Update Analysis

Analysis of Data
The district's overall graduation rate increased by 3.2 percentage points to 89.8%, placing WPUSD in the green performance band on the California School Dashboard.

Phoenix High School experienced the largest increase, improving 13.9 percentage points to 42%. Several student groups also showed notable improvement. English Learners increased by 15.2 percentage points to 79.2%, and Long-Term English Learners (LTELs) increased by 14.7 percentage points to 78.4%.

Despite these gains, disparities remain. The Homeless student group declined 1.6 percentage points to 55.6%, placing this subgroup in the red performance level and indicating the need for continued targeted support.

Contributing Factors

District and site-level analysis identified several factors influencing graduation outcomes:

- Students struggling in foundational courses such as Math 1 and Biology are at greater risk of falling behind in credits.
- Students experiencing housing instability often face barriers to consistent attendance and academic continuity.
- Some students require additional intervention time and structured academic support to stay on track for graduation.

Actions Implemented

WPUSD has taken several steps to improve graduation outcomes and address subgroup disparities:

- Expanded credit recovery opportunities to help students regain credits and remain on track for graduation. (Goal 1, Action 5)
- Increased academic supports in high-failure-rate courses such as Math 1 and Biology. (Goal 1, Action 13)
- Continued development of Professional Learning Communities (PLCs) to strengthen first instruction and alignment across courses. (Goal 1, Action 2)
- Expanded co-teaching and intervention supports for students needing additional assistance. (Goal 1, Action 2)
- Increased collaboration with counseling teams to monitor student progress and provide timely interventions. (Goal 1, Action 12)
- Implementation of community school strategies to provide additional academic and social-emotional supports for English Learners and socioeconomically disadvantaged students. (Goal 1, Action 10)

Effectiveness and Next Steps

The increase in the overall graduation rate and gains among English Learners and LTEL students suggest that these strategies are beginning to show positive results. Early outcomes at Lincoln High School are particularly encouraging. Students participating in summer support programs and cohort-based interventions for Math 1 are demonstrating strong success, with nearly all participating students currently earning a C or better in the course.

Moving forward, WPUSD will continue expanding targeted academic supports, particularly for students experiencing housing instability. The district will also continue strengthening first instruction through PLC work, monitoring course pass rates, and refining intervention systems to ensure more students remain on track to graduate.

7. English Learner Progress – Annual Update Analysis

Analysis of Data
Overall, English Learner (EL) progress increased by 4.3% in 2025, with 43% of EL students making progress toward English proficiency. Despite this overall growth, several sites and subgroups experienced declines:

- Glen Edwards Middle School – 38.2% of ELs made progress, a decrease of 12.5 percentage points. Among LTELs, 49.2% made progress, a 17.1-point decline.

- Carlin C. Coppin Elementary School – only 27.3% of ELs made progress, a 14.8-point decrease.

These declines are partially attributed to extended teacher absences during the school year, which significantly impacted EL student learning despite the site's efforts to provide supplemental support.

Contributing Factors

Analysis identified several factors contributing to these outcomes:

- Loss of highly qualified teachers disrupted consistent instruction for ELs.

- Limited capacity to deliver both designated and integrated English Language Development (ELD) when staffing challenges occur.
- Insufficient targeted supports for LTELs to accelerate English proficiency and access grade-level content.

Actions Implemented

WPUSD has implemented multiple strategies to support EL students:

- Provided designated and integrated ELD professional development, particularly at Lincoln High School, to strengthen teacher capacity in supporting EL students. (Goal 1, Action 10)
- Expanded the Dual Language Immersion (DLI) program at Creekside Oaks Elementary School, supported by a new DLI TOSA, to promote bilingual pathways. (Goal 1, Action 4)
- Developed a district plan to expand bilingual pathways through middle and high school, culminating in the State Seal of Biliteracy. (Goal 1, Action 4)
- Allocated Learning Recovery Emergency Block Grant funds to provide additional EL sections and supports for LTELs.

Effectiveness and Next Steps

While overall EL progress shows modest gains, site-level declines indicate the need for continued targeted interventions. Moving forward, WPUSD will:

- Continue strengthening teacher capacity in designated and integrated ELD. (Goal 1, Action 10)
- Expand bilingual pathways and DLI programs to support LTELs and promote biliteracy. (Goal 1, Action 4)
- Monitor EL progress closely at the site and subgroup level, especially in schools impacted by staffing disruptions. (Goal 1, Action 8)
- Provide additional EL instructional sections and targeted supports funded through the Learning Recovery Emergency Block Grant to accelerate English proficiency and academic achievement. (Goal 1, Action 10)
- Created an EL Team to revamp and better support all EL's across the district. (Goal 1, Action 10)

Any remaining LREBG funds are used to support EL students (Goal 1, Action 10). Through FPM we have identified this as a high need and will expand supports in this area. We are currently identifying new designated ELD curriculum for the secondary sites. Leveraging GLAD and AVID strategies to better support EL's through integrated strategies. Supporting goal setting for EL's to better engage with ELPAC testing. Providing parent training on how to support students on ELPAC testing.

*The overall goals from our original LCAP has stayed the same. We continue to work to create systems that support all learners. The foundational work of PLC, essential standards, and Guaranteed Viable Curriculum provide the base of what and how we teach. As we have

done this work, we have expanded into better data monitoring through Performance Matters and State Interim Testing. Along with this we have increased the availability of intervention. As we look back on our work we have seen overall gains in our systems, with the exception of SWD's which have decreased year over year. English Learners has stayed flat. All other groups have improved as we move year over year. The need we see is the leverage GVC and increase best first instruction strategies through AVID/GLAD/TESS. Attendance and graduation rates have improved each year through action plans at the school sites. We are expanded our graduation work with PCOE to look at the systems and practices that we are currently using at PHS. From this we hop to create system changes that increase rates through holding students accountable for credit recovery and system changes that help our districts overall data.

Subgroups in the Red 2023
ATLAS (All Students, White Students = College and Career Indicator)
Carlin C Coppin (English Learners = English Learner Progress Indicator
First Street (All Students, English Learners, Hispanic, Low Economic Status, Students w/ Disabilities = Chronic Absenteeism)
Foskett Ranch (All Students, Low Economic Status, Students w/ Disabilities, White Students = Chronic Absenteeism)
Glen Edwards (English Learner = Chronic Absenteeism) (English Learner, Students w/ Disabilities = ELA) (English Learner = Math) (Students w/ Disabilities = Suspension)
Lincoln Crossing (Low Economic Status, Students w/ Disabilities = Chronic Absenteeism)
Lincoln High (English Learner = ELA)
Phoenix High (All Student, Hispanic, Homeless, Low Economic Status, White = College and Career Indicator) (All Student, Low Economic Status, White = Grade Rate)
Scott Leaman (Student w/ Disabilities = Chronic Absenteeism)
Twelve Bridges (Asian = Chronic Absenteeism)
Twelve Bridges Middle = (Students w/ Disabilities = ELA) (Students w/ Disabilities = Math)
WPUSD (Asian, Homeless = Chronic Absenteeism) (Students w/ Disabilities = College and Career) (Students w/ Disabilities = ELA) (Homeless, Low Economic Status = Grade Rate) ((Students w/ Disabilities = Math)

Reflections: Technical Assistance

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

WPUSD has been identified for differentiated assistance by the California Department of Education based on 2024–2025 California School Dashboard results. This support is focused on Foster Students, who are underperforming in key areas. Foster Students have a chronic absenteeism rate of 35.5% an increase of 18.3%, with a suspension rate of 15,8% an increase of 10.8%. Foster Youth in math has a decrease of 14 points, with a score of 108.3 point below standard. WPUSD in collaboration with PCOE has identified and is actively supporting our Foster Students. This includes, but is not limited to the Big 4; Each sites know who their foster students are, create a positive adult connection on campus, foster students are a regular part of all MTSS meetings, connect to foster students to Homeless/Foster coordinator as needed for additional supports. In addition track behavior of this subgroup and notify staff when behavioral issue arise.

WPUSD was identified for differentiated assistance by the California Department of Education based on 2023–2024 California School Dashboard results. This support is focused on Students with Disabilities and Long-Term English Learners (LTELs), who are underperforming in key areas. Students with Disabilities scored 80.4 points below standard in English Language Arts and 98.8 points below in Math, with only 9.1% considered prepared for college or careers. LTELs also performed significantly below standard in academics and showed a graduation rate of 63.6%, a 12.2% drop. We are continuing this work in the current LCAP. The data held or had slight improvement, which is positive. WPUSD's goal is to continue to close this gap through increased ELD supports WPSUD added a new position to fill this gap through (Coordinator of Secondary Languages).

WPUSD is partnering with the Placer County Office of Education (PCOE) INSPIRE team to identify root causes. Improving outcomes for these student groups is a top priority. Currently, we are examining why some students with mild or non-academic disabilities are significantly underperforming. We are also providing support to help students with disabilities better navigate computer-based standardized tests and ensuring all accommodations are in place.

Schools are working to improve attendance, which is essential for academic success. In partnership with PCOE, we plan to shadow Special Education students to better understand their daily experiences, as we have already done with EL/LTELs. These observations revealed low levels of engagement, which prompted a shift in how teachers support these learners. We suspect similar engagement issues exist among students with disabilities and are using this information to improve their inclusion in general education settings. Co-teaching training is also being implemented to strengthen support.

We are also revisiting our Professional Learning Community (PLC) practices to build a strong Guaranteed Viable Curriculum (GVC). PLCs are identifying essential standards, breaking them down into key components, and developing assessments and teaching strategies tailored to English Learners (ELs) and Students with Disabilities (SWDs). This GVC will guide instruction, intervention, and special education support.

At the elementary level, our early literacy plan is aimed at identifying struggling readers early, including students with possible dyslexia. Early intervention is expected to boost long-term learning and readiness for college and careers.

Lastly, we are working from FPM to better support all EL's through a stronger EL plan. This includes new designated ELD curriculum at secondary sites. Continued training and monitoring for integrated ELD at all levels. Common assessments that can disaggregate data by subgroups. Establishing and ELD team to plan and support all EL's. Interim and goal setting work for ELPAC to better prepare students for the rigor of this exam.

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.

Phoenix High School (Continuation School)

Support for Identified Schools

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

Phoenix High School continues to experience a graduation rate below the California Department of Education's threshold of 68%, resulting in ongoing eligibility for Comprehensive Support and Improvement (CSI). While the school has seen a 4.9% increase in the most recent year and an 18.8% increase over two years, the overall rate remains below expectations.

Through a comprehensive review of local data, the district has identified that current systems have not consistently supported students in staying on track toward graduation. Patterns in the data indicate challenges with attendance, course completion, and credit accumulation, which point to gaps in how the system monitors progress and responds to student needs over time. These challenges are not attributed to students themselves, but rather to the need for stronger, more coherent systems that ensure timely support and access to learning.

Further analysis revealed an increase in student social-emotional and mental health needs, while access to community-based supports has not kept pace. Chronic absenteeism and inconsistent engagement remain key barriers, reinforcing the need for integrated academic and social-emotional systems of support.

In partnership with Placer County Office of Education, the district has engaged in a deeper investigation of system-level practices. This analysis identified a lack of clearly defined processes and systems for monitoring and responding to attendance and graduation-related data. In particular, inconsistencies exist in how data is tracked, how students are identified for intervention, and how accountability for follow-through is maintained. These gaps limit the ability to respond proactively and consistently.
WPUSD has some concerns that our data from PowerSchool to CALPADS is not always accurate. To verify and remedy this PowerSchool with WPUSD will run an audit of the system and provide direct training to staff on how to guarantee accurate data going into PowerSchool so CALPADS has the correct numbers.

Additionally, through the Alternative Education Committee, the district identified the need to strengthen earlier, more proactive supports at comprehensive school sites. Building more effective systems for early identification and intervention will better ensure students remain on track throughout their educational experience.

PHS looks to expand it's offering by adding additional sections to expand the number of students it serves. This can allow PHS to engage with students at a younger age and get them back on track earlier, increasing the chance of having students graduate on time.

Western Placer remains committed to advancing its work in the following key areas:
Youth Development - Fostering personal growth, leadership, and engagement opportunities for all students.

Monitoring and Evaluating Effectiveness

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

Monitoring the CSI plan at Phoenix High School will involve a comprehensive approach that integrates input from various stakeholders and utilizes existing structures for continuous planning and ongoing oversight. In particular, this process will rely on PLC meetings, the Site Council, and the Alternative Education Committee. By leveraging these mechanisms, the school will be better able to respond to the changing needs of students and the broader school community. Educational Services will meet regular with PHS to review school progress and provide feedback to best support PHS in increasing graduation rates.

Regular check in's with Ed. Services will look at attendance rates, course completions, and PLC progress at PHS. Additionally, at Admin PLC we will analyze school data and create plans to meet the needs of all learners.

Weekly PLC Meetings - Monitor senior progress towards graduation numbers

Alternative ed committee - Talk about difficult cases and brainstorm strategies for helping students reach academic success. Work with the comprehensive high schools and middle schools to support struggling students earlier in their academic career.

Increase grade rate - Work with the assistant superintendent to create additional pathways for graduation for older credit deficient students. This creates more graduates, but does not increase the reported grade rate.

PHS will move to a digital based report card and monitoring service. This will make credit recovery input more efficient and better help run the program to support all learners. Live data can be shared and analyzed to best support student learning/credit recovery.

The graduation rate has increase over the last two year, but it is not where we want our data to be. We are still considerably below the 68% threshold. As we dig deeper into the numbers with PCOE we are seeing ways that we can improve outcomes for students by changing components of the school system. We are currently still at the analysis stage. Some early ideas are looking at holding 5th years to gain graduation credit, better monitoring and accountability for students to complete ongoing credits, adding additional staff to engage students at a younger age as needed, better identification of students from the middle and high school to provide earlier supports to keep them on track.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
LCAP Leadership Team	The LCAP leadership team, consisting of representatives from classified and certificated administration and classified and certificated associations (CSEA and WPTA, respectively), met to participate in activities around the metrics, the 8 state priorities, and the LCAP goals and actions to provide input for the 2024-2027 LCAP. The LCAP Committee also discussed how to best utilize other state/federal funds (i.e. - the Arts, Music, and Instructional Materials Block Grant, Educator Effectiveness funds) to support the district's overarching LCAP goals while simultaneously meeting each fund's specific requirements. Throughout spring 2024, adjustments were made to the draft of the 2024-2027 LCAP based on feedback gathered from all educational partners. Meetings – August 21, 2025; September 18, 2025; October 16, 2025; November 20, 2025; December 18, 2025; February 19, 2026; March 19, 2026; April 16, 2026; May 15, 2026.
Parent Advisory Committee (PAC)	One of our parent groups, the Parent Advisory Committee (PAC), was asked for input regarding the actions they would like to add, modify, or continue in 2025-2026 related to the 8 state priorities and the district's LCAP goals and actions. The PAC also provided input on areas they deemed as impacting their students' educational experiences (i.e. - transportation, mental health supports, academic intervention programs, extended learning programs); this included conversations about how to best use state/federal funds allocated alongside LCFF supplemental funds (i.e. - the Arts, Music, and Instructional Materials

Educational Partner(s)	Process for Engagement
	Block Grant, Educator Effectiveness funds) to help support the district's LCAP goals and increase student achievement. The preliminary draft of the 2024-2027 LCAP was then shared with the PAC Committee, which showed alignment with feedback gathered from all educational partners at previous input meetings. Meetings – October 16, 2025; January 21, 2026; March 11, 2026; May 6, 2026.
District English Learner Advisory Committee (DELAC)	The second of our parent groups, the District English Learner Advisory Committee (DELAC), was asked for input regarding the actions they would like to add, modify, or continue in 2025-2026 related to the 8 state priorities and the district's LCAP goals and actions. The DELAC also provided input on areas they deemed as impacting their students' educational experiences (i.e. - transportation, mental health supports, academic intervention programs, extended learning programs); this included conversations about how to best use state/federal funds allocated alongside LCFF supplemental funds (i.e. - the Arts, Music, and Instructional Materials Block Grant, Educator Effectiveness funds) to help support the district's LCAP goals and increase student achievement. The preliminary draft of the 2024-2027 was then shared with the DELAC Committee, which showed alignment with feedback gathered from all educational partners at previous input meetings. This committee is made up entirely of Spanish-speaking parents, most of whom are the parents of either English Learners (ELs) or Reclassified Fluent English Proficient (RFEP) students. DELAC meetings are facilitated in Spanish. The group continues to give input on how to better support learners. Meetings – November 6, 2025; January 27, 2026; March 12, 2026; May 12, 2026.
Admin PLC	The school site administration met with district administration during frequent Admin PLC meetings to provide input for the 2025-2026 update of the 2024-2027 LCAP. The Admin PLC group also discussed how to best utilize other state/federal funds (i.e. - the Arts, Music, and Instructional Materials Block Grant, Educator Effectiveness funds) to support the district's overarching LCAP goals and actions while simultaneously meeting each fund's specific

Educational Partner(s)	Process for Engagement
	requirements. Needs assessments related to WPUSD's identified areas of Differentiated Assistance were conducted, utilizing multiple measures of data (including data from the California School Dashboard). Site administrator input provided during Admin PLC meetings was reflective of input they solicited from staff, students, and parents at their respective school sites. Meetings – August 1, 2025; September 3, 2025; September 17th, 2025; October 1, 2025; October 15, 2025; November 5, 2025; November 19th, 2025; December 3rd, 2025 January 7, 2026; January 21, 2026; February 4, 2026; March 4, 2026; March 18, 2026; April 22, 2026; May 6, 2026; May 20, 2026.
Student Senate	WPUSD's newly created student senate engaged students from all school sites to take an active roll in our district. Students met to participate in activities around the metrics, the 8 state priorities, and the LCAP goals and actions to provide input for the 2024-2027 LCAP. Students met in grade level span teams to address needs from the student point of view on the state priorities and where they would like to see an increase or services/supports at schools. At the final meeting of this school year, each school site presented their action plan to each other, parents. and administration. This plan will impact our sites SPSA's and district LCAP. In addition to the Senate, WPUSD has three high school students who serve on the Board of Trustees. Those three students regularly gather input from their classmates and report their perspectives on various issues to the Board of Trustees. Meetings - October 14, 2025; November 4, 2025; January 12th, 2026; February 24th, 2026; March 30, 2026.
Stakeholder Surveys	The California Healthy Kids Survey (CHKS) was administered in February 2024 to 5th, 6th, 7th and 9th graders, as well as to all students at our continuation high school. This survey provides us with much needed data on student perceptions related to school safety and connectedness and directly impacts programmatic decisions.

Educational Partner(s)	Process for Engagement
	In addition WPUSD has added the Youth Truth Survey. During the month of April 2024, all school sites will survey students in grades 3rd - 12th (based on parent approval). At the same time, both staff and parents will be surveyed to get a complete picture of our district. Students perceptions are linked to academic performance and we hope to better inform our LCAP and SPSA's through this increased reporting from our stakeholders. Survey Administered - Youth Truth March 30th - May 22nd Survey Data Analysis - June 8th 2026
Placer County Office of Education (PCOE)	WPUSD is actively working with the PCOE INSPIRE team to look at data and root causes of student groups that are struggling so we can better meet the needs of all student groups. From root cause analysis and action planning, WPUSD is planning solutions for low performing students groups to improve through LCAP and district changes to better support the needs of these students. Meetings - August 30, 2025, September 26, 2025, November 13, 2025, December 17, 2025, January 22, 2026, April 15, 2026, May 8, 2026, May 11, 2026
SELPA	WPUSD met with SELPA to review action plans to improve results for students with disabilities. WPUSD is in SIM for students with disabilities. This is a major focus to improve student outcomes for students with disabilities. SELPA reports that WPUSD has foundational changes for students with disabilities and is partnering to improve outcomes for this student group through training and data support. Meeting - February 23, 2026.
PHS School Site Council and Community School Grant Team (PHS)	Phoenix High School has stakeholder representation, including students, on its School Site Council (SSC) and they provided input on PHS' Comprehensive Support and Improvement (CSI) plan. School Site Council Meetings - September 24, 2025, October 22, 2025, November 13, 2025, December 10, 2025,

Educational Partner(s)	Process for Engagement
	Community School Meetings - September 4, 2025, October 2, 2025, November 6, 2025, December 4, 2025, February 5, 2026, March 5, 2026, May 7, 2026
Public Review, including Public Hearing at WPUSD Board Meeting	The draft LCAP was presented to the Board and members of the public during the public hearing. Meeting - June 2, 2026 The LCAP was posted on the district website on June 3, 2026 for public review and comment; a link to provide public comment was also provided. The LCAP will remain on the website for review until it is approved by the Board (June 16, 2026).

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

Part of our success as a district can be directly tied to our belief that all of our educational partners – staff, parents, students, and community members – have valuable insights to contribute. We believe actively seeking out multiple perspectives broadens our understanding of the issues at hand and makes our approach to student achievement more thorough and more thoughtful than it would otherwise be. Combining and refining our ideas always results in a better plan for our students. Therefore, we ensure frequent and varied opportunities for our educational partners to provide feedback.

Aspects of the LCAP that were directly influenced by specific stakeholder groups are as follows:

- Reviewing the effectiveness and students who are supported through the AVID program (AVID Coordinators) -- Goal 1, Action 5
- Subsidizing AP test fees for low-income students (Continue and expand to subgroups) -- Goal 1, Actions 3 and 13
- Growing the dual language immersion program, transition and literacy support for students moving to the 6th grade (Dual Language Coordinator) -- Goal 1, Action 4
- Increasing after school tutoring support (Increase tutoring through ELOP) -- Goal 1, Action 9
- Continuing opportunities for high school credit recovery -- Goal 1, Action 9
- Expanding our continuation high school program (Community School Planning)-- Goal 1, Action 9
- Expanding our summer program offerings - Using ELOP for all summer school programs (DLI transition programs and support for 5th graders) -- Goal 1, Action 9
- Continuing expanded instructional aide time in Kinder Goal 1, Action 9
- Focusing on early literacy (Early Literacy Plan) -- Goal 1, Actions 2, 8, and 9
- Literacy TOSA (2-3 year project) (new) --Goal 1, Actions 2, 8, and 9
- Literacy ISP (2-3 year project) (new) --Goal 1, Actions 2, 8, and 9
- Maintaining Parent/School/Community Liaison time -- Goal 2, Action 3
- Maintain high levels of campus supervision -- Goal 2, Action 2
- Maintain curriculum that addresses social skills and community building -- Goal 2, Action 1

- Increasing opportunities for student voice -- Goal 2, Action 3
- Maintaining actions in Goal 2: attendance (Goal 2, Action 8)
- Maintaining actions in Goal 2: student discipline (Goal 2, Action 9)
- Hire a College and Career Special Assignment (new) (classified) Goal 1, Action 1
- Add the Wellness Centers to TBM and money added to the LCAP, PCOE grant is running out and we want to continue these behavior supports for students (new) - Goal 2, Action 11
- Elementary School Counselors and Wellness Coaches to support behaviors on campus (new) - Goal 2, Action 11
- Increase communication and support for parents to help student at home - Goal 2, Action 3
- Continue district Parent Engagement Nights (PEN) to support students and families. Currently a combination of LCAP and Community Schools Grant - Will continue long-term in the LCAP. -Goal 2, Action 3

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will graduate from high school college and career ready.	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 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The state of California has charged school districts with preparing all students for college and career. We whole-heartedly support this initiative and are fully committed to supporting all of our students in attaining college and career readiness. To this end, we feel it necessary to publicly state via LCAP Goal #1 that we will take action and provide resources to ensure that all our students graduate from high school college and career ready. Primarily, our LCAP actions and assigned resources specifically target supports for our most at-risk students (unduplicated pupils) as we acknowledge that attainment of college and career readiness may be more challenging for them.

The analysis of the California School Dashboard data indicates a clear need to support students for college and career readiness. For example:

1. College and Career prepared level is 45.3% for Western Placer Unified School District
2. 81.7% of students graduated in the 2023 cohort group. However, only 56.5% of our homeless students, 74.4% of our socioeconomic disadvantaged, and 74.4% of our English learners graduated this school year.

During the LCAP development process, educational partners identified the need for:
1. Increased access to college credit classes.
2. A clear goal to increase overall graduation rate.
3. More tutoring opportunities for struggling students.
4. Access to CTE classes and pathways for college/career preparation.
5. Support for EL parents to access and use supports such as SST's, 504's, and IEP's.
6. A focus on best first instruction and PLC's to support all learners.

The district's plan to improve students for college and career readiness through actions that support all learners to perform at grade level. This includes improving the PLC process to support best first instruction, increasing access to CTE and AP courses, biliteracy supports, supporting struggling learners, increased data monitoring, targeted English Learner support, and supported struggling subgroups through the MTSS process.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CA Dashboard English Language Arts Indicator (all students)	All = 12.7 points above standard for all students	All = 4.6 points above standard for all students	All = 11.8 points above standard for all students.	32.3 Point above standard	- .9 points below
1.2	CA Dashboard English Language Arts Indicator (significant subgroups)	White = 27.8 above standard Hispanic = 20.6 points below standard Socioeconomically Disadvantaged = 21.9 point below Students with Disabilities = 81.7 points below standard English Learner = 55.4 points below standard African American = 24.8 points below standard Homeless = 40.1 points below standard Asian = 36.8 points above standard Two or More Races = 17.9 points above standard Filipino = 62.5 points above standard	White = 15.1 above standard Hispanic = 19.6 points below standard Socioeconomically Disadvantaged = 28.1 point below Students with Disabilities = 80.4 points below standard English Learner = 55.3 points below standard African American = 39.7 points below standard Homeless = 63.8 points below standard Asian = 28.9 points above standard Two or More Races = 9.4 points above standard	White = 26.7 above standard Hispanic = 18.1 points below standard Socioeconomically Disadvantaged = 26.8 point below Students with Disabilities = 80.7 points below standard English Learner = 49.5 points below standard African American = 12.3 points below standard Homeless = 51.7 points below standard Asian = 28.9 points above standard Two or More Races = 18.9	White = 37.8 points above standard Hispanic = At standard Socioeconomically Disadvantaged = At Standard Students with Disabilities = - 61.7 English Learner = - 35.4 African American = - 14.8 Homeless = - 30.1 Asian = 46.8 Two or More Races = 27.9 Filipino = 72.5	White = - 1.1 Hispanic = +2.5 Socioeconomically Disadvantaged = - 4.9 Students with Disabilities = +1 English Learner = +5.9 African American = +12.5 Homeless = -11.6 Asian = -7.9 Two or More Races = +1 Filipino = +12.5 Foster Youth - baseline LTEL - Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Filipino = 50.5 points above standard Foster Youth - 98.8 points below standard LTEL - 99.4 points below standard	points above standard Filipino = 75 points above standard Foster Youth - 68.4 points below standard LTEL - 102.6 points below standard		
1.3	CAASPP for ELA (all students)	56.73% of all students met or exceeded	54.04% of all students met or exceeded	56.45% of all students met or exceeded	72% of all students met or exceeded	-.28%
1.4	CAASPP for ELA (significant subgroups)	White = 63.73% met or exceeded Hispanic = 42% met or exceeded Socioeconomically Disadvantaged = 43.15% met or exceeded Students with Disabilities = 20.44% met or exceeded English Learner = 12.5% met or exceeded African American = 36.36% met or exceeded Homeless = 36.36% met or exceeded Asian = 60.57% met or exceeded Two or More Races = 60.97% met or exceeded	White = 59.39% met or exceeded Hispanic = 42.74% met or exceeded Socioeconomically Disadvantaged = 43.86% met or exceeded Students with Disabilities = 16.57% met or exceeded English Learner = 12.6% met or exceeded African American = 45.76% met or exceeded Homeless = 31.30% met or exceeded Asian = 57.67% met or exceeded	White = 62.75% met or exceeded Hispanic = 44.50% met or exceeded Socioeconomically Disadvantaged = 40.29% met or exceeded Students with Disabilities = 17.76% met or exceeded English Learner = 13.29% met or exceeded African American = 35.09% met or exceeded Homeless = 32.51% met or exceeded Asian = 61.74% met or exceeded	White = 78.73% met or exceeded Hispanic = 57% met or exceeded Socioeconomically Disadvantaged = 58.15% met or exceeded Students with Disabilities = 36% met or exceeded English Learner = 40% met or exceeded African American = 51.36% met or exceeded Homeless = 51.36% met or exceeded Asian = 75.57% met or exceeded	White = -.98% Hispanic = +2.5% Socioeconomically Disadvantaged = -2.86% Students with Disabilities = -2.68% English Learner = + .79% African American = -1.27 Homeless = -3.85% Asian = +1.17 Two or More Races = -1.36% Filipino = -3% LTEL = baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Filipino = 83% met or exceeded LTEL = 3.17% met or exceeded state standards	Two or More Races = 57.48% met or exceeded Filipino = 75.9% met or exceeded LTEL = 9.62% met or exceeded state standards	Two or More Races = 59.61% met or exceeded Filipino = 80% met or exceeded LTEL = 8.33% met or exceeded state standards	Two or More Races = 51.36% met or exceeded Filipino = 90% met or exceeded LTELS = 18.17% met or exceeded	
1.5	CA Dashboard Math Indicator (all students)	17.6 points below standard for all students	20.2 points below standard for all student	15.9 points below standard for all students	At Standard	-1.7
1.6	CA Dashboard Math Indicator (significant subgroups)	White = 1 point below standard Hispanic = 52.5 points below standard Socioeconomically Disadvantaged = 51.8 points below standard Students with Disabilities = 101.5 points below standard English Learner = 73.6 points below standard African American = 79.6 points below standard Homeless = 64.5 points below standard Asian = 8.7 points above standard Two or More Races = 2.1 point below standard Filipino = 13.4 points above standard	White = 7 point below standard Hispanic = 49.6 points below standard Socioeconomically Disadvantaged = 54.2 points below standard Students with Disabilities = 98.8 points below standard English Learner = 71 points below standard African American = 92.4 points below standard Homeless = 88.5 points below standard Asian = 8.2 points above standard	White = 1 point above standard Hispanic = 49.1 points below standard Socioeconomically Disadvantaged = 56.1 points below standard Students with Disabilities = 105.5 points below standard English Learner = 71.4 points below standard African American = 78 points below standard Homeless = 80.5 points below standard Asian = 4.1 points above standard	White = 24 Points above standard Hispanic = 27.5 points below standard Socioeconomically Disadvantaged = 49.3 points below standard Students with Disabilities = 76.5 points below standard English Learner = 48.6 points below standard African American = 54.6 points Homeless = - 39.5 points Asian = 16.3 Two or More Races = 22.9 Filipino = 38.4	White = + 2 Hispanic = +3.4 Socioeconomically Disadvantaged = -2.4 Students with Disabilities = -4 English Learner = +2.2 African American = +1.6 Homeless = -16 Asian = -4.6 Two or More Races = + 2 Filipino = +18.7 Foster = baseline LTEL = baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Two or More Races = 8.5 point below standard Filipino = 41.7 points above standard Foster = 94.2 points below standard LTEL = 144.1 points below standard	Two or More Races = 1.7 point below standard Filipino = 32.1 points above standard Foster = 108.3 points below standard LTEL = 151 points below standard		
1.7	CAASPP for Math (all students)	44.59% of all students met or exceeded state standards	44.31% of all students met or exceeded	45.72% of all students met or exceeded	59.59% of all students met or exceeded state standards	+1.13%
1.8	CAASPP for Math (significant subgroups)	White = 51.31% met or exceeded Hispanic = 29.43% met or exceeded Socioeconomically Disadvantaged = 30.74% met or exceeded Students with Disabilities = 17.17% met or exceeded English Learner = 13.03% met or exceeded African American = 28.36% met or exceeded Homeless = 30.38 met or exceeded Asian = 52.11% met or exceeded	White = 49.09% met or exceeded Hispanic = 33.17% met or exceeded Socioeconomically Disadvantaged = 34.93% met or exceeded Students with Disabilities = 14.92% met or exceeded English Learner = 14.28% met or exceeded African American = 44.78% met or exceeded Homeless = 26.15% met or exceeded	White = 52.66%% met or exceeded Hispanic = 32.70% met or exceeded Socioeconomically Disadvantaged = 29.36% met or exceeded Students with Disabilities = 14.26% met or exceeded English Learner = 14.59% met or exceeded African American = 15.79% met or exceeded Homeless = 25.47% met or exceeded	White = 66.31% met or exceeded Hispanic = 44.43% met or exceeded Socioeconomically Disadvantaged = 45.74% met or exceeded Students with Disabilities = 32.17% met or exceeded English Learner = 28.03%% met or exceeded African American = 43.36% met or exceeded Homeless = 45.38% met or exceeded	White = +1.35% Hispanic = +3.27% Socioeconomically Disadvantaged = -1.38% Students with Disabilities = -2.91% English Learner = +1.56% African American = -12.57% Homeless = -4.91% Asian = -1.84% Two or More Races = +.34% Filipino = +2.41% Foster Youth = N/A LTEL = baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Two or More Races = 51.30% met or exceeded Filipino = 67% met or exceeded LTEL - 0% met or exceeded	Asian = 60.57% met or exceeded Two or More Races = 51.19% met or exceeded Filipino = 75% met or exceeded Foster Youth = N/A LTEL = 5.77% met or exceeded state standard	Asian = 50.27% met or exceeded Two or More Races = 51.64% met or exceeded Filipino = 69.41% met or exceeded Foster Youth = N/A LTEL = 2.78% met or exceeded state standard	Asian = 67.5 % met or exceeded Two or More Races = 66.30% met or exceeded Filipino = 82% met or exceeded LTEL = = 15% met or exceeded	
1.9	CAST for Science (all students)	36.04% of all students met or exceeded standard for science.	30.07% of all students met or exceeded standard for science	37.99% of all students met or exceeded standard for science	51.04% of all students met or exceeded standard for science	+1.95%
1.10	CAST for Science (significant subgroups)	White = 41.4% met or exceeded Hispanic = 23.69% met or exceeded Socioeconomically Disadvantaged = 24.50% met or exceeded Students with Disabilities = 11.76% met or exceeded English Learner = 2.80% met or exceeded African American = 27.66% met or exceeded Homeless = 15.22% met or exceeded Asian = 45.21 % met or exceeded	White = 44.89% met or exceeded Hispanic = 19.58% met or exceeded Socioeconomically Disadvantaged = 20.73% met or exceeded Students with Disabilities = 9% met or exceeded English Learner = 2.36% met or exceeded African American = 14.97% met or exceeded Homeless = 13.53% met or exceeded	White = 42.58% met or exceeded Hispanic = 27.05% met or exceeded Socioeconomically Disadvantaged = 22.31% met or exceeded Students with Disabilities = 5% met or exceeded English Learner = 3.54% met or exceeded African American = 16.67% met or exceeded Homeless = 15.62% met or exceeded	White = 56.4% met or exceeded Hispanic = 38.69% met or exceeded Socioeconomically Disadvantaged = 39.50% met or exceeded Students with Disabilities = 26.76% met or exceeded English Learner = 17.80% met or exceeded African American = 42.66% met or exceeded Homeless = 30.22% met of exceeded	White = +1.18% Hispanic = +3.36% Socioeconomically Disadvantaged = +18.77% Students with Disabilities = -6.76% English Learner = +.74% African American = +10.99% Homeless = +.4% Asian = -2.35% Two or More Races = +2.63% Filipino = +18.83% Foster = baseline LTEL = baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Two or More Races = 47.37% met or exceeded Filipino = 41.17% met or exceeded LTEL = 4 % met or exceeded	Asian = 60.62% met or exceeded Two or More Races = 45.09% met or exceeded Filipino = 50.46% met or exceeded Foster = 9.62% met or exceeded LTEL = 1 % met or exceeded	Asian = 42.86% met or exceeded Two or More Races = 50% met or exceeded Filipino = 60% met or exceeded Foster = N/A LTEL = 2.94 % met or exceeded	Asian = 60.21% met or exceeded Two or More Races = 62.37% met or exceeded Filipino = 56.17% met or exceeded LTEL = 19 % met or exceeded standards	
1.11	CA Dashboard College and Career Indicator (all students)	45.3% of all students are considered college and career ready	45.9% of all students are considered college and career ready	52.7% of all students are considered college and career ready	60.3% of all students are considered college and career ready	+.6%
1.12	CA Dashboard College and Career Indicator (significant subgroups)	White = 49.1% Prepared Hispanic = 35.5% Prepared Socioeconomically Disadvantaged = 30.7% Prepared Students with Disabilities = 9.1% Prepared English Learner = 17.1% Prepared	White = 52.2% Prepared Hispanic = 33.5% Prepared Socioeconomically Disadvantaged = 34.1% Prepared Students with Disabilities = 9.1% Prepared English Learner = 12.7% Prepared Homeless = 14.3 Prepared LTEL = 11.6% Prepared	White = 54% Prepared Hispanic = 49.2% Prepared Socioeconomically Disadvantaged = 44.4% Prepared Students with Disabilities = 13.4% Prepared English Learner = 20% Prepared Homeless = 10% Prepared LTEL = 18.2% Prepared	White = 64.1% Hispanic = 50.5% Socioeconomically Disadvantaged = 45.7% Students with Disabilities = 39.1% Prepared English Learner = 32.1% Prepared	White = +4.9% Hispanic = +15.7% Socioeconomically Disadvantaged = +13.7% Students with Disabilities = +4.3% change English Learner = +2.9% Homeless = baseline LTEL = baseline
1.13	A-G Completion Rate (all students)	62.6% of all students met the A-G completion rate	44% of all students met the A-G completion rate (Changing to the CALPADS	52.1% of all students met the A-G completion rate	77.6% of all students met the A-G completion rate	+8.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			enrollment rates for A-G)			
1.14	A-G Completion Rate (significant subgroups)	White = 64% Hispanic = 50.7% Socioeconomically Disadvantaged =47.8% Students with Disabilities 16.4% English Learner = 33.3%	White = 64% African American = 27.3% Asian = 57.9% Filipino = 64.3% Hispanic = 32.1% Two or More = 48.1% English Learner = 15.6% Long Term EL = 13.6% Socioeconomically Disadvantaged =29.3% Students with Disabilities 9.6% Homeless 10.2%	White = 54.1% African American = N/A Asian = 61.3%% Filipino = 64.7% Hispanic = 48.8% Two or More = 46.9% English Learner = 28.3% Long Term EL = 32.4% Socioeconomically Disadvantaged =42.2% Students with Disabilities 17.9% Homeless 6.7%	White = 77% Hispanic = 65.7% Socioeconomically Disadvantaged =62.8% Students with Disabilities 31.4% English Learner = 48.3%	White = +3.4 change African American = N/A Asian = +3.4 Filipino = +.4 Hispanic = 16.7 Two or More = -1.2 English Learner = +12.7 Long Term EL = +18.8 Socioeconomically Disadvantaged = +12.9 Students with Disabilities = +8.3 Homeless = -3.5
1.15	California State Seal of Biliteracy	11.6% of the graduating class of 2023 received the California State Seal of Biliteracy	12% of the graduating class of 2024 received the California State Seal of Biliteracy (48 Students)	12% of the graduating class of 2025 received the California State Seal of Biliteracy (79 students)	21.6% of the graduating class of 2023 received the California State Seal of Biliteracy	+0%
1.16	Enrollment in AP Courses (all students)	Total Students = 644	Total Students = 687	Total Students = 775	Total Students = 745	+131 Students
1.17	Enrollment in AP Courses (significant subgroups)	White = 457 = 70% Hispanic = 183 = 28% Socioeconomically Disadvantaged = 163 = 25% Students with Disabilities = 10 = 1.5%	White = 471 = 69% Hispanic = 214 = 31% Socioeconomically Disadvantaged = 214 = 31%	White = 524 = 67% Hispanic = 224 = 29% Socioeconomically Disadvantaged = 219 = 28%	White = 75% Hispanic = 43% Socioeconomically Disadvantaged = 40% Students with Disabilities = 5%	White = - 3% Hispanic = +1% Socioeconomically Disadvantaged = +3% Students with Disabilities = +1.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learner = 16 = 2.5%	Students with Disabilities = 18 = 2.6% English Learner = 27 = 3.9%	Students with Disabilities = 25 = 3.2% English Learner = 26 = 3.4%	English Learner = 17.5%	English Learner = +.9%
1.18	AP Exam Passage (all students)	45%	40%	68.54%	60%	+23.54%
1.19	AP Exam Passage (significant subgroups)	White = 70% Hispanic = 27% Socioeconomically Disadvantaged = 25% Students with Disabilities = 1% English Learner = 3.4%	White = 71% Hispanic = 26% Socioeconomically Disadvantaged = 29% Students with Disabilities = 2% English Learner = 3.9%	White = 71% Hispanic = 26% Socioeconomically Disadvantaged = 48% Students with Disabilities = 5.5% English Learner = 15%	White = 80% Hispanic = 50% Socioeconomically Disadvantaged = 50% Students with Disabilities = 25% English Learner = 50%	White = +1% Hispanic = -1% Socioeconomically Disadvantaged = +23% Students with Disabilities = +4.5% English Learner = +11.6%
1.20	AP Exam Participation Rate (all students)	88%	89%	93%	95%	+4%
1.21	Enrollment in CTE Courses (all students)	64% of all students enrolled in a CTE class 2023-2024	34% of all students enrolled in a CTE class 2023-2024	34% of all students enrolled in a CTE class 2023-2024%	75% of all students enroll in a CTE in 2026 - 2027	- 30% Data calculation error
1.22	Enrollment in CTE Courses (significant subgroups)	White = 71% Hispanic = 28% Socioeconomically Disadvantaged = 28% Students with Disabilities = 11% English Learners = 3.7%	White = 68% Hispanic = 27% Socioeconomically Disadvantaged = 28% Students with Disabilities = 11% English Learners = 1%	White = 70% Hispanic = 26% Socioeconomically Disadvantaged = 27% Students with Disabilities = 12% English Learners = 5%	White = 75% Hispanic = 40% Socioeconomically Disadvantaged = 40% Students with Disabilities = 20% English Learners = 20%	White = -1% Hispanic = -2% Socioeconomically Disadvantaged = -1% change Students with Disabilities = +1% change English Learners = +1.3%
1.23	CTE Pathway Completion	123 Pathways completed for 2022 – 2023 school year.	190 Pathways completed for 2023 – 2024 school year	212 Pathways completed for 2024 – 2025 school year	195 Pathways completed for 2026 - 2027	+ 89 Pathways

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.24	English Learner Progress (ELPAC)	46.8% of EL students are making progress towards English proficiency	38.7% of EL students are making progress towards English proficiency	43% of EL students are making progress towards English proficiency	65% of EL students are making progress towards English proficiency	-3.8%
1.25	English Learner Reclassification Rate	13.6% of EL students were reclassified in the 22 – 23 school year	9.8% of EL students were reclassified in the 23 – 24 school year	12.5% of EL students were reclassified in the 24 – 25 school year	28.6% of EL students were reclassified in the 22 – 23 school year	-1.1%
1.26	iReady ELA Elementary	Overall 55% of students are on to above grade level (Diagnostic 3 Elementary)	Overall 57% of students are on to above grade level (Diagnostic 3 Elementary)	Overall 57% of students are on to above grade level (Diagnostic 3 Elementary)	70% of students are on to above grade level	0%
1.27	iReady Math Elementary	Overall 48% of students are on to above grade level (Diagnostic 3 Elementary)	Overall 49% of students are on to above grade level (Diagnostic 3 Elementary)	Overall 46% of students are on to above grade level (Diagnostic 3 Elementary)	63% of students are on to above grade level	-3%
1.28	Teachers Missing Appropriately Credential	Teachers out of field 2.8%	Teacher out of field 8.8%	Teacher out of field 5.8%	.5% teachers out of field	- 3%
1.29	Access to Standard-aligned materials	100% of students have access to standard-aligned materials	100% of students have access to standard-aligned materials	100% of students have access to standard-aligned materials	100% of students have access to standard-aligned materials	100% of students have access to standard-aligned materials

Goal Analysis [2025-26]

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

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

IMPLEMENTATION SUCCESSES

Action 1.1 – Highly Qualified Staff

Fully Implemented
Most positions have multiple qualified applicants for each position
DLI and SPED staff has shifted our compliance

Action 1.3 – Broad Course Access & Alignment

Fully Implemented
All Elementary schools have full music and science programs. All students have access to DLI, GATE, STEM, AP, CTE, VAPA, Health, and college courses.

Action 1.4 – Dual Language Immersion (DLI)

Fully Implemented to Grade 5
We offer DLI in TK - 5th grade by lottery for all elementary students. The program is growing and will expand into the 6th grade next school year.

Action 1.5 – Academic Support Courses

Fully Implemented
AVID courses are offered at most schools, EOS allows for access to higher levels of enrollment in advance classes for disadvantaged students
Newcomer and ELD classes are offered at secondary sites

Action 1.6 – Career Technical Education (CTE)

Fully Implemented
We offer pathways in Agriculture, Arts, Media/Entertainment, Construction, Engineering, Health Science, Medical, Communication, and added Education this school year.

Action 1.7 – Instructional Technology

Fully Implemented
Students are at a 1:1 ratio.
Classes have access and support to multiple online platforms to enhance and support learners.

Action 1.11 – Foster/Homeless Support

Fully Implemented

Foster/Homeless students are actively identified and supported
We continue to identify more students and provide resources to this subgroup

Action 1.12 – Additional Counseling Support

Fully Implemented
Additional counselors are provided through the LCAP, CSI, and Community schools funding to support students

Action 1.14 – Early Childhood Literacy

Fully Implemented
All school sits have added UFLI to support early literacy

IMPLEMENTATION CHALLENGES

Action 1.2 – PLC & GVC

Partially Implemented

Elementary is more successful in working in their PLC's and answering the 4 questions, secondary sites tend to struggle more.
Teacher resistance to limiting standards and using best instructional strategies is not always present.
Secondary schedules can make PLC's difficult (numerous preps and short amounts of time).
Misalignment between classroom practices and state standards impacts subgroup performance.

Action 1.8 – Assessment and Data Use

Partially Implemented

Elementary sites use iReady and ESGI consistently, they have completed the first year of RDRS (Amplify mCLASS with positive feedback), secondary is moving to common assessments and interim assessments.
Math uses ALEKS; ELA transitioning to Performance Matters (Pushback exists around assessment creation and data use; union concerns noted on the workload).
Site admin reports data is being collected, but often dismissed or blamed placed outside our sphere of influence.

Action 1.9 – Academic Interventions

Partially Implemented

Results vary by site; success depends on staffing and effective use of aides.
Sites report needing better training and staffing to improve impact.
The same students need support in multiple areas, so time/access can be a barrier.

Action 1.10 – English Learners (EL)

Partially Implemented

EL and LTEL performance is declining or flat year over year.
Training isn't consistently applied; shadowing shows low engagement.
FPM revealed a lack of consistent integrated and designated ELD - This will be a primary focus moving forward.

Action 1.13 – Supplemental Site Funds

Partially Implemented

5 out of 14 school sites have high balances that will not be spent.
Evaluation of spending to best support learners and close the achievement gap.
Adding a third goal to the SPSA to focus specifically on EL's and/or SWD's to increase subgroup student achievement.

MODIFIED IMPLEMENTATION

Effecting Action 1.2, Action 1.4, Action 1.8, Action 1.9
Educational Services Specialists (We had three last school year). Because of budget pressure their positions were no longer guaranteed moving forward. Each staff member took a job outside of the district.
We added an employee to help is these areas (particularly EL supports) to help cover the work that was being completed. This is a short term position as we redesign what our Ed. Services department looks like.

NON-IMPLEMENTED ACTIONS

None at this time.

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.

EXPENDITURE DIFFERENCES

Action 1.1 – Highly Qualified Staff
Reduction in staffing to reduce cost (Ed. Services Specialists were not filled after they left over the summer)

Action 1.2 - PLC & GVC Implementation
Calculation error on the adopted budget over what was to be spent this fiscal year. Adopted budget over estimated costs. (Ed. Services Specialists were not filled after they left over the summer)

Action 1.3 – Broad Course Access & Alignment
Increase in spending Prop 28 dollars - Services and staff increased from prior budget spending

Action 1.4 – Dual Language Immersion (DLI)
Calculation error on the adopted budget over what was to be spent this fiscal year. Adopted budget over estimated costs. However, the hiring of newer (less experienced) teachers has reduced overall program costs in the short term.

Action 1.5 – Academic Support Courses
Calculation error on the adopted budget over what was to be spent this fiscal year. Adopted budget over estimated costs.

Action 1.6 – Career Technical Education (CTE)
Calculation error on the adopted budget over what was to be spent this fiscal year. Adopted budget over estimated costs.

Action 1.8 – Assessment Tools
Total allocations included % of carryover in the LCAP. We did not spend the carryover amounts and this is the % difference.

Action 1.9 - Academic Interventions
Increases to classroom supports and cost increases around academic support programs for students and sites

Action 1.10 – English Learners (EL)
Total allocations included % of carryover in the LCAP. We did not spend the carryover amounts and this is the % difference.

Action 1.11 – Homeless/Foster Youth Support
Change in transportation supports from Medicab to district drivers to reduce overall costs

Action 1.13 - Site Funding
Some sites have elected to carry funding over (reduced spending for this school year) to next school year to offset the loss of aids next school year. This will allow for one more year of aide support that will be reduced out of the overall LCAP budget.

PERCENTAGE OF IMPROVED SERVICES DIFFERENCES

Adjustments in staffing and service expansion (e.g., TOSA for DLI, full-time Homeless/Foster Coordinator) have increased the percentage of improved services, particularly for targeted student groups.

The increased costs reflect a more intensive level of service, aimed at better outcomes for English Learners, Foster Youth, and low-income students.

These shifts support the district's broader goal of equity and improved academic and social-emotional outcomes for high-need populations.

Mini Grants were offered to spend down carryover from sites. Sites had to apply and get approval from the LCAP committee to offer additional services to there site.

BUDGET CONSIDERATIONS AND ADJUSTMENTS

2024–25 spending is aligned with the current approved plan.

Due to ongoing budget pressures and union negotiations, adjustments are being considered for 2025–26:

Eliminating first-grade aides funded through LCAP.

Increased costs for Wellness Centers as PCOE grants expire.

Summer programs will shift to ELOP funding.

Illuminate will be fully replaced by Performance Matters/PowerSchool.

Reduction in college and career technician positions.

Funding to support the HUB (Support Staff). Braided funding to support the Community Schools Grant Program. A portion of the office clerk will come from LCAP to support the HUB

We hope to increase the data around the actions to get a better picture of the LCAP meeting student needs. We rely heavily on the SBAC, but would like more granular data to look closer at our needs.

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

Goal 1: All students will graduate college and career ready
Overall Determination: Partially Effective
Analysis of implementation and outcome data across actions indicates progress in key areas, particularly in early literacy, assessment development, and select programs such as DLI and AVID. However, inconsistent implementation of core systems such as PLCs,

instructional strategies, and interventions, along with persistent subgroup performance gaps, limit overall effectiveness. Continued focus on coherence, data use, and targeted supports is needed to accelerate student outcomes.

Action 1.2 – Guaranteed Viable Curriculum (GVC) & PLC Implementation
Determination: Partially Effective
Progress has been made in aligning essential standards and strengthening instructional practices through PLCs and MTSS. Early literacy implementation, including UFLI, is showing strong gains in TK–2, and i-Ready data reflects improvement, particularly in lower elementary grades. Additional tools such as RDRS are enhancing the ability to target reading needs. Overall data is increasing, but SWD's, EL's and LTEL's are not increasing like other subgroups.
However, implementation of PLC practices remains inconsistent. While common assessments are being developed, they are not yet systematically used across all sites. Staff resistance and lack of clarity around expectations have slowed progress. Continued support is needed to ensure consistent PLC implementation, use of common assessments, and alignment of instruction to agreed-upon standards.

Action 1.4 – Dual Language Immersion (DLI)
Determination: Effective
The DLI program demonstrates strong implementation and positive student outcomes. Enrollment remains high, with full kindergarten classes and a waitlist at the TK/K level, indicating strong demand and access.
Student performance data shows that DLI students perform at or above their English-only peers in mathematics across grade levels. In English Language Arts, 4th grade students outperform peers, while 3rd grade results are lower and will continue to be monitored as cohorts progress. Spanish language proficiency outcomes are a notable strength, with students outperforming those in many established neighboring programs.
Overall, early cohort data indicates the program is effectively supporting bilingualism, biliteracy, and academic achievement, with continued longitudinal tracking needed to confirm long-term impact.

Action 1.5 – Academic Support Classes (AVID, EOS, Newcomer Classes)
Determination: Partially Effective
Programs such as Advancement Via Individual Determination (AVID)are demonstrating positive academic benefits for participating students 67/70 students A-G ready, 377 students enrolled in AVID secondary, 80% of students had immediate college enrollment, 87.18% of students are still in college two years after graduation. However, recruitment challenges persist, particularly in enrolling targeted student groups. Sites are actively working to improve outreach and ensure that enrollment better reflects intended populations.
Continued refinement of recruitment strategies and alignment of program access with student need will be critical to improving overall effectiveness.

Action 1.8 – Assessing & Monitoring Student Progress
Determination: Partially Effective
Significant progress has been made in developing common assessments within PLCs, and the district is nearing full implementation. There is an increasing amount of available data, providing opportunities for deeper analysis and instructional planning.
However, consistent use of data to inform instruction is not yet fully established. Additional clarity, collaboration, and structures are needed to ensure data is actively used to guide decision-making. Efforts to incorporate interim assessments and respond to Board expectations for data reporting are ongoing.

Action 1.9 – Academic Interventions
Determination: Partially Effective
Teachers report that classroom-level interventions are effective and support student learning. Districtwide CAASPP results show overall growth, indicating positive impact.
However, subgroup performance has not improved at the same rate. Students with disabilities showed declines, and English learner growth remains limited. Greater alignment and refinement of intervention systems are needed to ensure effectiveness for all student groups.

Action 1.10 – English Learner (EL) Support
Determination: Ineffective
While EL progress indicators have improved year over year, overall achievement levels remain low. Walkthrough data and findings from the Federal Program Monitoring (FPM) review indicate inconsistent implementation of integrated and designated ELD strategies across classrooms.
This lack of consistent instructional practice limits the effectiveness of EL supports. Strengthening implementation of research-based ELD strategies and ensuring consistency across sites is a priority moving forward.

Action 1.11 – Homeless and Foster Youth Support
Determination: Partially Effective
The district has increased identification of students and expanded supports for homeless and foster youth. Outcome data shows mixed results. English Language Arts scores improved significantly for both foster and homeless students, and math performance increased for homeless students.
However, math scores declined for foster youth, and attendance trends are inconsistent, with declines for foster youth and slight improvement for homeless students. Continued focus on targeted supports and monitoring is needed to improve consistency of outcomes.

Action 1.13 – Site Funding
Determination: Partially Effective
Sites have engaged in data analysis to identify student needs and inform spending decisions. However, not all allocated funds are being fully utilized, and alignment between expenditures and targeted outcomes varies by site.
Improved planning, clearer alignment of resources to identified needs, and stronger monitoring of expenditures are needed to maximize impact on student outcomes.

Subgroup Performance and Challenges

Overall student growth shows modest improvement, with a 7.1-point increase in ELA and a 4.2-point increase in Math. Most student groups demonstrated year-over-year gains; however, several high-need subgroups declined, indicating persistent and, in some cases, widening achievement gaps.

In ELA, while all identified subgroups demonstrated positive growth, significant distance from standard remains:

Socioeconomically Disadvantaged: 26.8 points below standard

English Learners: 49.5 points below standard
African American: 12.3 points below standard
Homeless: 51.7 points below standard
Foster Youth: 68.4 points below standard

In Math, overall growth was more limited and several subgroups experienced declines:

Foster Youth: -14 points (108.3 points below standard)
Long-Term English Learners (LTELs): -6.9 points (151 points below standard)
Students with Disabilities (SWDs): -6.7 points (105.5 points below standard)
Socioeconomically Disadvantaged: -1.9 points (56.1 points below standard)

Additional subgroups showed growth but remain significantly below standard:

Hispanic: 49.1 points below standard
English Learners: 71.4 points below standard
African American: 78 points below standard
Homeless: 80.5 points below standard

Notably, LTELs (-3.2 points, 102.6 below standard in ELA) and SWDs (-0.4 points, 80.7 below standard in ELA) also declined, reinforcing the need for improved first instruction strategies.

Several systemic challenges are contributing to inconsistent outcomes:

Inconsistent implementation of core instructional strategies, including Best First Instruction and integrated/designated supports for English Learners
Fragmented PLC (Professional Learning Community) and GVC (Guaranteed and Viable Curriculum) processes
Lack of coherence and alignment across sites and teams, leading to variability in instructional rigor and expectations

Key Insight

Student performance trends indicate a plateau in achievement, particularly in Mathematics and among high-need student groups. Moving forward will require:

Increased instructional rigor
Data informed instruction, with data sets being shared to the school board on a regular basis
Stronger collaboration and collective efficacy within PLCs
Consistent use of evidence-based instructional strategies
Next Steps and Strategic Response

Leverage data to monitor ongoing student growth, with the expectation that gains will translate to improved outcomes on the California School Dashboard
Continue partnership with PCOE to implement SBAC Interim Assessments, enabling more frequent progress monitoring and instructional adjustment
Shift from a reactive model (post-SBAC analysis) to a proactive, data-informed instructional cycle, grounded in real-time evidence of student learning

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.

OVERALL ANALYSIS AND FUTURE OUTLOOK

WPUSD is continuing with the same goals and plans for 2026 - 2027.

Action Increases
WPUSD is bringing back a literacy TOSA and Literacy ISP's for school sites (not just a first grad aide), and a new position of Secondary Language Coordinator.(Action 1.2, Action 1.4, Action 1.9, Action 1.14)
WPUSD is adding Classtime for EL students. This is an online platform to support students and give teachers an insite into where exactly students are struggling in ELD.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Qualified Administrators, Teachers, and Instructional Support Staff	WPUSD has processes and procedures in place to ensure we hire and retain highly qualified administrators, teachers, and other instructional staff. We monitor staffing assignments yearly, guaranteeing appropriate staff placement and reducing misalignments and unanticipated vacancies. We aim to post open positions early in the spring, so our pools of job candidates are as deep as possible. We are also fortunate to be a destination district; in most cases, we attract dozens of applicants per position. This often results in the highest quality candidates joining our district from the outset. As it pertains to instructional support staff, and sometimes teachers, retention is a concern. We work closely with our	$53,785,154.00	No

Action #	Title	Description	Total Funds	Contributing
		associations to refine our practices to not only attract, but also retain quality staff.		
1.2	Staff Effectiveness in Supporting Students Academic Success	In order for WPUSD staff to be effective in supporting students' academic success, they need to have a strong understanding of learning outcomes, utilize effective instructional strategies, and work collaboratively to calibrate and articulate with their peers. These elements of students' academic success are best addressed by focusing on Professional Learning Communities (PLCs), professional development, and college and career support. Staff effectiveness is supported through professional development training (solution tree, PBIS, ALEKS, AVID, literacy, UFLI), tiered interventions, MTSS supports, curriculum support, and college/career coordinators	$1,598,793.00	Yes
1.3	Access to a Broad Course of Study & Standards Aligned Instructional Materials	Students need opportunities to explore a variety of subjects so they can discover their passions and interests. In addition, research indicates students' brain development and academic achievement are enhanced when learning extends beyond English and Math. Students who pursue a broad course of study strengthen their critical thinking skills, language acquisition skills, memory, and creativity. Electives courses also improve students' overall health and well-being, positively impacting attendance and their connections with school. To that end, WPUSD is committed to offering a broad range of course offerings for all students. All students have access to standards-aligned instructional materials where applicable. Teachers utilize those standards-aligned instructional materials, along with other curricular resources, to align their instruction with the California State Frameworks. All elementary schools have full music and science programs, staffed with fully credentialed, subject-specific teachers. We also offer courses/programs in the following areas: Visual and Performing Arts (VAPA), World Languages, Bilingual Immersion, Science Technology Engineering and Math (STEM), Advanced Placement (AP), Dual Enrollment in partnership with Sierra College, Career Technical Education (CTE), Health, and Physical Education.	$5,589,239.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Dual Language Immersion Program	Our district's dual language Immersion Program (DLI) (Spanish/English) is a 90/10 DLI model. Starting in kinder, students are taught 90% in Spanish and 10% in English. First grade is 80% Spanish and 20% English. Second grade is 70% Spanish and 30% English. Third grade is 60% in Spanish and 40% in English. Fourth and beyond is 50% Spanish and 50% English. The 50/50 ration will continue through 8th grade. High school students will have access to Advance Placement coursework leading to the attainment of the State Seal of Biliteracy. This program is in high demand in our community, and students are selected via lottery. That said, we ensure that at least one-third of the students selected for the program are English learner students whose primary language is Spanish. Native Spanish speakers are prioritized in the lottery by being selected first to fill one-third of the available slots.	$2,019,216.00	Yes
1.5	Academic Support Courses	AVID (Advancement Via Individual Determination) is a K-12 college readiness system designed to increase enrollment and success in higher education and in life beyond high school. AVID accelerates the academic performance of our student groups who tend to struggle more (i.e. - socioeconomically disadvantaged students, English learners), which is helping us close our district's achievement gap. EOS (Equal Opportunity Schools) is an organization, working in partnership with our district, helping our high schools increase their equitable enrollment in Advanced Placement (AP) classes. We began working with EOS in the 2019-2020 school year; even with the impacts of the COVID-19 pandemic, we saw an immediate increase in the percentage of socioeconomically disadvantaged students, Hispanic students, and English Learners who accessed AP coursework. We plan to continue this partnership going forward. Newcomer English Language Development (ELD) classes provide intensive instruction for English learners who are new to the country, with a focus on grammar, vocabulary, and English literacy skills. These programs	$1,070,722.00	Yes

Action #	Title	Description	Total Funds	Contributing
		are designed to help newcomers develop linguistic survival skills and adapt to the new culture.		
1.6	Career Technical Education (CTE)	Career Technical Education (CTE) continues to be an area of focus for WPUSD. We have at least one (but more in most) CTE pathway in six of the fifteen industry sectors (Agriculture and Natural Resources; Arts, Media and Entertainment; Building and Construction Trades; Engineering and Architecture; Health Science and Medical Technology; and Information and Communication Technologies) that are in high demand with our high school students. Our CTE programs are aligned to the eleven elements of high quality CTE programs and we conduct annual self assessments to measure our programs; effectiveness. We use the data from these self assessments to focus our attention on areas that indicate a need for improvement.	$2,406,573.00	No
1.7	Instructional Technology	Technology is an increasingly integral part of a student's educational experience, and it is vital for us to keep pace with new and emerging technologies going forward. To that end, we have an Ed Tech Team who manage the many facets of educational technology and supports our teachers as they embed technology tools in their instruction. We offer school site tech trainers to support technology at the site level. We have also increased our Technology Department's staff to ensure more timely support, when needed. We ensure that all teachers are supplied with up-to-date equipment, including but not limited to: desktop computers, document cameras, web cameras, Chromebooks, speakers, and microphones. Additionally, a variety of online learning tools are also purchased yearly (i.e. - NearPod, Screencastify, Pebble Go, EdPuzzle, Kami, ParentSquare, Perfromance Matters, Schoology) to enhance teacher instruction and to simplify communications with students/parents. Additionally, professional development is regularly provided, both in the summer and during the school year, for teachers to gain familiarity with new and emerging technologies.	$3,078,880.00	No

Action #	Title	Description	Total Funds	Contributing
		We remain committed to maintaining our present 1:1 student-to-Chromebook ratio. We continually plan for infrastructure upgrades (i.e. – network, wireless connectivity devices, servers) support our both our 1:1 initiative and our teachers' educational technology usage.		
1.8	Assessing & Monitoring Student Progress	Successfully assessing and monitoring student progress hinges on the development and implementation of systems that support ongoing data collection and data analysis. Routine and intentional work with data helps teachers evaluate their students' standards mastery and skill development. It also helps teachers and administrators prescribe targeted interventions for students not making adequate progress toward specified learning targets. WPUSD staff utilize a variety of online tools to administer and collect student achievement data. WPUSD teachers administer two to four i-Ready diagnostic assessments in ELA and mathematics throughout the year. In addition we are using ALEKS for middle school math data collection. As part of our long term plan we are adding Performance Matters this year as a district assessment tool, additional products will be added to better monitor behaviors and attendance. Actions teams/PLC's will be able to develop common assessments that will be administered to all students. This system will allow us to see how core instruction supports all learners across the district, track specific subgroups to see success and supports needed, and have real time data to adjust to better prepare students to meet the rigor of state standards. The combination of our new data platforms will allow us to better monitor and provide interventions to students who struggle. Moving forward, we plan to build a more robust awareness and understanding of the California curriculum frameworks in an effort to redesign and align common formative/summative assessments to support students in meeting rigorous learning expectations necessary for college and career readiness. These common assessments, in turn, will help us better identify areas of academic growth for our students, particularly our students who struggle on academic assessments (socioeconomically disadvantaged, students with disabilities, English learners, and homeless/foster students .	$1,315,324.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Academic Interventions	One of the main tenets of our district's PLC work is answering the question, "What will we do if they (students) don't learn it (the academic content)?" With that in mind, developing and implementing a district-wide tiered system of support for our struggling students is a critical priority over the next three years. In parallel all sites are using/developing MTSS to provide tiered academic and behavior supports for learners. Both systems use interventions to support our struggling learners, our unduplicated students tend to struggle more than other subgroups. In order to create interventions we need support staff to meet the needs of all learners. This includes instructional service providers (ISPs), instructional aides, paraprofessionals, high school students, college tutors, reduced class sizes, and volunteers to support learners across the district.	$3,028,266.00	Yes
1.10	English Learner Support	Our main goal with our English learners is to ensure every English learner reclassifies as fluent English proficient within five to seven years. As our reclassified students perform academically on par with (or better than in many cases) our English-only students, we view reclassification as a key to our English Learners' long-term academic success. These funds support ELD classes including newcomers and LTELS, professional development in supporting EL learners, supplies for classrooms, and curriculum to support students access of language/academics.	$840,844.00	Yes
1.11	Homeless/Foster Youth Support	Homeless and foster youth are one of the most vulnerable population of students in Western Placer Unified School District. Our goal is to provide the supports and stability for this group of students so they can thrive in Western Placer. This support includes academic, behavioral, attendance, transportation, and school supplies. In addition, we have partnerships to provide clothing, food, gas, shoes, and basic needs to support students access to school.	$100,302.00	Yes
1.12	Additional Academic Counseling Support	Counselors provide much needed support to students, especially our at-risk ones, as they high school, such as juggling multiple teachers/periods and learning how grades/GPAs work, all during a time of major social-	$95,619.00	No

Action #	Title	Description	Total Funds	Contributing
		emotional change. Although we'd like to see them even lower, having our counselor-to-student ratio with the added staffing allows the additional time need to better serve our unduplicated pupils. Our decision to utilize Comprehensive Support and Improvement (CSI) funds to add a full-time, temporary counselor at Phoenix High School, our continuation high school, was based on its low graduation rate and the challenges students have once they are behind on credits.		
1.13	LCFF Supplemental Allocation to School Sites for Site-Based Contributing Services	California's passage of the Local Control Funding Formula (LCFF) in 2013 indicated its understanding that socioeconomically disadvantaged students, English Learners, foster youth, students experiencing homelessness, and students with disabilities need more resources allocated to them in order to level the educational playing field. This decision to provide more funds to the most at-risk student populations is based on multiple educational funding research studies; this research indicates that increased district and school budgets consistently result in better outcomes for students (i.e. - higher test scores, higher graduation rates). Unduplicated pupil populations, like socioeconomically disadvantaged students and English Learners, see even greater academic gains with increased funding. Therefore, it is imperative that we also utilize a similar weighted student funding formula and allocate additional supplemental funding to our individual school sites to provide enhanced supports for teachers, support staff, and students (above and beyond our district supports) that are aligned with Goal 1. Our school sites must be able to customize their supports for students, taking into account their unique needs and the composition of their unduplicated pupil populations. The support formula is funding based on their unduplicated student count. For 24-25, they receive $139.23 for every 23-24 unduplicated student. They also receive funding for every student based on their projected enrollment. For 24-25, the TK-5 allocation was $62.55 per student, and the 6-12 allocation was $31.27 per student. The total of these two numbers is their annual allocation.	$558,399.00	Yes
1.14	Early Childhood Literacy	Creating a solid education foundation for all students is critical for students to become college and career ready. An increase focus on early childhood	$131,023.00	No

Action #	Title	Description	Total Funds	Contributing
		education that includes a better tracking of student outcomes, increased communication with parents, and early intervention will lead higher learning outcomes for all students. These funds supports early literacy curriculum/training and ISP's that create small group intervention after the regular school day to support literacy.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students and their families will be actively engaged in learning and their school communities.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Engagement can be seen as the glue that holds together all aspects of learning and growth. Students and family engagement is directly related to students success and safety on a campus. Through increased engagement students will show improved attendance and improve academically. This will lead to lower levels of discipline which should lead to decreased suspension and expulsion rates on campus. Ultimately, this will lead to an increased graduation rate and more students college and career ready.

The analysis of our California State Dashboard and District Surveys indicates the need to continue to work in this arena.

1. Local climate survey data indicate that 31% of middle schoolers and 41% of high schoolers report positive engagement.
2. Local climate survey data indicate that 20% of middle schooler and 22% of high schooler report a positive culture.

A lack of engagement and positive culture can lead to an increased number of student absences and behavioral issues. This can lead to a decrease in the amount of learning and therefore negatively impact graduation rates/students being prepared for college and career. By increasing the engagement of students and parents with sites we can produce better outcomes for all learners, while supporting a culture that engages students, parents, and staff.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rate Overall	ADA Rate 2022 – 2023 = 93.5%	ADA Rate 2023 – 2024 = 93.9%	ADA Rate 2024 - 2025 = 93.6%	ADA = 95.5%	+ .1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Chronic Absenteeism Rate (all students)	Total students chronic absenteeism rate for 2022 – 2023 school year was 18.8%	Total students chronic absenteeism rate for 2023 – 2024 school year was 15%	Total students chronic absenteeism rate for 2024 – 2025 school year is 13%	Total students chronic absenteeism target rate 9%	-5.8%
2.3	Chronic Absenteeism Rate (significant subgroups)	White = 16.1% Hispanic = 22.3% Socioeconomically Disadvantaged = 26.4% Students with Disabilities = 27.1% English Learners = 21.7% African American = 24.4% Homeless = 33.3% Asian = 19.8% Two or More Races = 19.8% Filipino = 17.3% Foster Youth = 20.9%	White = 13.6% Hispanic = 16.7% Socioeconomically Disadvantaged = 23% Students with Disabilities = 22.7% English Learners = 14% African American = 26.5% Homeless = 27.1% Asian = 14% Two or More Races = 15.4% Filipino = 7.9% Foster Youth = 17.1%	White = 11.2% Hispanic = 15.4% Socioeconomically Disadvantaged = 20.9% Students with Disabilities = 19% English Learners = 13% African American = 21.3% Homeless = 25.3% Asian = 10.4% Two or More Races = 14.3% Filipino = 6.1% Foster Youth = 35.5%	White = 10% Hispanic = 16% Socioeconomically Disadvantaged = 20% Students with Disabilities = 21% English Learners = 16% African American = 18% Homeless = 27% Asian = 14% Two or More Races = 14% Filipino = 11% Foster Youth = 15%	White = - 4.9% Hispanic = - 6.9% Socioeconomically Disadvantaged = -5.5% Students with Disabilities = -4.5% English Learners = -8.7% African American = -3.1% Homeless = -6.3% Asian = -9.4% Two or More Races = -5.5% Filipino = -11.2% Foster Youth = -14.6%
2.4	Suspension Rate (all students)	Total students suspended for at least one day was 2.8% for 2022 – 2023 school year	Total students suspended for at least one day as of 1/16/2025 = 1.19%	Total students suspended for at least one day was 2.3% for 2024 – 2025 school year	Total students suspended for at least on day = 1.4%	-.5%
2.5	Suspension Rate (significant subgroups)	White = 2.9% Hispanic = 2.9% Socioeconomically Disadvantaged = 4.3% Students with Disabilities = 5.6%	White = 1 % Hispanic = 2.4% Socioeconomically Disadvantaged = 1.8% Students with Disabilities = 2.2%	White = 1.6 % Hispanic = 3.5% Socioeconomically Disadvantaged = 4% Students with Disabilities = 4.1%	White = 1.5% Hispanic = 1.5% Socioeconomically Disadvantaged = 4.3% Students with Disabilities = 2.8%	White = -1.3 % Hispanic = +.6% Socioeconomically Disadvantaged = -.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners = 2.1% African American = 6.4% Homeless = 3.5% Asian = .3% Two or More Races = 2.5% Filipino = 3.6% Foster Youth = 1.9% American Indian = 2.7% Pacific Islander = 0%	English Learners = 1.6% African American = 3.1% Homeless = 2.1% Asian = 0% Two or More Races = .9% Filipino = 0% Foster Youth = 1% American Indian = .8% Pacific Islander = 0%	English Learners = 3.2% African American = 7% Homeless = 5.5% Asian = 0.5% Two or More Races = 2.2% Filipino = 0% Foster Youth = 15.8% American Indian = 8.8% Pacific Islander = 0%	English Learners = 1% African American = 3.2% Homeless = 1.75% Asian = .15% Two or More Races = 1.25% Filipino = 1.8% Foster Youth = .9% American Indian = 1.35% Pacific Islander = 0%	Students with Disabilities = -1.5% English Learners = +1.1% African American = +.6% Homeless = +2% Asian = +.2% Two or More Races = -.3% Filipino = -3.6% Foster Youth = +13.9% American Indian = +6.1% Pacific Islander = 0%
2.6	Expulsion Rate (all students)	Total students expelled in 2022 – 2023 school year = 14	Total students expelled in 2023 – 2024 school year = 4	Total students expelled in 2024 – 2025 school year = 6	Total students expelled = 5	-9 students total
2.7	Graduation Rate (all students)	81.7% of all students graduated	86.8% of all students graduated	89.8% of all students graduated	90% graduation rate	+8.1% of all students graduated
2.8	Graduation Rate (significant subgroups)	White 83.5% Hispanic 78.1% Socioeconomically Disadvantaged 74.4% Students with Disabilities 73.2% English Learners 74.4% Homeless = 56.5%	White 90.5% Hispanic 78.3% Socioeconomically Disadvantaged 79.8% Students with Disabilities 76.6% English Learners 64.1% Homeless = 57.1%	White 92.7% Hispanic 87.7% Socioeconomically Disadvantaged 82.7% Students with Disabilities 81% English Learners 79.2% Homeless = 55.6%	White 94% Hispanic 90% Socioeconomically Disadvantaged 87% Students with Disabilities 85% English Learners 87% Homeless = 80%	White +7% Hispanic +.2% Socioeconomically Disadvantaged +5.4% Students with Disabilities +3.4% English Learners -10.3% Homeless = +.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	Phoenix High School's (PHS) Graduation Rate	28% of Students graduated White 36.1% Socioeconomically Disadvantaged 22.2%	42% of Students graduated White 50% Socioeconomically Disadvantaged 39.1% Hispanic 36.7%	46.9% of Students graduated White 44% Socioeconomically Disadvantaged 40.7% Hispanic 57.1%	70% White = 75% Socioeconomically Disadvantaged = 65%	+14% of Students graduated White +13.9% Socioeconomically Disadvantaged +16.9% Hispanic +14.5%
2.10	Dropout Rate	0.3% Dropout for the class of 2023	0.2% Dropout for the class of 2024	0.27% Dropout for the class of 2025	0.15% Dropout rate	.03% Decrease
2.11	Youth Truth Student Survey Completion Rate	Elementary - 45.8% Middle - 81.5% High School (Includes ATLAS) - 56.8%	Elementary - 97% Middle - 89% High School (Includes ATLAS) - 79%	Elementary - 91.5% Middle - 90.5% High School (Includes ATLAS) - 83%	Elementary - 85% Middle - 85% High School (Includes ATLAS) - 85%	Elementary = +45.7% Middle - 89% = +9% High School (Includes ATLAS) =+26.2%%
2.12	Youth Truth Staff Survey Completion Rate	Elementary - 43.5% Middle - 51% High School (Includes ATLAS) - 49%	Elementary - 43.5% Middle - 67% High School (Includes ATLAS) - 99%	Elementary - 83.5% Middle - 86.5% High School (Includes ATLAS) - 99%	Elementary - 80% Middle - 80% High School (Includes ATLAS) - 80%	Elementary =+36.5% Middle =+31% High School (Includes ATLAS) =+50%
2.13	Youth Truth Family Survey Completion Rate	Elementary - 17.5% Middle - 10.5% High School (Includes ATLAS) - 11.2%	Elementary - 66% Middle - 26% High School (Includes ATLAS) - 12%	Elementary - 37% Middle - 14% High School (Includes ATLAS) - 13.25%	Elementary - 50% Middle - 50% High School (Includes ATLAS) - 50%	Elementary =+48.5% Middle =+3.5% High School (Includes ATLAS) =+2.05%
2.14	Chronic Absenteeism (significant subgroups)	White = 16.1% Hispanic = 22.3% Socioeconomically Disadvantaged = 26.4% Students with Disabilities = 27.1% English Learner = 21.7%	White = 13.6% Hispanic = 16.7% Socioeconomically Disadvantaged = 23% Students with Disabilities = 22.7%	White = 11.2% Hispanic = 15.4% Socioeconomically Disadvantaged = 20.9% Students with Disabilities = 19%	White = 8% Hispanic = 11% Socioeconomically Disadvantaged = 13% Students with Disabilities = 13.5%	White = - 4.9% Hispanic = - 6.9% Socioeconomically Disadvantaged = - 5.5% Students with Disabilities = - 4.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American = 24.4% Homeless = 33.3% Asian = 19.8% Two or More Races = 19.8% Filipino = 17.3% Foster = 20.9%	English Learner = 14% African American = 26.5% Homeless = 27.1% Asian = 14% Two or More Races = 15.4% Filipino = 7.9% Foster = 17.1%	English Learners = 13% African American = 21.3% Homeless = 25.3% Asian = 10.4% Two or More Races = 14.3% Filipino = 6.1% Foster Youth = 35.5%	English Learner = 11.5% African American = 12% Homeless = 17% Asian = 10% Two or More Races = 10% Filipino = 8.5% Foster = 10.5%	English Learners = -8.7% African American = -3.1% Homeless = -6.3% Asian = -9.4% Two or More Races = -5.5% Filipino = -11.2% Foster Youth = -14.6%
2.15	California Healthy Kids Survey - Parent Completion	Our spring 2024 CHKS survey had 877 parent responses, an increase of 442 responses from 2022. The responses account for 11% of our families. The results are 53% from elementary, 22% middle school, and 25 high school.	Most recent - Two year cycles for CHKS	N/A	50% or more parents respond to the CHKS from each grade span.	N/A
2.16	California Heathy Kids Survey - Parent Involvement	Our spring 2024 CHKS parent survey had 89% of parents mark "agree" or "strongly agree" that their child's school encourages active partnership. 65% of parents marked "agree" or "strongly agree" that their child's school actively seeks input.	Most recent - Two year cycles for CHKS	N/A	90% of parents mark "agree" or "strongly agree" that their child's school encourages active partnership. 90% of parents marked "agree" or "strongly agree" that their child's school actively seeks input.	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.17	Youth Truth Safety "I feel safe during school".	Youth truth student survey results TBMS 58% GEMS 49% TBHS 64% LHS 54% PHS 84% ATLAS 91%	Youth truth student survey results TBMS 61% GEMS 49% TBHS 66% LHS 53% PHS 83% ATLAS 93%	Youth truth student survey results TBMS 63% GEMS 50% TBHS 65% LHS 57% PHS 73% ATLAS 88%	Youth truth student survey results TBMS 73% GEMS 64% TBHS 79% LHS 69% PHS 90% ATLAS 95%	Youth truth student survey results TBMS = +5% GEMS = +1% TBHS = +1% LHS = +4% PHS = -9% ATLAS = -3%
2.18	Youth Truth Engagement "I'm getting a high quality education at this school"	Youth Truth student survey results TBMS 48% GEMS 37% TBHS 51% LHS 37% PHS 67% ATLAS 86%	Youth Truth student survey results TBMS 51% GEMS 39% TBHS 54% LHS 36% PHS 69% ATLAS 76%	Youth Truth student survey results TBMS 52% GEMS 38% TBHS 53% LHS 37% PHS 60% ATLAS 69%	Youth Truth student survey results TBMS 63% GEMS 52% TBHS 66% LHS 52% PHS 82% ATLAS 90%	Youth Truth student survey results TBMS = +4% GEMS = +1% TBHS = +2% LHS = 0% PHS = -7% ATLAS = -17%
2.19	Youth Truth Engagement "I feel engaged with my school" Parent Survey High School	Overall = 46% White = 49% Hispanic = 53% Multiracial = 50% Asian = 60%	Overall = 43% White = 50% Hispanic = 50% Multiracial = N/A Asian = 25%	Overall = 51% White = 54% Hispanic = 59% Multiracial = 67% Asian = 27%	Overall = 70% White = 70% Hispanic = 70% Multiracial = 70% Asian = 70%	Overall = +5% White = +5% Hispanic = +6% Multiracial = +17% Asian = -33%
2.20	Facilities Maintained	86% of Facilities rated overall good or exemplary	87% of Facilities rated overall good or fair	93% of Facilities rated overall good or exemplary	93% of Facilities rated overall good or exemplary	+7%

Goal Analysis [2025-26]

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

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

IMPLEMENTATION SUCCESS

Action 2.1 – Staff Effectiveness in Supporting Physical, Social-Emotional & Cultural Safety
Fully Implemented

WPSUD has expanded the YDN supports across the district
3 Wellness Centers support students who need a safe place to go on campus
All sites have MTSS teams to support behaviors

Action 2.2 – School Safety
Fully Implemented

WPUSD prioritizes school safety through clean, safe campuses, a full custodial and supervision team, and 3 School Resource Officers. Drills and staff training in Behavioral Threat Assessment continue to expand.
WPUSD is currently pursuing the COPS federal grant to expand school safety on campuses (LCAP would contribute to make the grant possible)
Active drills take place on a regular basis

Action 2.3 – Youth and Parent Engagement
Fully Implemented

All sites have Student Senates, with school “Congress:” providing more site-specific input and sharing of information.
Clubs & Enrichment: ELOP-funded clubs, tutoring, and homework support are available at most sites.
Parent Engagement nights have increased along with attendance from parents. (We have greatly expanded the offerings to parents and families)

Action 2.4 – Mental Health Support
Fully Implemented

Counselors are available at all secondary sites. We continue to expand counselor supports across the district
Additional counselors are funded at PHS, FSS, and SES through Community School Grants.
All elementary school sites have psychologists to support mental health
Wellness Centers provide additional supports

Action 2.5 – Homeless and Foster Youth Support
Fully Implemented

Identification and supports for homeless/foster students have increased.
Basic needs and academic supports are funded through LCAP and Community School grants.

The "Hub" provides clothing, shoes, food, and supplies to families in need

Action 2.6 – Transportation
Fully Implemented

WPUSD provides bus passes to low-income students in need of transportation across the district.

Action 2.7 – Site-Based Supplemental Funds
Fully Implemented

LCFF supplemental funds are distributed to schools for site-level programs and supports.

Action 2.8 - Attendance
Fully Implemented

Attendance rates have improved year over year at sites, for subgroups (with minor exceptions), and the district overall.

Action 2.9 - Student Behavior Support
Fully Implemented

WPUSD has implemented and expanded PBIS supports at the majority of our schools.
Secondary admin have been trained in alternative means of correction. These include; restorative practices, BASE education, Moring Meetings, PBIS, parent conferences, and SST.

Action 2.10 – Wellness Centers
Fully Implemented

Three Wellness Centers are now operating district-wide. Student usage is increasing, showing a growing demand and impact.

IMPLEMENTATION CHALLENGES

None

MODIFIED IMPLEMENTATION

Action 2.3
WPUSD increased our parent offering this school year, from our PAC and DELAC meetings parents wanted access to more training and supports.

NON-IMPLEMENTED ACTIONS

N/A — All actions were implemented to some degree.

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.

EXPENDITURE DIFFERENCES

Action 2.1 - Staff Effectiveness in Supporting Physical, Social-Emotional & Cultural Safety
Total allocations included % of carryover in the LCAP. We did not spend the carryover amounts and this is the % difference.

Action 2.3 – Youth and Parent Engagement
Total allocations included % of carryover in the LCAP. We did not spend the carryover amounts and this is the % difference.

Action 2.6 – Transportation
We used internal vans to decrease the cost of transportation

Action 2.7 – Site-Based Supplemental Funds
With the transition to new site administration and increased budget demands, some sites have not spent all of their allocated funds for Action 2.7.
These sites are holding onto the unused funds to support struggling learners and provide additional supports in the coming school year.
As a result, site priorities are shifting, and plans for spending will be adjusted accordingly to better meet the needs of students.

Action 2.8 - Attendance
Total allocations included % of carryover in the LCAP. We did not spend the carryover amounts and this is the % difference.

Action 2.9 – Student Behavior Supports
Total allocations included % of carryover in the LCAP. We did not spend the carryover amounts and this is the % difference.

Budget Adjustments for the Next Year:

Due to increased budget uncertainty, WPUSD is considering potential changes to next year's spending. These include:

Increase in Wellness Center Costs: Costs for Wellness Centers will rise due to the expiration of PCOE grants. Expansion of the Wellness Centers to TBM.

Summer Programs: High School summer programs will be shifted back to LCAP dollars from ELOP.

Lead Elementary Counselor

Elementary Wellness Coach

Increase in spending on student senate (summer camp for some of the Senators)

COPS Grant (If we are awarded the COPS Federal Grant, LCAP will contribute to school safety)

We hope to increase the data around the actions to get a better picture of the LCAP meeting student needs. We rely heavily on the SBAC, but would like more granular data to look closer at our needs. This includes, but is not limited to adding common assessments through Performance Matters, tracking usage rates for Wellness Centers, number of homeless families accessing supports, and a more granular look at subgroups to see actions a supporting their needs.

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

Goal 2: All students and their families will be actively engaged in learning and their school communities.
Overall Determination: Partially effective
Analysis of the district demonstrated improvement across multiple indicators related to student engagement, achievement, and school climate. The district experienced increases in overall attendance, graduation rates, survey participation, and student engagement. Additionally, chronic absenteeism and suspension rates decreased overall, and academic performance data reflected overall improvement in both ELA and Mathematics.

Despite these positive trends, several student groups continue to perform in the Red performance level on the California School Dashboard, indicating that additional targeted supports and interventions are needed. Areas remaining in the Red include:

Chronic Absenteeism – Foster Youth
Graduation Rate – Homeless Youth
Suspension Rate – American Indian Students
Suspension Rate – Foster Youth
Suspension Rate – Long-Term English Learners (LTELs)

While districtwide systems and supports are demonstrating positive impact, these subgroup outcomes indicate the need for continued focus on targeted academic interventions, attendance supports, behavioral interventions, and engagement strategies to improve outcomes for historically underserved student groups.

Action 2.1 – Staff Effectiveness in Supporting Physical, Social-Emotional, and Cultural Safety
Determination: Partially Effective

While targeted supports have contributed to incremental improvements, overall effectiveness remains mixed. YouthTruth data states on 42% of High School students indicate they have a safe person to talk to indicating a below-desired levels of student-reported safety and connectedness, with disproportionately lower perceptions among key student subgroups. This suggests that current strategies are not yet consistently reaching or impacting all students, particularly those who may feel marginalized or outside of traditional engagement structures.

The district has implemented multiple supports—including MTSS and PBIS frameworks, expanded access to Wellness Centers, and increased availability of counselors and psychologists—which provide a foundational system for addressing student needs. Additionally, structures such as Student Senate offer opportunities for student voice and engagement. However, variability in implementation and the absence of consistent site-level practices limit overall impact.

Professional development and expanded mental health services have improved staff capacity to respond to student needs, but Youth Truth data indicates these efforts have not yet translated into uniformly strong student experiences across campuses. To increase effectiveness, the district must strengthen implementation fidelity, ensure consistent adult practices that build belonging, and more intentionally monitor subgroup-specific outcomes related to safety and connectedness.

Action 2.2 – School Safety
Determination: Effective

School safety systems are functioning effectively, supported by strong partnerships with the Lincoln Police Department and other external agencies. The district has implemented comprehensive safety measures, including secure campus fencing, active campus supervision, digital monitoring tools such as GoGuardian, and anonymous reporting systems. These structures provide multiple layers of prevention, monitoring, and response.
Staff and campus supervisors are trained in de-escalation strategies and consistently intervene to address safety concerns. Sites actively implement established safety protocols, including threat assessment procedures, ensuring timely and coordinated responses to incidents. Suspension rates decreased overall during the past year, indicating improvement in student behavior and the effectiveness of preventative and intervention strategies. This suggests that systems such as supervision, early intervention, and behavioral supports are contributing to safer school environments.
Overall, evidence indicates that campuses are physically secure and that safety systems are consistently implemented across sites. Continued emphasis on prevention, early identification, and student support will be important to sustain and build on these outcomes.

We are applying for a federal safety grant - 25% match needs to come from the site if awarded

Campus Safety Enhancements
Radios for All Teachers
Reliable communication is critical during both daily operations and emergency situations. Expanding access to radios ensures staff can communicate effectively while supervising students outside the classroom (e.g., passing periods, recess, lunch) and during emergencies. This is especially important given inconsistent cell service across several campuses and the likelihood of network overload during critical incidents.
Vape Sensors at Secondary Sites
Vaping remains a significant student safety and discipline concern. Installing vape detection sensors in restrooms will provide real-time alerts for vape use, loitering, and large group gatherings. This proactive monitoring is intended to reduce substance use on campus, decrease related suspensions, and support improved student attendance through deterrence and early intervention.
Additional Security Cameras
Strategically placed cameras serve as both a deterrent and an investigative tool. Expanding coverage to blind spots and high-risk areas—including spaces near restrooms—will improve the ability to monitor campus activity, respond to incidents, and maintain a safe environment for students and staff.Visitor Management System
Current visitor tracking relies on manual sign-in processes, which do not provide real-time safety screening. Implementing a digital visitor management system will allow schools to monitor campus access more effectively, conduct background checks, flag custody-related restrictions, and maintain accurate records of individuals on campus during emergencies.
Safety Mirrors (Lincoln High School)
Due to the campus layout at Lincoln High School, which includes narrow walkways and multiple blind corners, installing safety mirrors will improve visibility and reduce the risk of accidents and unsafe interactions between students and staff.
Public Address (PA) System Upgrades – Lincoln High School
As one of the district's oldest and most expansive campuses, Lincoln High School requires updates to its aging PA system. Enhancements will ensure clear, reliable communication of announcements, alarms, and emergency instructions across the entire campus.
Panic Button System
A districtwide panic button system will allow staff to instantly alert administration and emergency responders from any location on campus, including remote areas such as agricultural facilities. This system reduces response time during critical incidents, enabling faster coordination and improving overall campus safety.
Strategic
Rationale
These investments are designed to:
Improve real-time communication and emergency response
Increase proactive monitoring and deterrence of unsafe behavior
Strengthen campus access control and situational awareness
Reduce response time during critical incidents
Collectively, these actions support a safer, more secure learning environment and align with the district's responsibility to protect students, staff, and visitors.
Action 2.3 – Youth and Parent Engagement
Determination: Partially Effective
Youth and Parent Engagement

Engagement efforts have shown measurable improvement but remain inconsistent across grade spans. Student leadership opportunities, including Student Senate and Youth Development Network (YDN) training, have strengthened youth voice and participation. Family engagement has also expanded through increased communication from Parent Liaisons and greater participation in Parent Advisory Committee (PAC) and DELAC structures. District-hosted engagement opportunities, including Love and Logic parent trainings and Online Safety Nights, have contributed to improved transparency, family capacity-building, and accessibility, with over 200 participants across events this school year.

Despite these gains, YouthTruth data indicates a clear disparity in engagement levels between elementary and secondary students, with secondary students reporting lower levels of connectedness and engagement. This suggests that current strategies are more effective at the elementary level and less consistently impactful in secondary classrooms, where day-to-day instructional engagement is a key driver of student connection.

Parent engagement has increased overall through expanded offerings and improved communication systems; however, participation remains uneven across sites and groups. To further strengthen outcomes, the district plans to expand structured parent engagement nights and deepen site-based strategies that directly connect families to student learning.

Moving forward, a key focus will be improving classroom-level engagement practices at the secondary level and ensuring that both student and family engagement efforts are consistently implemented and accessible across all sites.

Action 2.4 – Mental Health Support
Determination: Partially Effective

The district has expanded mental health supports through the addition of counselors, school-based Wellness Centers, and partnerships with organizations such as Wellness Together. These services are increasingly focused on students with the highest levels of need, strengthening the district's capacity to provide tiered supports within a multi-tiered system of support (MTSS) framework.

Overall, mental health supports are functioning effectively and contributing to improved student engagement, as reflected in increased attendance rates districtwide. WPUSD had a 2% decrease year over year in Chronic Absenteeism data. This suggests that students are experiencing stronger connections to school as a result of expanded access to counseling and wellness resources.

Implementation continues to expand, with plans to add additional elementary counseling supports and establish a new Wellness Center at TBMS in the upcoming school year. The district is also working to strengthen data systems to better track student utilization of wellness services, which will improve the ability to evaluate impact and target resources.

While mental health services have significantly grown, demand continues to exceed available capacity at times, indicating the need for continued expansion and refinement of supports to fully meet student needs.

Action 2.5 – Homeless and Foster Youth Support
Determination: Partially Effective
Homeless and Foster Youth Support

The district has expanded targeted supports for homeless and foster youth, including grocery cards, gas cards, and access to extracurricular activities. These supports have reached over 184 families and have contributed to improved attendance and increased stability for many students experiencing housing insecurity. Continued identification of students experiencing homelessness has also strengthened access to services and increased associated supplemental funding to support this subgroup.

In addition, services are being further strengthened through alignment with the HUB (Community Schools model), which provides coordinated wraparound supports for students and families.

While supports for students experiencing homelessness show positive indicators related to engagement and attendance, outcomes for foster youth remain an area of concern. Foster youth data reflects decreased performance, including higher rates of suspension and chronic absenteeism, and the subgroup remains in Differentiated Assistance. This indicates that current interventions are not yet sufficient or consistently effective in meeting the needs of foster youth.

Additional targeted supports have been added for foster youth, and the district is working to strengthen coordination, monitoring, and intervention strategies to improve outcomes for this subgroup.

Overall, the action is partially effective, with stronger impact for students experiencing homelessness and insufficient impact for foster youth, particularly in behavioral and attendance-related outcomes.

Action 2.6 – Transportation
Determination: Effective

The district offsets transportation costs for vulnerable families to ensure equitable access to school, reducing barriers that can impact attendance. This support plays a key role in maintaining student access to instructional time, particularly for students who may otherwise face transportation insecurity.

Districtwide attendance improved by 0.4%, and chronic absenteeism decreased by 3.8%, indicating positive movement in student attendance trends. While multiple factors contribute to these outcomes, transportation supports are a key component of the district’s strategy to improve access and reduce absenteeism.

The district is also exploring more cost-effective and flexible transportation options, including the use of vans, to improve efficiency while maintaining or expanding access for students with the greatest need.

Overall, transportation supports are effective in increasing access to school and contributing to improved attendance outcomes.

Action 2.7 – Supplemental Funding at School Sites
Determination: Partially Effective

The use of supplemental funds shows mixed effectiveness across school sites. While some sites are using these resources strategically to support student needs and improve outcomes, other sites continue to struggle with effective alignment of funding to measurable student impacts.

The district is strengthening support for site-level decision-making by assisting schools in analyzing student data to better target expenditures. This includes increased emphasis on aligning supplemental funds to identified student needs and priority outcomes within the Local Control and Accountability Plan (LCAP).

Support is also being provided through the development and refinement of School Plans for Student Achievement (SPSAs), with a focus on ensuring that allocated funds are intentionally directed toward closing achievement gaps and supporting unduplicated student populations.

Overall, while systems to guide and monitor supplemental funding use are improving, inconsistent implementation across sites indicates that this action is partially effective and requires continued capacity-building and accountability to ensure equitable and impactful use of resources.

Action 2.8 – Attendance
Determination: Partially Effective

Attendance rates have improved overall, with the district absentee rate decreasing to 15%. Improvements are also reflected across LCAP student subgroups, indicating that current attendance strategies are having a positive but uneven impact. Despite this progress, subgroup attendance rates continue to exceed the district average, demonstrating the need for continued targeted intervention.

Site-level and districtwide efforts have contributed to improved student attendance and increased access to instructional time, supporting overall learning outcomes. These systems are showing effectiveness in reducing barriers to attendance and promoting more consistent school engagement.

However, attendance remains a significant area of concern at alternative education sites, particularly Phoenix High School, where lower attendance rates continue to negatively impact student academic performance, credit completion, and overall Average Daily Attendance (ADA). This site-level challenge also contributes disproportionately to districtwide attendance and achievement metrics.

Overall, attendance supports are partially effective, with positive districtwide trends but persistent challenges in specific sites and subgroups requiring continued targeted intervention and monitoring..

Action 2.9 - Student Behavior Supports
Determination: Partially Effective

Overall suspension rates have decreased, but sites report higher levels of student behaviors. The overall data does not show an increase overall, but we see hot spots of extreme behavior from certain students. De-escalation training for campus supervisors has been a positive support. Love and Logic classes also provided tools for staff and family to support student behaviors.

Elementary counselors can also provide behavior supports moving forward. At the district level we are planning on adding an additional behaviorist to support student behaviors. Behavior supports are overall somewhat effective in implementation.

Wellness centers offer students a place to take a break if needed, which can allow for a de-escalation of behaviors for students.

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

OVERALL ANALYSIS AND FUTURE OUTLOOK

Current Year Spending:

WPUSD is continuing with the same goals and actions for 2026 - 2027

Budget Adjustments for the Next Year:

Due to increased budget uncertainty, WPUSD is considering potential changes to next year's spending. These include:

Increase in Wellness Center Costs: Costs for Wellness Centers will rise due to the expiration of PCOE grants. Expansion of the Wellness Centers to TBM. (Goal 2, Action 10)

Lead Elementary Counselor (Goal 2, Action 4)

Elementary Wellness Coach (Goal 2, Action 4)

Increase in spending on student senate (summer camp for some of the Senators) (Goal 2, Action 3)

COPS Grant (If we are awarded the COPS Federal Grant, LCAP will contribute to school safety) (Goal 2, Action 1)

We hope to increase the data around the actions to get a better picture of the LCAP meeting student needs. We rely heavily on the SBAC, but would like more granular data to look closer at our needs. This includes, but is not limited to adding common assessments through Performance Matters, tracking usage rates for Wellness Centers, number of homeless families accessing supports, and a more granular look at subgroups to see actions a supporting their needs.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Staff Effectiveness in Supporting Physical, Social-Emotional & Cultural Safety	To support staff, WPUSD also offers a wide breadth of curriculum, resources, and professional development focused in the following areas, including but not limited to: • Social-Emotional Learning (SEL) "Morning Meetings, Second Step, and base education" • Character Strong (for secondary schools) • 40 Developmental Assets – reinforcing/building the supports and strengths students need to succeed • Non-violent conflict resolution (NCI) • Cultural competency/awareness • EQ schools – emotional intelligence, growth mindset, neuroscience • Multi-Tiered Systems of Support - MTSS (see Action 1-8 for more details) • Positive Behavior Interventions & Support - PBIS (see Action 2-3 for more details) • Youth development (see Action 2-3 for more details) In order for WPUSD staff to be effective in supporting students' physical, social-emotional, and cultural safety, we need to ensure staff's own mental health is also supported. Consequently, WPUSD has contracted with Grokker, the Employee Assistance Program (EAP) through Schools Insurance Authority, HearYou.org (Wellness Together), and EQ Schools to provide social-emotional and mental health supports for staff. Mandatory yearly training in topics like suicide prevention and mandated reporting are also provided to comply with said mandates.	$631,576.00	Yes
2.2	School Safety	Students cannot learn if they do not feel physically, social-emotionally, and culturally safe at school. Effective school safety starts with prevention, and it encompasses a wide range of supports. This includes the cost for three school resource officers, campus supervisors at all school sites, custodial staff and safety supplies.	$8,324,769.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Youth & Parent Engagement	Our schools will work diligently to improve safety and relationships with and for students. The youth development framework identifies five supports and opportunities that youth need to become healthy, productive adults: safety, relationships, youth participation, community involvement, and skill building. Roughly 30% of WPUSD staff have participated in a four-day Youth Development Institute and 15 staff have been further trained to become trainers of youth development. Our bilingual parent liaisons support our English learner families and support families in navigating the structures of school, while giving them a voice on campus. In addition, our Youth Truth survey allows families to give honest feedback on how schools and the district provides/connections with them. Parent engagement nights create positive relationships and support families through information and trainings. Our newly formed Student Senate gives students a true voice on campus through data analysis and creating action plans for their respective sites.	$883,413.00	Yes
2.4	Mental Health Support	Providing a robust array of mental health services would benefit students in a variety of ways. Mentally healthy students perform better academically. They attend school more regularly, are less likely to use drugs and alcohol, and are more likely to graduate. WPUSD provides a mental health specialist, mental health service provider (wellness together), MTSS supports, and full time school psychologists at elementary schools.	$792,592.00	Yes
2.5	Homeless/Foster Youth Support	In a variety of categories, from academics to attendance, district data indicates that our homeless/foster youth populations need considerably more support. Our homeless/foster youth coordinator works closely with Placer County Office of Education (PCOE) to track and monitor our homeless students and our foster youth.	$41,572.00	Yes
2.6	Transportation	Transportation will be provided to socioeconomically disadvantaged students, foster youth, and homeless students at no charge to ensure they attend school daily.	$247,799.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	LCFF Supplemental Allocation to School Sites for Site-Based Contributing Services	This decision to provide more funds to the most at-risk student populations is based on multiple educational funding research studies; this research indicates that increased district and school budgets consistently result in better outcomes for students (i.e. - higher test scores, higher graduation rates). Unduplicated pupil populations, like socioeconomically disadvantaged students and English Learners, see even greater academic gains with increased funding. First, they receive funding based on their unduplicated student count. For 24-25, they receive $139.23 for every 23-24 unduplicated student. They also receive funding for every student based on their projected enrollment. For 24-25, the TK-5 allocation was $62.55 per student, and the 6-12 allocation was $31.27 per student. The total of these two numbers is their annual allocation.	$197,593.00	Yes
2.8	Attendance	Attendance is a significant area of need district-wide. Our overall Average Daily Attendance (ADA) is still lower (94%) than it was prior to COVID (95 to 96%, depending on the year). WPUSD has also seen a significant increase in the percentage of students considered to be “chronically absent,” which means they missed 20+ days of school in a school year; 18.8% of our K-8 students were chronically absent in the 2022-2023 school year. Two of our eight TK-5 schools have been designated for Additional Targeted Support and Assistance (ATSI) by the California Department of Education due to their chronic absenteeism rates of particular student subgroups.	$230,805.00	Yes
2.9	Student Behavior Supports	Western Placer Unified School district has been identified as having high suspension rates. By increasing relationships and building positive cultures we hope to decrease the amount of suspensions across the district. In addition, we have updated our behavior guidelines to increase the tools to support student behaviors. WPUSD behavior supports includes funding to support the MTSS systems at sites, supplemental site funds to implement programs like morning meetings and base education, tiered interventions, and administrative support for challenging behaviors.	$189,610.00	Yes
2.10	Wellness Centers	Provide mental health and wellness services and supports across an MTSS, including but not limited to mental health trainings and classroom	$502,156.00	Yes

Action #	Title	Description	Total Funds	Contributing
		lessons, individual and group counseling, crisis services, and referrals to community services.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$6,200,684	$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
6.525%	0.000%	$0.00	6.525%

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:** Staff Effectiveness in Supporting Students Academic Success **Need:** Overall in English Language Arts WPUSD scores 11.8 points above standard. In Mathematics WPUSD scores 15.9 points below standard. Both scores are above the state average scores. Math had a new curriculum added two years ago, which takes	According to Visible Learning, collective teacher efficacy has the second largest effective size on student achievement. Collective teacher efficacy is the collective belief of the staff of the school in their ability to positively affect students, with teachers working together to have appropriately high challenging expectations of what a year's growth for a year's input looks like, fed with the evidence of impact which sustains it. This is the foundation of our PLC's in WPUSD. Our PLC process with supportive professional development	California dashboard English Language Arts, SBAC for ELA, California Dashboard Math, SBAC for Math, i-Ready, early childhood data (ESGI/Performance Matters), and common formative assessments.

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
	some time to implement. When you dig deeper our subgroups are not doing as well as the average. Students with disabilities score 80.7 points below in English and 105.5 points below in math which is a slight decrease for both. English Learners score 49.5 points below in English and 71.4 points below in math, both showing a slight improvement overall. Hispanic score 18.1 points below in English and 49.1 points below in Math, showing a slight improvement in both. Socioeconomically Disadvantaged score 28.1 points below in English and 56.1 points below in math, showing a slight improvement in ELA and a slight drop in Math. Through we are seeing some small growth in subgroups, more work needs to be done to bring these subgroups to grade level. **Scope:** LEA-wide	is the foundation to increase teacher effectiveness and therefore student achievement. We are in year two of our four year PLC plan to train and recalibrate our PLC's to better support student learning. PLC's - In order for WPUSD staff to be effective in supporting students' academic success, they need to have a strong understanding of learning outcomes, they need to utilize effective instructional strategies, and they need to work collaboratively to calibrate and articulate with their peers. These elements of students' academic success are best addressed by focusing on Professional Learning Communities (PLCs). Professional Development - WPUSD will provide professional development for teachers and administrators focused on increasing the use/effectiveness of research-based instructional strategies in all classrooms (i.e. - GLAD, AVID, brain-based direct instruction, UFLI, Vocabulary, Integrated/Designated). Professional development will also be offered on best practices for classroom-based intervention support (i.e. – MTSS, Co-Teaching). As research indicates, job-embedded learning and reflective coaching are the most effective methods of professional development (ascd.org). Therefore, Educational Services staff will keep driving our continuous improvement efforts by providing timely, targeted, relevant training to teachers and staff. Students with disabilities score the lowest on our assessments. In connection with our PLC training. SDC teachers will have training on essential	

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
		standards to better scaffold to essential learning outcomes and finalize alternative descriptors. In addition, SDC will create universal screeners for math. RSP teachers will be receive goal writing training to target the essential standards. EL learners also need additional support. WPUSD will continue to train teachers in integrated and designated strategies. The focus will be at secondary sites and any new teachers hired into the district. Socioeconomically Disadvantaged students also need additional supports. Through the PLC process we can better measure and adapt teaching to support this group. In order for any training to be effective accountability needs to occur. Site administration will give guidance and feedback to teachers/staff to better meet the needs of these learners. Site admin will turn in walkthrough forms to reflect on the implementation of above trainings. All of this works comes down to better student achievement tracked through ongoing student data. College and career counselors work to support students to meet their goals of college or career pathways.	
1.4	**Action:** Dual Language Immersion Program **Need:** Our community expressed considerable interest in having a dual language immersion program in our district. Therefore, WPUSD	According to SmartBrief Education, "One of the most compelling advantages of dual language instruction lies in the cognitive benefits it provides. Research consistently shows that bilingual individuals possess enhanced cognitive abilities, such as problem-solving, critical thinking and creativity. The act of switching between languages	California Dashboard, CAASPP results, Performance Matters, and ELPAC scores

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
	started a program at Creekside Oaks Elementary in 2020-2021. Our first kindergarten classes accepted 51 students into the program; those students matriculated to 3rd grade this school year. While all students are welcome to apply for the program (and participate in a lottery), native Spanish speakers are prioritized for enrollment. The ideal breakdown is 33.3% native Spanish speakers, 33.3% Spanish speaking, and 33.3% English only speakers. This breakdown allows students to model the language for each other or dual language immersion. While we utilize a program called iStation to monitor our students' academic progress in English Language Arts, we do not have a similar program for mathematics. 2025 is our second year having students take the CAASPP. DLI students as an average; 30% met or exceeded in ELA in 3rd grade, 51.5% met or exceeded in Math. Comparatively non DLI students at the site scored 32.5% met or exceeded in ELA, 53.5% met or exceeded in math. The state averaged is 42.80% met or exceeded in ELA and 45.63% met or exceeded in math. For Spanish language development the DLI students scored a scale score of 347. The state averaged 344.1 for Spanish language development. **Scope:** LEA-wide	activates the brain's executive functions, improving attention control and memory. This adaptability and open-mindedness are valuable attributes in today's dynamic world". From our community input we added this program to support development of dual literate students. This program allows Spanish speakers to keep their native language while developing English. Our R-FEP data supports dual language students as this subgroup is one of our highest performing groups on CAASPP tests. Our current English Learners scored 88.7 point below standard, compared to our reclassified English learners who score 7.6 points above standard on Language Arts state testing. In Mathematics current English learners scores 102.4 points below standard, compared to reclassifies Englisher learners who scored 19.2 point below standard. Because the dual immersion program hinges on having native English speakers as a model to learn English it is offered on a LEA basis.	
1.5	**Action:** Academic Support Courses	AVID (Advancement Via Individual Determination) is a K-12 college readiness system designed to increase enrollment and success in higher	California Dashboard, CAASPP results, iReady,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Stakeholder feedback to better prepare students with the skills and support to be successful in college and career. AVID has been shown to increase graduation rates which is lower in Western Placer. Through AVID secondary, students receive additional academic, social, and emotional support that helps them succeed in schools most rigorous courses. Access to AP courses allows students to earn credits toward college and have exposure to the rigors of a college class. EOS increases equitable access for students, which in turn increases the amount of unduplicated students access to AP coursework. At both our DELAC and PAC meetings parents have asked for more educational supports. AVID targets students to support in writing, inquiry, collaboration, organization, and reading (WICOR). Target AVID tutorials and AVID tutoring provides supports to students in our most rigorous classes. WPSUD has seen an increase in newcomers over the past few years. These students come in with diverse needs and backgrounds. To better support these students we have added newcomer classes to better meet and support there unique needs. As stated above, we are seeing a decrease in our ELA scores overall. Math seems to be flat, but with the time it takes to implement a new	education and in life beyond high school. AVID accelerates the academic performance of our student groups who tend to struggle more (i.e. - socioeconomically disadvantaged students, English learners), which is helping us close our district's achievement gap. The district supports the AVID program by funding extra staffing, professional development opportunities, membership fees, and materials and supplies to encourage college-going cultures at school sites (i.e. - fieldtrips, Pre-SAT tests, etc.). AVID professional development topics include, but are not limited to: increasing rigor in core subject areas, addressing beliefs/expectations around student potential, improving students' organizational skills, and increasing student engagement. AVID benefits all students, to maintain a heterogenous population in our AVID courses we therefore offer this at the LEA level. Schoolwide AVID creates clear pathways of WICOR development from one grade level to another. According to PACE, "Results from this study suggest that newcomers' first years in U.S. schools are a window of opportunity where we can expect many students' ELP to grow quickly. However, our findings about the strong role of schools in ELP growth suggest that teachers and administrators should not take rapid ELP growth among newcomers for granted but should instead build on students' language skills to support their rapid growth. Existing research points to promising	Performance Matters, AP testing data, ELPAC

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
	curriculum we hope to see gains this school year. iReady data is positive at the elementary schools with a 2% growth overall year over year in ELA and Math. Our lower performing schools are showing the most growth, which is a positive trend for out subgroups. Our AP access continues to grow, with an overall pass rate of 68.54%. Low SES increased from 29% to a 48% pass rate. WPUSD continues to increase the amount of students year over year who enrolled in an AP class. At the same time we have a 4% increase in the percent of students taking the AP exam (93% testing rate). Through LCAP dollars we are paying the testing fee for students who qualify. **Scope:** LEA-wide	programs and services supporting robust linguistic development". By offering Newcomer classes we can meet the specific needs of these learners, while accelerating their access to English language development and adjusting to a new country.	
1.8	**Action:** Assessing & Monitoring Student Progress **Need:** 56.45% of all students met or exceeded state standards in ELA (an increase overall of 2.41%), For Hispanic, 44.5% met or exceeded state standards (an increase of 1.76%), For Socioeconomically Disadvantaged, 40.29% met or exceeded state standards (a decrease of 3.57%), For students with disabilities 17.76% met or exceeded standards (an increase of 1.19%) , and For English Learner, 13.29% met or exceeded state standards (an increase of .7%).	While data itself does not close the achievement gap, analyzing various types of data does play a significant role in our district's continuous improvement efforts. We cannot work to address the achievement gaps if we don't know specifically what those gaps are. Our Professional Learning Communities (PLCs) need detailed information about their students in order to develop appropriate supports and interventions. Our sole purpose of investing in high quality assessment and monitoring systems is so that we can identify (and serve) those students, principally our unduplicated pupils, who need additional support.	California Dashboard, CAASPP results, iReady, Performance Matters

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
	45.72% of all students met or exceeded state standards in Math (an increase of 1.41%), for Hispanic, 32.70% met or exceeded state standards (a decrease of .47%), for Socioeconomically Disadvantaged, 29.36% met or exceeded state standards (a decrease of 5.57%), for students with disabilities 14.26% met or exceeded standards (a decrease of .66%), and for English Learners, 14.59% met or exceeded state standards (no change year over year) The graduation rate is 89.8% for the 2024 Dashboard (an increase of 3.2%). Better active monitoring will keep students at grade level to increase overall graduation rates for all students. iReady math, 43% of students are one grade level below, 7% are two grade level below, and 3% are 3 or more grade levels below. This is almost identical data year over year for math. iReady Language Arts, 30% of students are one grade level below, 7% are two grade levels below, and 5% are 3 or more grade levels below (We are seeing gains in reading in iReady. Performance Matters is still coming online, union negotiations has greatly slowed the progress overall across the district. We are seeing testing begin across the district. **Scope:**	The new data platforms will allow us to better analyze and aggregate data down to our needed subgroups. i-Ready in connection with Performance matter will allow us to see scoring by subgroup, school, and teacher. Performance Matters in connection with Guaranteed Viable Curriculum will allow us to create district assessments and disaggregate the data to site, teacher, and student subgroups. State data does a good job of allowing to see subgroup student progress, however it does not allow for immediate support for struggling learners. Our new platforms will allow for ongoing data analysis and intervention to meet the changing needs of all learners.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.9	**Action:** Academic Interventions **Need:** 56.45% of all students met or exceeded state standards in ELA (an increase overall of 2.41%), For Hispanic, 44.5% met or exceeded state standards (an increase of 1.76%), For Socioeconomically Disadvantaged, 40.29% met or exceeded state standards (a decrease of 3.57%), For students with disabilities 17.76% met or exceeded standards (an increase of 1.19%) , and For English Learner, 13.29% met or exceeded state standards (an increase of .7%). 45.72% of all students met or exceeded state standards in Math (an increase of 1.41%), for Hispanic, 32.70% met or exceeded state standards (a decrease of .47%), for Socioeconomically Disadvantaged, 29.36% met or exceeded state standards (a decrease of 5.57%), for students with disabilities 14.26% met or exceeded standards (a decrease of .66%), and for English Learners, 14.59% met or exceeded state standards (no change year over year) The graduation rate is 89.8% for the 2024 Dashboard (an increase of 3.2%). Better active monitoring will keep students at grade level to increase overall graduation rates for all students.	Support staff play a key role in our plans. We plan to continue the amount of aides, paraprofessionals, and Intervention Support Providers (ISPs) across all school sites, focusing particularly on grades K-2 due to anticipated increases in demand. We also plan to offer targeted tutoring, utilizing high school students, college tutors, and volunteers, both during and after school. Two key components to the success of intervention support staff is ensuring they are properly trained and that they are given ample collaboration time with their partnering teachers. As part of our early literacy plan, ISP's have received targeted training on UFLI and we are tracking student data to see results from this targeted intervention. In addition to utilizing support staff, we will continue using the i-Ready intervention support system for K-8 students, which provides individualized lessons customized to each student’s identified areas of struggle in both reading and math. We also utilize Sonday, a structured, systematic intervention system for students who need more intensive support with reading. At the secondary level, the District funds extra sections to lower class sizes in intervention courses, thus providing more concentrated learning time with each student. Also, we provide high school credit recovery classes at both our comprehensive high schools and our continuation high school.	California dashboard English Language Arts, SBAC for ELA, California Dashboard Math, SBAC for Math, iReady growth, early childhood data, and common formative assessments.

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
	iReady math, 43% of students are one grade level below, 7% are two grade level below, and 3% are 3 or more grade levels below. This is almost identical data year over year for math. iReady Language Arts, 30% of students are one grade level below, 7% are two grade levels below, and 5% are 3 or more grade levels below (We are seeing gains in reading in iReady. Performance Matters is still coming online, union negotiations has greatly slowed the progress overall across the district. We are seeing testing begin across the district. Sites have implemented interim assessments as well to help monitor student progress towards the standards. **Scope:** LEA-wide	We strongly believe that this district-wide system of support needs to ensure students remain in their least-restrictive environment, and that all avenues are pursued before assessment for special education services. Thus, offering a robust array of intervention supports, including Co-Teaching and Learning Centers, is paramount.	
1.13	**Action:** LCFF Supplemental Allocation to School Sites for Site-Based Contributing Services **Need:** 56.45% of all students met or exceeded state standards in ELA (an increase overall of 2.41%), For Hispanic, 44.5% met or exceeded state standards (an increase of 1.76%), For Socioeconomically Disadvantaged, 40.29% met or exceeded state standards (a decrease of 3.57%), For students with disabilities 17.76% met or exceeded standards (an	This decision to provide more funds to the most at-risk student populations is based on multiple educational funding research studies; this research indicates that increased district and school budgets consistently result in better outcomes for students (i.e. - higher test scores, higher graduation rates). Unduplicated pupil populations, like socioeconomically disadvantaged students and English Learners, see even greater academic gains with increased funding. Therefore, it is imperative that we also utilize a similar weighted student funding formula and allocate additional supplemental funding to our individual	Individual sites California dashboard English Language Arts, SBAC for ELA, California Dashboard Math, SBAC for Math, iReady, ELPAC, and graduation rates as applicable.

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
	increase of 1.19%) , and For English Learner, 13.29% met or exceeded state standards (an increase of .7%). 45.72% of all students met or exceeded state standards in Math (an increase of 1.41%), for Hispanic, 32.70% met or exceeded state standards (a decrease of .47%), for Socioeconomically Disadvantaged, 29.36% met or exceeded state standards (a decrease of 5.57%), for students with disabilities 14.26% met or exceeded standards (a decrease of .66%), and for English Learners, 14.59% met or exceeded state standards (no change year over year) The graduation rate is 89.8% for the 2024 Dashboard (an increase of 3.2%). Better active monitoring will keep students at grade level to increase overall graduation rates for all students. iReady math, 43% of students are one grade level below, 7% are two grade level below, and 3% are 3 or more grade levels below. This is almost identical data year over year for math. iReady Language Arts, 30% of students are one grade level below, 7% are two grade levels below, and 5% are 3 or more grade levels below (We are seeing gains in reading in iReady. **Scope:**	school sites to provide enhanced supports for teachers, support staff, and students (above and beyond our district supports) that are aligned with Goal 1. Our school sites must be able to customize their supports for students, taking into account their unique needs and the composition of their unduplicated pupil populations. For 24-25, schools receive $139.23 for every 23-24 unduplicated student. They also receive funding for every student based on their projected enrollment. For 24-25, the TK-5 allocation was $62.55 per student, and the 6-12 allocation was $31.27 per student. The total of these two numbers is their annual allocation. Each individual school site has unique needs. Allowing sites to create actions and plans to best support their unique students can have the greatest impact on all student outcomes. Supplemental funds are intended to increase or improve services for unduplicated pupils. School sites will develop a yearly plan (SPSA for Title I schools) that outlines how their supplemental funding will be used in a contributing way to support Goal 1.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.1	**Action:** Staff Effectiveness in Supporting Physical, Social-Emotional & Cultural Safety **Need:** From our Youth Truth Survey, High School students responded to their perceived safety on campus. When asked, "I feel safe during school", 8% of our overall population disagree or strongly disagree with this statement. Overall this number stays the same for our language learners at 8%, increases to 20% for our black/African- American students, it stays flat at 8% for our white students. All groups had a slight increase year over year. From our Youth Truth Survey, Middle School students responded to their perceived safety on campus. When asked, "I feel safe during school", 14% of our overall population disagree or strongly disagree with this statement. This number stays the same for our language learners at 14% and increases to 22% for our black/African- American students, but decreases to 9% for our white students Suspension rates for our students with special needs and African American are currently higher than other subgroups. But have decreased by about 50% year over year. We need to continue to work to create a safe environment for all students, while being	According to Managed Methods, Why School Safety is Important, "A safe school climate can do wonders for student success. In fact, personal safety is linked to improved academic achievement, whereas poor test scores are associated with higher levels of crime, substance abuse, and other school safety issues. In districts with a greater degree of overall hostility — as measured by reports of feeling unsafe — child reading ability tends to suffer" For our English Learners, foster and low income students this is critical for their success. Feeling connected and safe at school leads to higher levels of academic success and better prepares our students for college and career. Working through safety issues at our student senate can create student generated solutions to create safety for all students. Addressing safety from a community approach and one's actions are both impactful. To best meet the needs of all learners this action in LEA wide. SEL learning will continue at school sites, this includes Morning Meetings, Second Step, and Base Education used at sites The addition of Wellness Centers to support struggling students. WPSUD will continue to develop PBIS at sites through trainings from PCOE as well as site development of PBIS.	Youth Truth Survey results, California Healthy Kids Survey results, student senate reporting, and, suspension rates

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
	deliberate to increase the safety of our subgroups. **Scope:** LEA-wide		
2.3	**Action:** Youth & Parent Engagement **Need:** Connectiveness to schools allows students to be more engaged, have better attendance, and therefore increase overall academic scores. Currently 25.3% of homeless students are chronically absent (decrease of 1.8%), 35.5% of foster students are chronically absent (increase of 18.4%), 13% of English learners are chronically absent (decrease of 1%). This compares to all students in Western Placer that are chronically absent 13% of the time (decrease of 2%). According to baseline Youth Truth data overall 46% of high school students feel connected at school. In meeting with our ELAC and PAC committees, student voice and representation is an important to families. When students and families are connected with the schools all data points increase and students have better academic outcomes. Youth Truth allows us to survey and disaggregate data to better support struggling learners. Increased survey data will allow us to look at all subgroups to see overall patterns and	According to CDE.gov, "Research shows that parent engagement in schools is closely linked to better student behavior, higher academic achievement, and enhanced social skills. Parent engagement also makes it more likely that children and adolescents will avoid unhealthy behaviors, such as sexual risk behaviors and substance use". All families have access to a communication tool called ParentSquare to help facilitate communication. ParentSquare has mobile options for parents with less access to technology, teacher-to-parent and parent-to-teacher communication options, and offers automatic translations in dozens of languages beyond Spanish. Additionally, secondary families (grades 6-12) utilize an additional online learning platform called Schoology to monitor their students' academic progress and communicate regularly with their children's teachers. Recognizing that speaking another language can be a barrier that inhibits parent participation, the district has full-time bilingual Parent/School/Community Liaisons that are predominantly assigned to our schools with high populations of English Learners (and other Spanish-speaking families). They recruit parents of English Learners to serve on our District English	Youth Truth connectiveness, attendance rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	needs of all students on campus. Youth Truth allows us to disaggregate data to better monitor and support subgroups on the campus. The student senate is an avenue for all subgroups to be a voice in the district and create action plans for their sites, based on their perception of the needs of their campus. **Scope:** LEA-wide	Learner Advisory Committee (DELAC); turnout is typically high at our DELAC meetings as a result of these recruitment efforts. The district develops parent information nights based on subjects of high-interest to parents (i.e. - vaping, positive parenting techniques, math nights) and works in collaboration with a variety of community organizations, like the Latino Leadership Council and the Coalition for Auburn and Lincoln Youth (CALY). According to ACSD, for students to learn to think critically and deeply, we have to change the one-directional paradigm of teaching and learning that often prevails in classrooms. Educators should view students not as empty vessels for the transfer of information but as knowledge builders in their own right. We need to share influence in the classroom rather than hoard it. Through these mindset shifts, we can cultivate a pedagogy of student voice. Knowing how to think critically takes practice, and each learning moment that centers student voice and inquiry creates a training ground for this lifelong skill. In most traditional leadership models only a small portion of the student population gets a voice. Our goal is for students of all backgrounds to be a part of our student senate and senators represent the unique view and cultures from each school site. In this, Youth and Parent Engagement is LEA wide. The goals of the student senate are: 1. Have a Voice: Their and their peers' opinions will be heard and valued in	

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
		discussions that impact their education. 2. Make a Difference: Their ideas will contribute to decisions that shape the school experience for them and their peers. 3. Learn and Lead: They'll develop essential leadership skills through collaboration and problem-solving. Our Youth Development Master Plan goal is for the school district, schools, and the City of Lincoln to bridge both sides of our community by providing supports and opportunities for our youth, so they become healthy, happy, and thriving adults. The goal is for our community to better provide supports and opportunities for our youth. In the development of Portrait of a Learner, both students and parents were asked what characteristics they would like all students to develop and practice before they graduate from our district. Finally, our Annual Youth Truth Survey will be administered to collect feedback and gage student, parent, and staff feedback. This survey looks at the whole district in terms of engagement, academics, culture, belonging, relationships, safety, and voice. Through data results we can disaggregate subgroups and work to better to meet the needs of all learners and stakeholders in our district.	
2.4	**Action:** Mental Health Support **Need:**	Data shows that today's students are struggling with an increased volume of mental health issues. In fact, the Center for Mental Health in Schools estimates that between 12% and 22% of school-aged youth have a diagnosable mental health	Attendance Rates, Youth Truth Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Providing a robust array of mental health services would benefit students in a variety of ways. Mentally healthy students perform better academically. They attend school more regularly, are less likely to use drugs and alcohol, and are more likely to graduate. Our EL and low income youth have less access to services outside the school. The Light House in Lincoln provides supports, but can have students on a waiting list for sixth months or more. Providing these types of services in critical for struggling youth to be successful at school. Providing support for students on campus can increase attendance rates and better connect students to the campus. Currently 25.3% of homeless students are chronically absent, 35.5% of foster students are chronically absent, 13% of English learners are chronically absent. This compares to all students in Western Placer that are chronically absent 13% of the time. Although all students will have access to mental health support services, given the research indicating that mental health services are less accessible for our unduplicated pupil populations, they were considered first when deciding to invest resources in this area. **Scope:** LEA-wide	disorder, (www.youth.gov). This data does not even take into account those students who have experienced traumatic events (i.e. - death, divorce, the COVID-19 pandemic) and who might need short-term mental health support. Our parents and staff would agree wholeheartedly with this data, as the request for increased mental health support has been at the top of their list for the past five years. Mental health resources our provided through school counselors, elementary school psychologists, mentors, morning meetings, second step, base education, Wellness Matters, and Wellness Centers. In addition the development of the community schools through PHS will increase supports for our highest need populations.	
2.6	**Action:** Transportation **Need:**	In order for students to be successful in school they need to be present. To increase access for our most vulnerable populations the district will	Attendance Rates

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
	We have limited bussing routes and the City of Lincoln provides bussing across town. The City of Lincoln charges students to ride the bus. From parent input this is a hinderance for our lower income families. To offset this cost and provide access for all students Western Placer will offset these cost for these families. Currently 25.3% of homeless students are chronically absent, 35.5% of foster students are chronically absent, 13% of English learners are chronically absent. This compares to all students in Western Placer that are chronically absent 13% of the time. **Scope:** LEA-wide	provide English learners, foster/homeless youth, and low income students transportation at no cost. According to Brookings, "School buses are critical, though underappreciated, components of our school infrastructure. Nationally, over half of the nation's 49.5 million K-12 students use the school bus to get to school each day, at an average cost of about $1,000 per pupil. While people may think of school buses simply as a way to transport students to and from school, this understates their role in U.S. schools and society. School buses facilitate reforms, such as desegregation and district consolidation, and enable students to access better-matched schools than their neighborhood zoned school". With our unique pathways and certain programs only offered at certain cites, this action is LEA wide to increase access LEA wide. Students of high needs will be provided transportation from the district or provided free transportation on City of Lincoln bussing paid by the district.	
2.7	**Action:** LCFF Supplemental Allocation to School Sites for Site-Based Contributing Services **Need:** Academic performance for English Language arts is currently at 49.5 points below standard for English Learners, 26.8 points below standard for socioeconomically disadvantaged, 51.7 points below standard for homeless, and 80.7 points below standard for students with disabilities. In math, English learners score 71.4 points below standard,	California's passage of the Local Control Funding Formula (LCFF) in 2013 indicated its understanding that socioeconomically disadvantaged students, English Learners, foster youth, students experiencing homelessness, and students with disabilities need more resources allocated to them in order to level the educational playing field. This decision to provide more funds to the most at-risk student populations is based on multiple educational funding research studies; this research indicates that increased district and school budgets consistently result in better outcomes for students (i.e. - higher test scores,	California Dashboard, i-Ready results, and school site SPSA'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
	56.1 points below standard for socioeconomically disadvantaged, 80.5 points below standard for homeless, and 105.5 points below standard for students with disabilities. **Scope:** LEA-wide	higher graduation rates). Unduplicated pupil populations, like socioeconomically disadvantaged students and English Learners, see even greater academic gains with increased funding. Therefore, it is imperative that we also utilize a similar weighted student funding formula and allocate additional supplemental funding to our individual school sites to provide enhanced supports for teachers, support staff, and students (above and beyond our district supports) that are aligned with Goal 2. Our school sites must be able to customize their supports for students, taking into account their unique needs and the composition of their unduplicated pupil populations. For 24-25, schools receive $139.23 for every 23-24 unduplicated student. They also receive funding for every student based on their projected enrollment. For 24-25, the TK-5 allocation was $62.55 per student, and the 6-12 allocation was $31.27 per student. The total of these two numbers is their annual allocation. Supplemental funds are intended to increase or improve services for unduplicated pupils. School sites will develop a yearly plan (SPSA for Title I schools) that outlines how their supplemental funding will be used in a contributing way to support Goal 2. This plan will be developed in partnership with students, staff, and families, and incorporate their feedback, as applicable. (add formula)	
2.8	**Action:** Attendance	Attendance improves when parents believe schools are safe, they trust the teachers and the	Attendance rates and chronic absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: From our 2025 dashboard, 25.3% of homeless students are chronically absent, 35.5% of foster students are chronically absent, 13% of English learners are chronically absent, and 20.9% of socioeconomically disadvantaged. This compares to all students in Western Placer that are chronically absent 13% of the time. **Scope:** LEA-wide	staff, and they feel connected to the school community, (Attendance Works, 2014). Therefore, in addition to increasing our overall monitoring of student attendance and adjusting our policies and procedures related to absences, WPUSD plans to train our Parent/School/Community Liaisons to more proactively work with families on attendance issues, and we also plan to offer a variety of parent workshops that encourage school attendance. Supporting all students in increasing attendance is important, but it is critical for our unduplicated populations to be present to close the achievement gap. Research indicates that students who are chronically absent in primary grades (TK-2) are much less likely to read at grade level by the third grade. Students who cannot read at grade level by the end of third grade are four times more likely than proficient readers to drop out of high school, (Attendance Works, 2014). Additionally, "missing school in the early grades has a more powerful influence on literacy development for low-income students than it does for their more affluent peers," (Ready, D., Sociology of Education, 2010). Since Covid, attendance has been a struggle at multiple sites for many of our subgroups. By increasing attendance LEA wide, we will increase access for all students to grade level learning preparing them to be college and career ready. School sites will develop attendance plans to support struggling students increase their attendance. The use of the SART and SARB process as needed to connect students to	

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
		resources. Positive incentives and increased connectiveness to school sites to increase overall rates. Last public outreach at the TK/K level to the importance of regular attendance.	
2.9	**Action:** Student Behavior Supports **Need:** For our 2025 dashboard, foster youth had a suspension rate of 15.8%, homeless at 5.5%, socioeconomically disadvantaged at 4%, students with disabilities 4.1%, and English learners at 3.2%. Overall students in Western Placer where suspended at a rate of 2.4%, compared to 2.3% for the district overall. These numbers are up from the previous years dashboard, we feel continued support in this area will continue to help all subgroups. **Scope:** LEA-wide	Student behavior directly impacts students' academic performance. Research shows that students with 2 to 4 disciplinary referrals were 2.4 times more likely to score below proficient in English; students with 5 or more disciplinary referrals were 4.6 time more likely to score below proficient in English. In math, the results were even more dire. Only 29.7% of students who received one or more discipline referrals scored proficient in math compared to 70.3% of those who never received a discipline referral. When a student's disciplinary consequences take the form of in-school or out-of-school suspension, the risk of scoring below proficiency increases and proficiency gaps widen, (Wisman & Hammer, West Virginia Board of Education, 2015). The impacts to our community can be great, too. Research also shows that students who are suspended or expelled are more likely to repeat a grade, drop out of school, and become involved in the juvenile justice system. Studies have shown this can result in decreased earning potential and added costs to society, such as incarceration and lost tax revenue, (U.S. Government Accountability Office: Report to Congressional Requestors, March 2018). This has reinforced the need to focus on reestablishing and reteaching student expectations for behavior (PBIS) and on improving overall school climates. Using SEL curriculum to support	Suspension data, PBIS data

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
		behavioral changes. This behavior data has also highlighted the need for additional campus supervision and the implementation of other student safety measures. In addition, we have updated our discipline guidelines to better support learning in our behavior management.	
2.10	**Action:** Wellness Centers **Need:** Our unduplicated families have less opportunity to access mental health supports. In Lincoln, Light House provides free services, but have a long waiting list. Families can wait six months to a better part of year to get access to services. The wellness centers provide immediate access for families. Students who can have their needs met immediately have a better chance to resolve the issue and therefore be learning in class. Students who are struggling mentally have an increase chance of behavior, suspensions, and lower attendance rates. For our 2025 dashboard, foster youth had a suspension rate of 15.8%, homeless at 5.5%, socioeconomically disadvantaged at 4%, students with disabilities 4.1%, and English learners at 3.2%. Overall students in Western Placer where suspended at a rate of 2.4%, compared to 2.3% for the district overall. The state had an overall rate of 2.9%. From our 2025 dashboard, 25.3% of homeless students are chronically absent, 35.5% of foster students are chronically absent, 13% of English learners are chronically absent, and	According to Education Trust, "Students who have access to high-quality, holistic mental health supports in schools are not only healthier physically, but are also more likely to graduate from high school and successfully complete postsecondary education. Furthermore, the need for high-quality mental health supports in schools is particularly significant for underserved students, including students of color, who often face a unique and challenging set of external social and economic factors. According to a 2019 report from the Office of Minority Health, suicide was the second-leading cause of death for African Americans aged 15 to 24, and Black girls in high school were 60% more likely to attempt suicide than their White peers. Behind these numbers are real kids. Millions of students across the country, especially students of color, students from low-income backgrounds, and students with disabilities, lack access to critical school-based mental health services". Each center has a mental health specialist and a liaison that provide mental health supports and access to county resources for students of need. This includes food, clothing, shoes, mental health services, family support, forms/county supports.	Attendance rates, moving forward usage and referral data

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
	20.9% of socioeconomically disadvantaged. This compares to all students in Western Placer that are chronically absent 13% of the time. By supporting struggling students we can keep students in school and decrease behavior incidents. Wellness centers can support struggling students and decrease behaviors, while increasing attendance. **Scope:** Schoolwide	Spanish speaking - home visits	

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
1.10	**Action:** English Learner Support **Need:** 43% of English Learner students made progress in the 2024 - 2025 school year according to ELPAC results (Increase of 4.3%). 63.24% of Reclassified Fluent English Proficient (RFEP) students score proficient or advance on ELA testing. All students together score 56.45% on ELA. Redesignating students is a key to improved test results for students.	To accomplish this goal, our district's English learner support team concentrates its work in three distinct areas to strengthen our Integrated and Designated ELD: staff effectiveness in meeting the needs of English learners (professional development), case management and progress monitoring of struggling English learners, and ELPAC test preparation. Our professional development for teachers includes a focus on designated and integrated ELD instruction, the intentional use of language objectives, academic vocabulary development, developing cultural competency, and incorporating instructional	California dashboard English Language Arts, SBAC for ELA, California Dashboard Math, SBAC for Math, and ELPAC.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	strategies that support English language acquisition in all core subjects (i.e. - GLAD,AVID). In the next three years, we will strengthen our supports for newcomers, work with school sites to ensure our English learners feel welcomed and affirmed, develop an Individualized Learning Plan for struggling English learners (as part of our district-wide MTSS system), and enhance academic outreach to families by better utilizing our parent liaisons.	
1.11	**Action:** Homeless/Foster Youth Support **Need:** In a variety of categories, from academics to attendance, our district data indicates that our homeless/foster youth populations need considerably more support. 25.3% of our homeless students are chronically absent (decrease of 1.8%) and 35.5% of our foster students are chronically absent (increase of 18.3%). In language arts, homeless students scored 51.7 points below standard (a significant increase of 12.1 points). In math, homeless students scored 80.5 points below standard (an increase of 8 points). In language arts, foster students scored 68.4 points below standard (a significant increase of 30.4 points). In math, foster students scored 108.2 points below standard (a decrease of 14 points). 55.6% of homeless students graduated last school year (Decrease of 1.6% year over year). Foster graduation rate is N/A.	According to EdSource, State data and recent studies show that students experiencing homelessness and those in the foster care system are significantly more likely to be chronically absent from school, be suspended, have lower grades, experience higher school instability, or drop out of school. To ensure our homeless students and foster youth are able to be placed in educational settings that are in their best interest, we uses state LCFF Supplemental funds and/or federal funds to provide transportation for homeless students, as needed. Our academic counseling teams guarantee our homeless students and foster youth have access to the academic programs that best serve their needs. Students are placed in educational programs based on a variety of factors: educational stability, least restrictive setting, access to resources/services, and access to extracurricular/enrichment activities, to name a few.	Attendance rates, CAASPP ELA and Math scores, graduation rate.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	Our Homeless Youth Coordinator participates in the Placer County Homeless Network (PCHN), a county-wide consortium that coordinates resources for homeless students and provides professional development to the region's homeless liaisons. The coordinator then works with other district support staff and community organizations to ensure these students receive the supports needed to be academically successful. Supports range from meeting a student's basic needs (i.e. – food, clothing, shelter) to providing afterschool tutoring.	
2.5	**Action:** Homeless/Foster Youth Support **Need:** When looking at chronic absenteeism, 25.3% of homeless youth are chronically absent and 35.5% of foster youth are chronically absent. Our homeless population currently graduate at a rate of 55.6%. Homeless students score 51.7 points below zero in English Language arts and 80.5 points below zero in mathematics. **Scope:** Limited to Unduplicated Student Group(s)	Research shows children experiencing homelessness are twice as likely as their peers to get sick, have a learning disability and go hungry, and three times as likely to suffer emotional and behavioral problems. They're also more likely to drop out of school, repeat a grade and not graduate from high school. In addition to the trauma of homelessness, many of these children have experienced other difficult life events such as abuse, neglect, domestic violence, extreme poverty, or exposure to a family member with addiction or mental health problems. As a result, these children often need a variety of supports to help them succeed in school. Our homeless/foster youth coordinator works closely with Placer County Office of Education (PCOE) to track and monitor our homeless students and our foster youth. The coordinator then works with other district support staff and community organizations to ensure these students receive the supports needed to be actively engaged in school and in their communities.	California Dashboard results

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Supports range from meeting a student's basic needs (i.e. – food, clothing, shelter) to providing mental health support. Our homeless/foster youth coordinator, in coordination with site administration and our mental health support providers, guarantees these students access to the social-emotional supports that best serve their needs	

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

Additional Concentration Grant Funding

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

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	95,033,757	6,200,684	6.525%	0.000%	6.525%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$77,739,653.00	$8,800,420.00	$0.00	$1,289,671.00	$87,660,239.00	$75,408,017.00	$12,252,222.00

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	Highly Qualified Administrators, Teachers, and Instructional Support Staff	All	No			All Schools TK - 12		$53,657,717.00	$127,437.00	$53,640,964.00			$144,190.00	$53,785,154.00	
1	1.2	Staff Effectiveness in Supporting Students Academic Success	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK - 12th	Ongoing	$800,588.00	$798,205.00	$1,330,495.00			$268,298.00	$1,598,793.00	
1	1.3	Access to a Broad Course of Study & Standards Aligned Instructional Materials	All	No			All Schools TK-12		$2,841,014.00	$2,748,225.00	$2,717,595.00	$2,817,976.00		$53,668.00	$5,589,239.00	
1	1.4	Dual Language Immersion Program	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: Creekside Oaks Elementary School TK - 5th		$1,832,281.00	$186,935.00	$1,980,804.00	$38,412.00	$0.00	$0.00	$2,019,216.00	
1	1.5	Academic Support Courses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Carlin Coppin, Creekside Oaks, First Street, Foskett Ranch, Glen Edwards, Lincoln Crossing, Lincoln High School, Twelve Bridges Middle, and Twelve Bridges High School		$589,200.00	$481,522.00	$1,070,722.00				$1,070,722.00	

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
							TK-12									
1	1.6	Career Technical Education (CTE)	All	No			Specific Schools: Lincoln High School and Twelve Bridges High School 9-12		$2,324,410.00	$82,163.00	$2,201,943.00	$157,440.00		$47,190.00	$2,406,573.00	
1	1.7	Instructional Technology	All	No			All Schools TK - 12		$1,682,177.00	$1,396,703.00	$3,078,880.00				$3,078,880.00	
1	1.8	Assessing & Monitoring Student Progress	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK - 12th		$780,111.00	$535,213.00	$869,461.00	$378,789.00		$67,074.00	$1,315,324.00	
1	1.9	Academic Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK - 12th		$1,803,640.00	$1,224,626.00	$1,282,513.00	$1,366,512.00		$379,241.00	$3,028,266.00	
1	1.10	English Learner Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools TK - 12th		$531,732.00	$309,112.00	$685,696.00			$155,148.00	$840,844.00	
1	1.11	Homeless/Foster Youth Support	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools TK - 12th		$77,793.00	$22,509.00	$100,302.00				$100,302.00	
1	1.12	Additional Academic Counseling Support	PHS Students	No			Specific Schools: Phoenix High School 9 - 12		$95,619.00	$0.00				$95,619.00	$95,619.00	
1	1.13	LCFF Supplemental Allocation to School Sites for Site-Based Contributing Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK - 12		$360,806.00	$197,593.00	$558,399.00				$558,399.00	
1	1.14	Early Childhood Literacy	All Students with Disabilities Struggling students, English learners, foster	No			Specific Schools: Carlin Coppin, Creekside Oaks, First		$113,563.00	$17,460.00		$131,023.00			$131,023.00	

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
			youth, and low income				Street, Foskett Ranch, Scott Leaman, Lincoln Crossing, Sheridan, Twelve Bridges Elementary TK - 2nd									
2	2.1	Staff Effectiveness in Supporting Physical, Social-Emotional & Cultural Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK - 12		$328,616.00	$302,960.00	$564,502.00			$67,074.00	$631,576.00	
2	2.2	School Safety	All	No			All Schools TK - 12		$6,289,974.00	$2,034,795.00	$4,733,775.00	$3,590,994.00			$8,324,769.00	
2	2.3	Youth & Parent Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK - 12		$436,369.00	$447,044.00	$876,244.00			$7,169.00	$883,413.00	
2	2.4	Mental Health Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK - 12		$676,176.00	$116,416.00	$473,318.00	$319,274.00			$792,592.00	
2	2.5	Homeless/Foster Youth Support	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools TK - 12		$41,572.00	$0.00	$41,572.00				$41,572.00	
2	2.6	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK - 12		$0.00	$247,799.00	$242,799.00			$5,000.00	$247,799.00	
2	2.7	LCFF Supplemental Allocation to School Sites for Site-Based Contributing Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK - 12		$0.00	$197,593.00	$197,593.00				$197,593.00	
2	2.8	Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK - 12		$92,927.00	$137,878.00	$230,805.00				$230,805.00	
2	2.9	Student Behavior Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK - 12		$51,732.00	$137,878.00	$189,610.00				$189,610.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	**2.10**	Wellness Centers	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lincoln High School, Glen Edwards Middle School, and Twelve Bridges High School 6-12		$0.00	$502,156.00	$502,156.00				$502,156.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
95,033,757	6,200,684	6.525%	0.000%	6.525%	$11,196,991.00	0.000%	11.782 %	**Total:**	$11,196,991.00
								LEA-wide Total:	$9,867,265.00
								Limited Total:	$827,570.00
								Schoolwide Total:	$502,156.00

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	Staff Effectiveness in Supporting Students Academic Success	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK - 12th	$1,330,495.00	
1	1.4	Dual Language Immersion Program	Yes	LEA-wide	English Learners Low Income	Specific Schools: Creekside Oaks Elementary School TK - 5th	$1,980,804.00	
1	1.5	Academic Support Courses	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Carlin Coppin, Creekside Oaks, First Street, Foskett Ranch, Glen Edwards, Lincoln Crossing, Lincoln High School, Twelve Bridges Middle, and Twelve Bridges High School TK-12	$1,070,722.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.8	Assessing & Monitoring Student Progress	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK - 12th	$869,461.00	
1	1.9	Academic Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK - 12th	$1,282,513.00	
1	1.10	English Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools TK - 12th	$685,696.00	
1	1.11	Homeless/Foster Youth Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools TK - 12th	$100,302.00	
1	1.13	LCFF Supplemental Allocation to School Sites for Site-Based Contributing Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK - 12	$558,399.00	
2	2.1	Staff Effectiveness in Supporting Physical, Social-Emotional & Cultural Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK - 12	$564,502.00	
2	2.3	Youth & Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK - 12	$876,244.00	
2	2.4	Mental Health Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK - 12	$473,318.00	
2	2.5	Homeless/Foster Youth Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools TK - 12	$41,572.00	
2	2.6	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK - 12	$242,799.00	
2	2.7	LCFF Supplemental Allocation to School Sites for Site-Based Contributing Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK - 12	$197,593.00	
2	2.8	Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK - 12	$230,805.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.9	Student Behavior Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK - 12	$189,610.00	
2	2.10	Wellness Centers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lincoln High School, Glen Edwards Middle School, and Twelve Bridges High School 6-12	$502,156.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$82,618,929.00	$79,272,236.00

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**	Highly Qualified Administrators, Teachers, and Instructional Support Staff	No	$50,207,035.00	49,987,766
1	**1.2**	Staff Effectiveness in Supporting Students Academic Success	Yes	$1,536,832.00	582,772
1	**1.3**	Access to a Broad Course of Study & Standards Aligned Instructional Materials	No	$4,742,226.00	5,272,079
1	**1.4**	Dual Language Immersion Program	Yes	$2,285,223.00	1,677,182
1	**1.5**	Academic Support Courses	Yes	$1,154,244.00	602,135
1	**1.6**	Career Technical Education (CTE)	No	$2,271,085.00	2,626,702
1	**1.7**	Instructional Technology	No	$2,865,186.00	2,852,013
1	**1.8**	Assessing & Monitoring Student Progress	Yes	$1,127,828.00	733,504
1	**1.9**	Academic Interventions	Yes	$3,154,096.00	3,690,988
1	**1.10**	English Learner Support	Yes	$622,465.00	172,051
1	**1.11**	Homeless/Foster Youth Support	Yes	$104,322.00	82,043

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	Additional Academic Counseling Support	No	$95,619.00	95,619
1	1.13	LCFF Supplemental Allocation to School Sites for Site-Based Contributing Services	Yes	$384,633.00	575,760
1	1.14	Early Childhood Literacy	No	$131,023.00	131,023
2	2.1	Staff Effectiveness in Supporting Physical, Social-Emotional & Cultural Safety	Yes	$710,678.00	332,082
2	2.2	School Safety	No	$8,364,809.00	8,126,020
2	2.3	Youth & Parent Engagement	Yes	$877,235.00	428,891
2	2.4	Mental Health Support	Yes	$404,547.00	400,594
2	2.5	Homeless/Foster Youth Support	Yes	$42,218.00	38,920
2	2.6	Transportation	Yes	$284,175.00	207,332
2	2.7	LCFF Supplemental Allocation to School Sites for Site-Based Contributing Services	Yes	$364,633.00	119,268
2	2.8	Attendance	Yes	$269,224.00	98,432
2	2.9	Student Behavior Supports	Yes	$236,593.00	55,950
2	2.10	Wellness Centers	Yes	$383,000.00	383,110

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)

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
6,025,542	$10,992,813.00	$10,180,964.00	$811,849.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Staff Effectiveness in Supporting Students Academic Success	Yes	$1,191,390.00	582,722		
1	1.4	Dual Language Immersion Program	Yes	$2,246,811.00	1,677,182		
1	1.5	Academic Support Courses	Yes	$1,154,244.00	602,135		
1	1.8	Assessing & Monitoring Student Progress	Yes	$756,043.00	733,504		
1	1.9	Academic Interventions	Yes	$1,432,042.00	3,690,988		
1	1.10	English Learner Support	Yes	$461,835.00	172,051		
1	1.11	Homeless/Foster Youth Support	Yes	$104,322.00	82,043		
1	1.13	LCFF Supplemental Allocation to School Sites for Site-Based Contributing Services	Yes	$384,633.00	575,760		
2	2.1	Staff Effectiveness in Supporting Physical, Social-Emotional & Cultural Safety	Yes	$640,181.00	332,082		
2	2.3	Youth & Parent Engagement	Yes	$870,066.00	428,891		
2	2.4	Mental Health Support	Yes	$176,403.00	400,594		
2	2.5	Homeless/Foster Youth Support	Yes	$42,218.00	38,920		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.6**	Transportation	Yes	$279,175.00	207,332		
2	**2.7**	LCFF Supplemental Allocation to School Sites for Site-Based Contributing Services	Yes	$364,633.00	119,268		
2	**2.8**	Attendance	Yes	$269,224.00	98,432		
2	**2.9**	Student Behavior Supports	Yes	$236,593.00	55,950		
2	**2.10**	Wellness Centers	Yes	$383,000.00	383,110		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
91,408,020	6,025,542	0.00	6.592%	$10,180,964.00	0.000%	11.138%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024