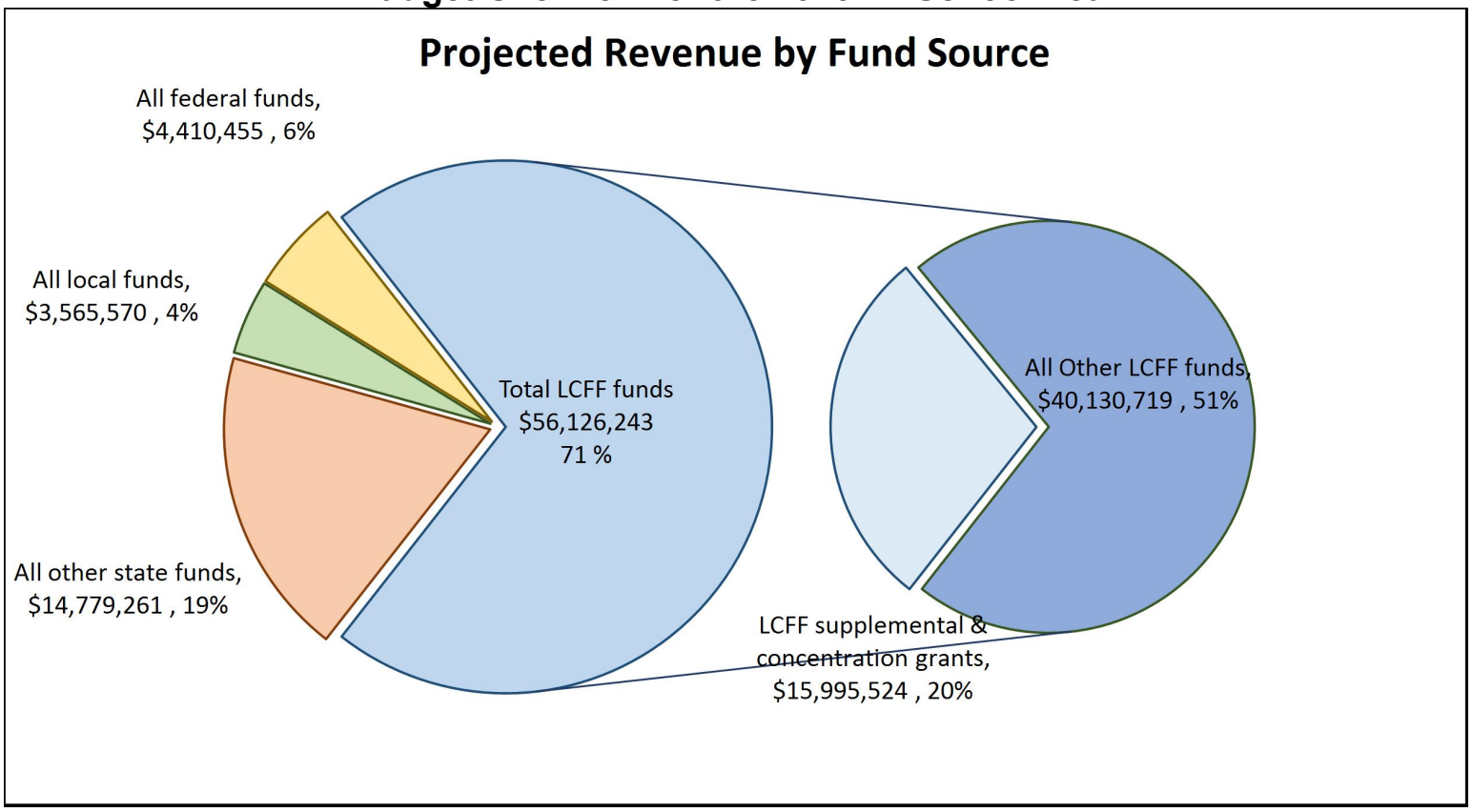
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Wasco Union Elementary School District
CDS Code: 15-63842 0000000
School Year: 2026-27
LEA contact information:
Danny Arellano
Assistant Superintendent
daarellano@wuesd.org
661.758.7100

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

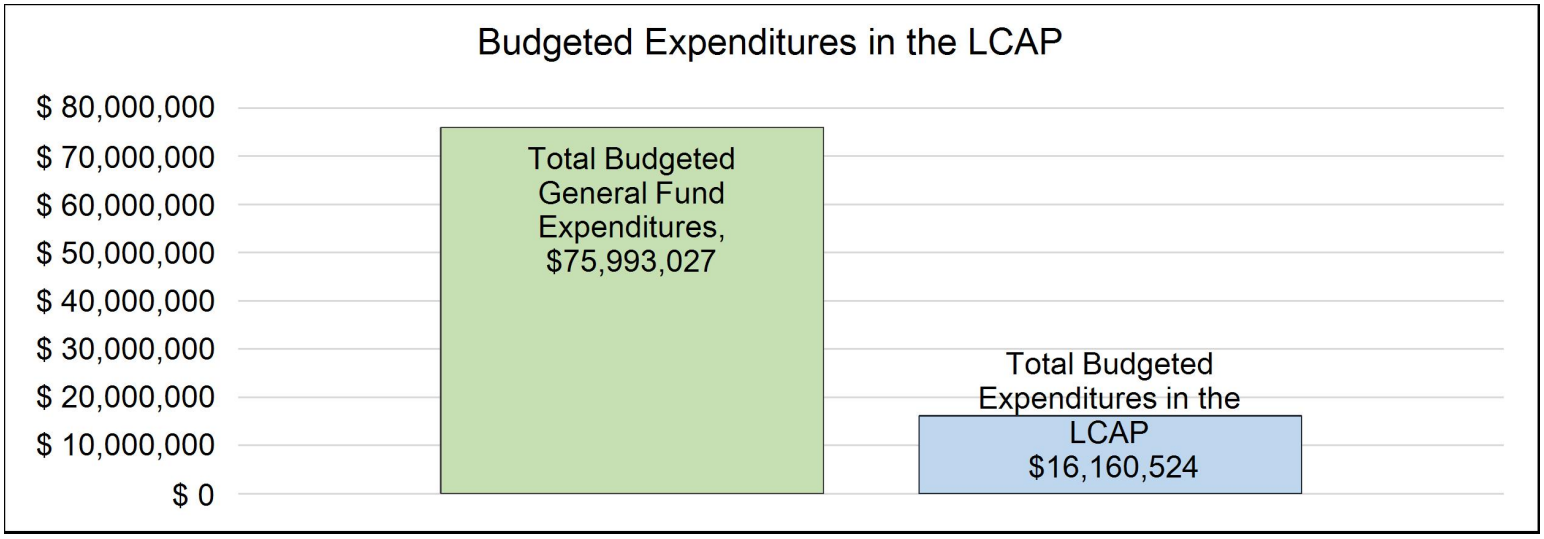


This chart shows the total general purpose revenue Wasco Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Wasco Union Elementary School District is $78,881,529, of which $56,126,243.00 is Local Control Funding Formula (LCFF), $14,779,261.00 is other state funds, $3,565,570.00 is local funds, and $4,410,455.00 is federal funds. Of the $56,126,243.00 in LCFF Funds, $15,995,524.00 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Wasco Union Elementary 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: Wasco Union Elementary School District plans to spend $75,993,027.00 for the 2026-27 school year. Of that amount, $16,160,524.00 is tied to actions/services in the LCAP and $59,832,503 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenditures outside the scope of the LCAP support the operation of regular education, special education, and expanded learning programs and services. These funds also support instructional leadership, curriculum development, and professional learning opportunities for staff to strengthen teaching and learning across the district.

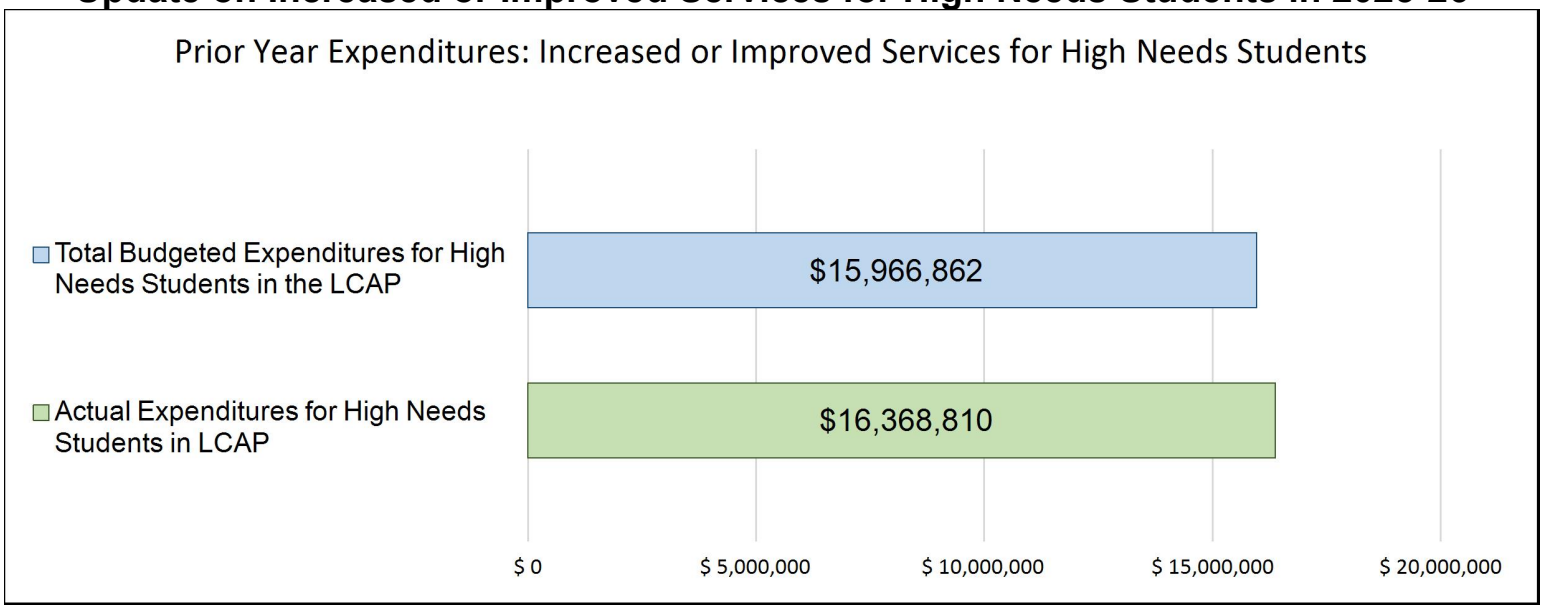
At the school level, general fund expenditures cover site administration and operational support, including principal and clerical salaries, to ensure effective school management and communication among families, community members, and district personnel. Additional expenditures support campus safety and security, maintenance and operations, and facility improvements that help provide safe, well-maintained, and engaging learning environments for all students.

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

In 2026-27, Wasco Union Elementary School District is projecting it will receive $15,995,524.00 based on the enrollment of Foster Youth, English learner, and low-income students. Wasco Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Wasco Union Elementary School District plans to spend $15,995,524.00 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 Wasco Union Elementary 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 Wasco Union Elementary 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, Wasco Union Elementary School District's LCAP budgeted $15,966,862.00 for planned actions to increase or improve services for high needs students. Wasco Union Elementary School District actually spent $16,368,810.00 for actions to increase or improve services for high needs students in 2025-26.

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
Wasco Union Elementary School District	Danny Arellano Assistant Superintendent	daarellano@wuesd.org 661.758.7100

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.

The Wasco Union Elementary School District (WUESD) serves students and educational partners of the City of Wasco. The city of Wasco is a close-knit community located in the San Joaquin Valley of California. It is known for its strong agricultural roots and is often referred to as the "Rose Growing Capital of the Nation." The community takes pride in its vibrant local culture, which includes annual events such as the Rose Festival and the Festival of Roses Parade. Wasco is home to diverse neighborhoods, local businesses, and other educational institutions, and its residents are known for their strong sense of community and civic engagement. The city's commitment to preserving its agricultural heritage and fostering a welcoming environment for residents and visitors makes it a unique and inviting place to live and visit.

WUESD comprises six schools: four elementary schools and two middle schools. WUESD operates as a Schoolwide Title One District, with 91% of students classified as socioeconomically disadvantaged, 90.7% qualifying for the Free and Reduced Lunch Program, and 27.7% learning English as a second language. Currently, WUESD services approximately 3,433 students, TK - 8th grade district-wide (Source: CALPADS Report 1.17 - January 2026).

WUESD's four elementary schools, Karl F. Clemens, John L. Prueitt, Teresa Burke, and James A. Forrest, serve Universal Transitional Kindergarten (UTK) through fifth grade, while the two middle schools, Palm Avenue and Thomas Jefferson, serve students in grades six through eight.

At WUESD, the commitment to "Excellence For All" is evident in the achievements of students, faculty, staff, and leadership each school year. The district's academic focus includes English Language Arts, Mathematics, Next Generation Science Standards, and Social Studies,

ensuring that all students progress towards meeting core curriculum standards. WUESD sets high expectations for its employees, believing that students can achieve their highest potential with a high-quality, equitable education. The district provides a safe learning environment through school safety protocols, social-emotional support programs, and resources to foster students' growth. WUESD remains committed to implementing a targeted strategy to expand and enhance multi-tiered systems of support designed to address students' academic, behavioral, and social-emotional learning needs and achievements.

WUESD actively fosters educational partnerships, creating welcoming environments with increased opportunities for parent engagement and community involvement. The district's mission is to provide all students with an education that promotes lifelong learning, an appreciation for diversity, and responsible citizenship, while its vision is "Excellence for All."

The district is dedicated to aligning LCAP, Federal Categorical Funding, and other funding resources with a comprehensive strategy aimed at enhancing and expanding services for unduplicated students. The ongoing process of planning and reporting on the objectives of the LCAP consistently illustrates its effectiveness in improving support for unduplicated students year after year.

To achieve this goal effectively, it is imperative for WUESD to execute a comprehensive strategic planning process for the development of the new three-year LCAP cycle (2024-2027). This process will encompass a thorough analysis of state and local data, as well as input from educational partners, to identify the specific underlying factors contributing to the distinct needs, conditions, and circumstances of unduplicated students. Once these root causes have been identified, WUESD will be responsible for identifying and implementing the most effective pedagogical practices to enhance student outcomes. Subsequently, outcome data will be utilized to monitor progress, evaluate the efficacy of these practices, and guide ongoing improvement efforts.

WUESD does not receive or qualify for equity multiplier funding.

Reflections: Annual Performance

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

2025 CA Dashboard
Districtwide State Indicator Performance by Student Group currently shows no “Red” performance categories and nine “Orange” performance categories on the dashboard. These categories are as follows:

LEA-wide Student Groups with a “Red” indicator
None

Schoolwide “Red” Indicators
ELA - Karl F. Clemens Elementary - All Students
Math - Karl F. Clemens Elementary - All Students
English Learner Progress - John L. Prueitt Elementary - All Students
Math - Thomas Jefferson Middle - All Students

School Student Groups with a “Red” indicator

ELA - English Learner - Karl F. Clemens Elementary
Math - English Learner - Karl F. Clemens Elementary
ELA - Socioeconomically Disadvantaged - Karl F. Clemens Elementary
Math - Socioeconomically Disadvantaged - Karl F. Clemens Elementary
ELA - Hispanic - Karl F. Clemens Elementary
Math - Hispanic - Karl F. Clemens Elementary
Chronic Absenteeism - Students with Disabilities - Palm Avenue Middle
Math - Socioeconomically Disadvantaged - Thomas Jefferson Middle
Math - Students with Disabilities - Thomas Jefferson Middle
Math - Hispanic - Thomas Jefferson Middle

2025 Local Data and Indicators
Average Meet or Exceeded Standard in Local Benchmarks - ELA & Math - Illuminate Data Assessments
Source: Local Illuminate Data
2025 District - 39.2% Meet or Exceed Standard - ELA
2025 EL Students - 22% Meet or Exceed Standard - ELA
2025 SED Students - 38.2% Meet or Exceed Standard - ELA

2025 District - 41% Meet or Exceed Standard - Math
2025 EL Students - 35% Meet or Exceed Standard - Math
2025 SED Students - 41% Meet or Exceed Standard - Math

Average Survey of Safety and Climate - Student Connected Surveys - KiDS 2025
70.28% of students feel like they belong at school
70.68% of students feel like it is easy to talk with teachers/staff at school

2023 CA Dashboard
Districtwide State Indicator Performance by Student Group currently shows five red performance categories and nine "orange" performance categories on the dashboard. These categories are as follows:

LEA-wide Student Groups with a "Red" indicator
Chronic Absenteeism - African American - District
Chronic Absenteeism - Foster Youth - District
ELA - English Learner - District
ELA - Students with Disabilities - District
Math - English Learner - District

Schoolwide " Red" Indicator
Math - Palm Avenue Middle - All Students

School Student Groups with a "Red" indicator
ELA - English Learner - Karl F. Clemens Elementary
ELA - English Learner - Palm Avenue Middle
ELA - English Learner - Teresa Burke Elementary
ELA - English Learner - Thomas Jefferson Middle
ELA - Students with Disabilities - Teresa Burke Elementary
ELA - Students with Disabilities - Thomas Jefferson Middle
Math - English Learner - Palm Avenue Middle
Math - English Learner - Thomas Jefferson Middle
Math - Hispanic - Palm Avenue Middle
Math - Socioeconomically Disadvantaged - Palm Avenue Middle

2024 Local Data and Indicators

Average Meet or Exceeded Standard in Local Benchmarks - ELA & Math - Illuminate Data Assessments
Source: Local Illuminate Data

2024 District - 31% Meet or Exceed Standard - ELA
2024 EL Students - 24% Meet or Exceed Standard - ELA
2024 SED Students - 25% Meet or Exceed Standard - ELA

2024 District - 16% Meet or Exceed Standard - Math
2024 EL Students - 10% Meet or Exceed Standard - Math
2024 SED Students - 17% Meet or Exceed Standard - Math

Average Survey of Safety and Climate - Student Connected Surveys - KiDS
79% of students feel like they belong at school
73% of students feel like it is easy to talk with teachers/staff at school

Resource document that provides a summary of student groups, actions, goals, and CSI, DA, as they apply to the District:
https://docs.google.com/document/d/1tpt02MLB1ZBuwJHHetFbeGwW2j6rwO0DGoBhi-u-fvY/edit

WUESD has also observed that the red and orange indicators on the CA dashboard align closely with the school-based dashboard data. Given the availability of this data at both district and site levels, it is crucial to develop plans to address these areas of low performance and performance gaps.

Furthermore, WUESD recognizes the importance of evaluating the impact of previous LCAP goals and actions on district and student success. An annual review of the current LCAP goals and actions will be conducted to identify ongoing needs and assess the success of existing initiatives based on state and local data. Goals and actions that have demonstrated success will be maintained, provided that educational partners' feedback and input support their continuation.

The development of new LCAP goals and actions will be guided by a comprehensive analysis of the current state and local data in conjunction with input from educational partners. The focus will remain on delivering direct and improved services for unduplicated student groups to ensure equitable opportunities for all students within the district.

LREBG NEEDS ASSESSMENT
$165,000 LREBG Funds to support Action 1.8
Analysis of state and local data indicates that middle school students within the LEA demonstrate significant learning recovery needs in both English Language Arts (ELA) and Mathematics. Both Palm Avenue Middle School and Thomas Jefferson Middle School are performing in the Low or Very Low performance levels in ELA and Mathematics on the California School Dashboard, with Thomas Jefferson Middle School demonstrating some of the lowest outcomes in the district. Several student groups, including Students with Disabilities, English Learners (including Long-Term English Learners), Socioeconomically Disadvantaged students, Foster Youth, and students experiencing homelessness, are performing well below standard, with some groups exceeding -100 points below standard in Mathematics.

Local assessment data further indicates that many middle school students are not meeting grade-level expectations and require additional instructional support to accelerate learning and close persistent achievement gaps. These academic challenges are compounded by elevated rates of chronic absenteeism among middle school students, reducing access to core instruction and contributing to unfinished learning.

The data demonstrates a need for additional learning opportunities beyond the traditional school day and school year, particularly for middle school students who are furthest from meeting academic standards. To address these identified needs, the LEA will implement a Middle School Summer Learning Academy and provide ongoing high-impact tutoring and intervention in English Language Arts and Mathematics. These evidence-based strategies increase instructional time, provide targeted small-group support, and accelerate learning for students with the greatest academic needs.

By expanding access to additional instructional time during the summer and providing ongoing tutoring throughout the school year, the LEA aims to improve academic achievement, accelerate progress toward grade-level standards, and reduce learning gaps for middle school students most impacted by unfinished learning.

Reflections: Technical Assistance

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

NA

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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
Parents	To actively involve parents as educational partners in the development of the LCAP, we utilized surveys and school site meetings. The surveys included questions from the school connectedness survey, allowing parents to provide feedback on school safety, culture, instructional programs, intervention services, and the 8 state priorities. Parents were encouraged to express their preferences for inclusion in the LCAP and provide reasoning for their suggestions. Additionally, the surveys sought input on enhancing services for low-income, EL, and Foster youth students. The survey was administered in the month of March and was open to parents for approximately 3 weeks. The survey responses were organized based on their significance to guide the influence on the LCAP. A designated parent LCAP meeting night was held, at each school site, where parents were presented with a summary of the LCAP, current goals and actions, the purpose of the LCAP, and a review of student data. These meetings took place in February and March, and all parents were invited to participate. Following each session, parents were invited to share their feedback and suggestions, either verbally or in writing. Similar to the survey responses, the input and feedback from parents during the meetings were categorized by their significance in an effort to shape the LCAP.
Students	To actively involve students as educational partners in the development of the LCAP, the following was initiated: 1. Student Surveys - WUESD administered two surveys. The 'Student

Educational Partner(s)	Process for Engagement
	Connectedness' survey served as an instrument specifically designed to gauge the levels of connectedness students in grades 3 through 8 feel toward the school community. This comprehensive survey measures students' feelings, perceptions, involvement, and overall connectedness to the school environment, providing valuable insights into their experiences and sense of belonging. The student connectedness survey was administered in the Fall and Spring and was open to students for approximately 3 weeks. Additionally, a 'School Environment' survey was developed and administered to student focus groups at each middle school. The survey focused on measuring their perspective on school climate. In other words, less emphasis on academics directly and more on the conditions that support the learning (e.g.,relationships, consistency, safety, student voice, and positive adult leadership. 2. Student Forum - WUESD engaged and collected student input from students in grades 5th-7th. "The LCAP is our school's plan for how we spend money and resources to help students learn, feel safe, and be successful. We want to hear directly from you about what's working and what we can improve." Student Forum Questions: 1. What helps you learn best at school, and what could teachers or schools do differently to help students be more successful? 2. Do you feel safe, welcomed, and respected at school? Why or why not? 3. What makes you want to come to school and participate? What would make school more interesting or engaging for students? 4. When students need help with academics, mental health, or personal challenges, do they know where to go? What additional support would be helpful? 5. If you could change one thing at our school next year to make it better for students, what would it be? 6. Please rank the following choices. • More academic support/tutoring • Better student behavior and safety • More clubs, sports, and activities

Educational Partner(s)	Process for Engagement
	• Mental health and wellness support • College and career preparation • Improved technology and resources • Student voice and leadership opportunities
Teachers and Other School Personnel	To actively involve teachers and other school personnel (Certificated & Classified) as educational partners in the development of the LCAP, we utilized teacher and staff surveys to gather their input and feedback. The surveys included questions based on school safety, culture, instructional programs, intervention services, and the 8 state priorities. Teachers were encouraged to express their preferences for inclusion in the LCAP and provide reasoning for their suggestions. Additionally, the surveys sought input on enhancing services for low-income, EL, and Foster youth students. These surveys were administered in the month of March. The survey responses were organized based on their significance in guiding the influence on the LCAP.
Principals and Administrators	During a District March cabinet meeting, a dedicated Principal and Administrator Educational Partners forum was held to facilitate open dialogue and gather valuable feedback on the 2026-2027 LCAP. This forum provided an important opportunity for Principals and Administrators to offer their insights and suggestions on the goals, actions, and expenditures outlined in the plan, specifically focusing on enhancing and expanding services for unduplicated student groups. In addition to sharing their input, Principals and Administrators also had the opportunity to review student achievement data, which was instrumental in identifying areas for improvement and ongoing development within the District. The feedback provided by principals and administrators was documented and organized according to key areas, including student outcomes, conditions of learning, and engagement.
Local Bargaining Union Educational Partners	The Local Bargaining Union convened an Educational Partners Consultation meeting with the District to facilitate an in-depth dialogue and gather valuable input from labor partners. The purpose of this meeting was to provide labor partners with a comprehensive overview of the 2026-2027 LCAP and to engage them in a collaborative

Educational Partner(s)	Process for Engagement
	process aimed at incorporating their feedback and insights. The Local Bargaining Unions convened in the month of April. During the consultation meeting, labor partners were presented with a detailed LCAP overview, a comprehensive budget outline, a thorough review of student achievement data, and an overview of the current LCAP process. The District sought to ensure that their perspectives and recommendations were integrated into the planning and decision-making process. The input and feedback provided by the labor partners serve to enrich the planning process and contribute to the creation of a more comprehensive and inclusive 2026-2027 LCAP.
Parent Advisory Committee and English Language Parent Advisory Committee	The District Advisory Committee (DAC) and the English Language Parent Advisory Committee (DELAC) convened to incorporate feedback and input from educational partners into the LCAP. This session was conducted simultaneously with the DAC and DELAC in the months of March and April. The session included a comprehensive review of student outcomes, incorporating state and local data, including detailed reporting on student group information, and providing time for receiving valuable feedback from the DAC and DELAC. This collaborative platform allowed the DAC and DELAC to gain deeper insights into the needs of students and the district community and seek advice for addressing areas of need. The feedback and input received during this session played an important role in impacting and influencing the development of the 2026-2027 LCAP.
Special Education Local Plan Area (SELPA) Consultation	A SELPA consultation took place at the Kern County Superintendent of Schools office as part of the LCAP development series training in the month of March. The KCC SELPA Member Local Plan Assurance involved members of the District and the local SELPA leadership team. This consultation focused on various critical areas, including academic achievement, suspension rates, graduation and dropout rates, least restrictive environment (LRE)/inclusion, preschool indicators, DRDP (Desired Results Developmental Profile) performance, disproportionate representation, transition planning, and compliance measures. By prioritizing these specific indicators, the

Educational Partner(s)	Process for Engagement
	district aimed to proactively enhance support and resources for students with disabilities, ensuring a holistic and inclusive educational environment that fosters their academic and personal growth. The consultation addressed the integration and inclusion of students with disabilities within the District academic interventions, school climate efforts, attendance and engagement supports and interventions, as well as LCAP feedback groups.

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

As the District carefully considers all feedback in alignment with district goals and identified needs, it is important to acknowledge that not all expressed needs can be accommodated within the LCAP due to the constraints of limited LCFF resources. In response to input from educational partners, several revisions have been incorporated into the LCAP to ensure that the plan remains responsive to the evolving needs of the educational community. These revisions reflect the commitment to incorporating diverse perspectives and insights into the ongoing development and refinement of the LCAP.

Based on the valuable feedback from educational partners, there has been a request for broader, more expansive goals encompassing a holistic perspective. This approach will empower the District to foster creativity and innovation in addressing overarching objectives related to student outcomes, conditions of learning, and engagement. Incorporating the feedback received from educational partners, the 2026-2027 LCAP has been influenced as follows:

Parents

Parents consistently expressed appreciation for the district’s extended learning opportunities, including ELOP, ASES, summer programs, enrichment activities, and after-school supports. Families shared that these programs positively impact academic growth, provide safe environments for students, and support working parents. Many parents also praised school staff for being welcoming, caring, and supportive of students and families. A major area of focus from parents was increased academic support in English language development, reading, mathematics, tutoring, and intervention services. Families requested more instructional aides, additional counseling and behavioral support services, and expanded opportunities for enrichment in areas such as science, arts, robotics, athletics, and career exploration. Parents also emphasized the importance of student safety, specifically during drop-off and pick-up times, campus supervision, and increased security presence. Communication, parent involvement opportunities, and student engagement in school and community activities were also identified as priorities for improvement.

Students

Student feedback highlights the need for a greater emphasis on multi-tiered systems of support. They recognize that academic success alone does not define a successful student, stressing the importance of meeting behavioral and social-emotional learning expectations.

Students have also requested the continuation and expansion of music programs, student incentives, and extracurricular activities, noting that these services enhance engagement and strengthen their connection to the school.

Overall, student survey responses reflected generally positive perceptions regarding school climate, student engagement, and access to academic and extracurricular opportunities. Students reported feeling supported by school staff and indicated appreciation for programs and activities that promote learning, enrichment, and school connectedness. Many students identified positive relationships with teachers and staff as an important part of their educational experience. Several themes emerged from the survey results. Students emphasized the importance of safe and welcoming school environments, engaging classroom instruction, and opportunities to participate in extracurricular activities, athletics, arts, and enrichment programs. Responses also highlighted a desire for continued academic support, including tutoring, intervention, and additional help in core subjects such as reading and mathematics. Students additionally expressed interest in expanded opportunities for student voice, leadership, and school involvement. School safety, campus cleanliness, and positive peer relationships were also identified as important priorities. Overall, the survey results indicate that students value supportive learning environments, engaging educational experiences, and opportunities that promote both academic success and personal growth

Teachers and Other School Personnel

Staff feedback highlighted a strong desire to increase academic support systems for students, particularly in reading, mathematics, intervention, tutoring, and MTSS implementation. Staff members emphasized the need for additional instructional aides, behavioral supports, counselors, and extended learning opportunities to better support struggling students. Several comments also focused on improving intervention programs and strengthening academic achievement through phonics-based instruction, math prioritization, and expanded tutoring opportunities. Staff also identified the importance of teacher recruitment and retention, noting concerns about maintaining competitive compensation and retaining highly qualified educators. In addition, staff expressed interest in increasing parent involvement through family engagement activities and improving after-school programming to better align with student and family needs. Safety, student engagement, and expanded enrichment opportunities were also recurring themes

Overall, CLASSIFIED staff responses reflected positive perceptions regarding district programs, student supports, school climate, and implementation of district priorities aligned to the Local Control Accountability Plan (LCAP). Most respondents selected “Agree” or “Strongly Agree” across the survey categories, indicating confidence in the district’s efforts related to student achievement, engagement, parent involvement, school climate, and access to services and resources. Several recurring themes emerged from the feedback. Classified staff emphasized the importance of maintaining safe school environments, improving communication and approachability between district leadership and staff, and ensuring employees have the tools and resources needed to effectively support students. Respondents also highlighted concerns related to safety procedures, access to supplies, and operational efficiency. Additional feedback included requests for improved access to common school supplies, enhanced safety training for emergency situations, and ensuring staff have appropriate access to classrooms and facilities for safety purposes. Staff also shared observations regarding student readiness and support needs, particularly at the early elementary level, as well as the importance of continuing strong academic and behavioral supports for students. Overall, the survey results demonstrate that classified staff value student safety, collaboration, operational effectiveness, and continued support for programs that positively impact student learning and school connectedness.

Overall, CERTIFICATED staff responses reflected positive perceptions regarding the district's educational programs, student supports, and implementation of LCAP priorities. The majority of responses indicated "Agree" or "Strongly Agree" across categories related to academic achievement, implementation of state standards, student engagement, school climate, parent involvement, and access to instructional resources and services. Staff expressed confidence in the district's continued efforts to support student learning and maintain positive school environments. Several key themes emerged throughout the survey feedback. Certificated staff emphasized the importance of continued academic intervention and support programs to improve student achievement, particularly in reading, mathematics, and English language development. Respondents also highlighted the value of maintaining safe and supportive school climates, strengthening communication and collaboration among staff and administration, and ensuring students have access to engaging instructional opportunities and enrichment programs. Additional feedback identified the need for ongoing operational and safety improvements, increased instructional and behavioral supports for students, and continued attention to staff resources and working conditions. Staff also expressed interest in enhancing parent involvement and strengthening relationships between schools, families, and district leadership. Overall, certificated staff feedback demonstrates strong support for district initiatives while identifying opportunities to further improve communication, safety, student support systems, and academic success for all students.

Principals and Administrators

Feedback from principals and administrators highlighted the importance of reviewing and aligning district-funded activities supported through Expanded Learning Opportunities Program (ELOP) funding. Updated guidance received regarding ELOP requirements clarified that ELOP funding applies only to students in Transitional Kindergarten through sixth grade (TK–6), and students must be formally enrolled in the ELOP program in order for the district to utilize ELOP funds on their behalf. If a student is not enrolled in the program, ELOP funds cannot be used to support related activities or services. As a result, district leadership identified the need to revisit District Paid Activities currently funded through ELOP to ensure compliance with updated requirements. This is especially important as ELOP participation will now be reported through CALPADS, increasing accountability and monitoring requirements related to program enrollment and funding usage.

Local Bargaining Union Educational Partners

According to feedback from local labor partners, prioritizing teacher and staff retention is crucial. The local bargaining unions emphasized that the current fiscal times may lead to a decline in teacher and staff morale. They suggested that bringing back incentive programs for teachers and staff would help boost morale. Additionally, maintaining the 20 extra minutes of instruction would allow teachers to have additional time with students and be compensated for such services.

Parent District Advisory Committee (DAC) and English Language Parent Advisory Committee (DELAC)

Feedback from the DAC and DELAC stressed that ensuring student safety must be the highest priority. The DAC pointed out that upkeeping school facilities and operations is vital for safeguarding students. Meanwhile, the DELAC advocated for enhanced services for EL students both within and beyond the classroom, underscoring that EL students require not just quality teachers but also support staff to help them access additional essential services. Both committees also emphasized the importance of expanding opportunities for student incentives and family engagement.

Special Education Local Plan Area (SELPA)

The feedback from the SELPA consultation emphasized that prioritizing multi-tiered systems of support is one of the top priorities. During the SELPA consultation, the District and the SELPA group identified the need for quality pre-referral services for students requiring extra support. The feedback from the consultation requested a review of how students are initially identified for special education services. It is important to establish pre-referral services that enable students and parents to receive interventions at the school site level before being considered for further evaluation.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Academic Achievement Academic Achievement - Accelerating Student Learning With High Expectations for All Provide every student with an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students can meet or exceed state standards.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal #1 is comprehensive and broad in nature. The district's fundamental educational program and the resources required to deliver public education are funded by the district's general fund. The initiatives outlined in Goal #1 of the LCAP are designed to enhance and expand essential services to address the needs of specific student subgroups requiring additional support to achieve academic success. The district utilizes various sources of data, including the California School Dashboard, input from parents, surveys of teachers, parents, and students, local assessments, and feedback from the community to assess how the LCFF funding can enhance essential services. Through initiatives such as increased access to educational technology, class size reductions, dedicated staff for data monitoring, and ongoing oversight of the LCAP metrics, we aim to enhance students' academic performance.

According to the 2023 California Dashboard student achievement data, the results for English Language Arts indicate that the district's average score was 47.1 points below the standard, maintaining 1.1. In mathematics, the district's average score was 84.2 points below the standard, 5.2 points increased. This data underscores the need to maintain a strong focus on enhancing and expanding essential educational services with a specific emphasis on improving academic achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Average Distance from Standard in CAASPP ELA	2023 District 47.1 Points Below Standard	2024 District 49.2 Points Below Standard	2025 District 42.2 Points Below Standard	2026 District 40.1 Points Below Standard	District 4.9 Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA Dashboard Priority: 4a	2023 EL Students 76 Points Below Standard 2023 SED Students 50.5 Points Below Standard	2024 EL Students 80.2 Points Below Standard 2024 SED Students 52.6 Points Below Standard 2024 LTEL Students* 127 Points Below Standard * Baseline (new student group)	2025 EL Students 65.2 Points Below Standard 2025 SED Students 45.3 Points Below Standard 2025 LTEL Students 97.6 Points Below Standard 2025 SWD Students* 106.2 Points Below Standard * Baseline (new student group)	2026 EL Students 66 Points Below Standard 2026 SED 40.5 Points Below Standard 2026 LTEL Students 107 Points Below Standard 2026 SWD Students* 102 Points Below Standard	EL Students 10.8 Difference SED Students 5.2 Difference LTEL Students 29.4 Difference SWD 0 Difference
1.2	Average Distance from Standard in CAASPP Math Source: CA Dashboard Priority: 4a	2023 District 84.2 Points Below Standard 2023 EL Students 102.9 Points Below Standard 2023 SED Students 87.2 Points Below Standard	2024 District 83.6 Points Below Standard 2024 EL Students 102.3 Points Below Standard 2024 SED Students 86.7 Points Below Standard 2024 LTEL Students *	2025 District 82.1 Points Below Standard 2025 EL Students 98.5 Points Below Standard 2025 SED Students 85.2 Points Below Standard 2025 LTEL Students	2026 District 78.2 Points Below Standard 2026 EL Students 92.9 Points Below Standard 2026 SED 77.2 Points Below Standard 2026 LTEL Students* 154 Points Below Standard	District 2.1 Difference EL Students 4.4 Difference SED Students 2.0 Difference LTEL Students 21.6 Difference SWD 0 Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			174.1 Points Below Standard *Baseline (new student group)	152.5 Points Below Standard 2025 SWD Students * 106.2 Points Below Standard *Baseline (new student group)	2026 SWD Students * 102 Points Below Standard	
1.3	Average Progress Towards English Language Proficiency Source: CA Dashboard Priority: 4e	2023 District 55.8% Making Progress	2024 District 45.2% Making Progress	2025 District 47.6% of all EL's Making Progress 62.4% of LTEL's Making Progress *Baseline (new student group)	2026 District 60.8% Making Progress 65% of LTEL's Making Progress*	District -8.2% Difference LTEL Students 0 Difference*
1.4	Average English Learner Reclassification Rate Source: Local KiDS Priority: 4f	2023 District 7.81% Reclassification Rate	2024 District 14.63% Reclassification Rate	2025 District 18.86% Reclassification Rate	2026 District 10% Reclassification Rate	District 11.05% Difference
1.5	Average Meet or Exceeded Standard in Local Benchmarks - ELA & Math Source: Local Illuminate Data Priority: 8a	2023 District 29% Meet or Exceed Standard ELA 2023 EL Students 23% Meet or Exceed Standard: ELA 2023 SED Students 27% Meet or Exceed Standard: ELA 2023 District 15% Meet or Exceed Standard: Math	2024 District 31% Meet or Exceed Standard: ELA 2024 EL Students 24% Meet or Exceed Standard: ELA 2024 SED Students 25% Meet or Exceed Standard: ELA	2025 District 39.2% Meet or Exceed Standard: ELA 2025 EL Students 22% Meet or Exceed Standard: ELA 2025 SED Students 38.2% Meet or Exceed Standard: ELA	2026 District 40% Meet or Exceed Standard: ELA 2026 EL Students 38% Meet or Exceed Standard: ELA 2026 SED Students 40% Meet or Exceed Standard: ELA	District ELA 10.2% Difference EL Students -1% Difference SED Students 11.2% Difference Hispanic Students 0% Difference District Math 26% Difference EL Students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023 EL Students 9% Meet or Exceed Standard: Math 2023 SED Students 16% Meet or Exceed Standard: Math	2024 Hispanic Students 15% Meet or Exceed Standard: ELA **new baseline group 2024 District 16% Meet or Exceed Standard: Math 2024 EL Students 10% Meet or Exceed Standard: Math 2024 SED Students 17% Meet or Exceed Standard: Math 2024 Hispanic Students 18% Meet or Exceed Standard: Math **new baseline group	2025 Hispanic Students 15% Meet or Exceed Standard: ELA 2025 District 41% Meet or Exceed Standard: Math 2025 EL Students 35% Meet or Exceed Standard: Math 2025 SED Students 41% Meet or Exceed Standard: Math 2025 Hispanic Students 18% Meet or Exceed Standard: Math	2026 Hispanic Students 18% Meet or Exceed Standard: ELA 2026 District 32% Meet or Exceed Standard: Math 2026 EL Students 25% Meet or Exceed Standard: Math 2026 SED Students 34% Meet or Exceed Standard: Math 2026 Hispanic Students 21% Meet or Exceed Standard: Math	26% Difference SED Students 25% Difference Hispanic Students 0% Difference

Goal Analysis [2025-26]

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

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

The actions identified in Goal #1 were largely implemented as planned during the 2025–2026 school year. These actions continued to support academic achievement through standards-aligned instruction, intervention supports, and supplemental programs designed to

improve outcomes for all students, with a focus on English Learners (EL), Long-Term English Learners (LTEL), Socioeconomically Disadvantaged (SED) students, Students with Disabilities (SWD), and Hispanic students.

Actions 1.1, 1.2, 1.3, and 1.5 were implemented as planned. EL support staff continued to collaborate with teachers to support language development and academic progress for EL and LTEL students. Library staff and site support personnel provided access to instructional resources that supported student engagement and learning.
A staffing change occurred within Action 1.3 when one Assistant Superintendent position became vacant and was not replaced. The Director of Curriculum, Instruction, and Assessment assumed additional responsibilities to support academic programs and professional development. The Instructional Services TOSA also expanded support for English Learner programs and the implementation of Universal Transitional Kindergarten (UTK), which required additional training and support due to the younger student population being served.

Action 1.4 was fully implemented - WUESD purchased approximately 400 replacement student Chromebooks to maintain a 1:1 student-to-device ratio, address enrollment needs, and replace lost or damaged devices. The district also renewed and purchased software licenses to support classroom instruction and Tier II intervention, including ELA and mathematics intervention programs, Renaissance myON, and Accelerated Reader (AR). These educational technology resources continued to support classroom instruction, Universal Access, and Tier II intervention. In addition, professional development was provided to teachers to strengthen implementation and maximize the effective use of these instructional technology tools

Action 1.6 was fully implemented - Middle school students participated in STEM and college and career exploration opportunities through a variety of hands-on learning experiences designed to increase student engagement, problem-solving skills, and exposure to future educational and career pathways. Students also participated in visits to local colleges and universities, providing firsthand exposure to postsecondary education and helping them explore future academic and career options. In addition, the district purchased equipment and software to expand Career Technical Education (CTE) exploration opportunities, including career pathways in cosmetology (hairdressing), welding, and the medical field. These resources enhanced students' awareness of high-demand careers and provided meaningful, career-connected learning experiences.

Challenges
Educational technology requires ongoing replacement and maintenance due to regular use. In addition, the implementation of UTK introduced new instructional considerations as staff adjusted to serving younger students.

Successes
LCAP funds were implemented as intended to support Goal 1 actions. Staffing for key support positions remained stable with the exception of the 2nd Superintendent not being replaced. Professional development helped strengthen instructional practices supporting EL, LTEL, SED, SWD, and Hispanic students.

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.

WUESD conducted an analysis of the differences between Budgeted Expenditures and Estimated Actual Expenditures for Goal 1. At this time, no material differences (20%) have been identified. Expenditures and services were implemented substantially as planned, and funds were utilized to support the actions and services outlined in the LCAP.

Action 1.2 exceeded the budgeted amount by approximately 11% due to increases in salary and benefit costs.
Action 1.3 expenditures were approximately 10% below the budgeted amount due to the vacancy created when the Assistant Superintendent position became vacant and was not backfilled during the fiscal year, resulting in lower personnel expenditures than originally projected.

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

Action 1.1: EL Support Staff (Metrics 1.1, 1.2, 1.3)
This action demonstrates partial effectiveness. EL students showed improvement in ELA (+10.8 points) and modest gains in Math (+4.4 points), indicating that instructional support and collaboration are positively impacting academic achievement. However, progress toward English language proficiency declined (-8.2%), and LTELs remain significantly below standard. Overall, the action is effective in supporting academic growth, but less effective in accelerating language acquisition, indicating a need to strengthen ELD implementation.

Action 1.2: Librarians & Clerks at All School Sites (Metrics 1.1, 1.5)
This action is generally effective in improving access to literacy resources and supporting student achievement. District ELA benchmark performance increased (+10.2%), with notable gains for SED students (+11.2%), suggesting improved engagement and access to materials. However, EL performance slightly declined (-1%), indicating that access alone may not fully address their needs. Overall, the action is effective for general literacy improvement, with a need for more targeted supports for EL students.

Action 1.3: District Supplemental Programs Oversight (Metrics 1.1, 1.2)
This action shows limited to moderate effectiveness, with small gains in ELA (+4.9 points) and Math (+2.1 points), indicating that systems-level coordination and support are contributing to gradual progress. However, improvements remain modest and significant gaps persist for ELs, LTELs, and SWDs. Overall, the action is partially effective, with strengthened implementation and professional development needed to accelerate outcomes.

Actions 1.4 & 1.5: Educational Technology & Technology Support (Metrics 1.2, 1.5)
These actions are effective, particularly in improving Math outcomes. District Math benchmark performance increased significantly (+26%), with strong gains for EL and SED students, indicating that technology access, immediate feedback, and reliable support are positively impacting learning. While CAASPP gains are more modest, the overall trend suggests improved engagement and short-term achievement. These actions are effective, with continued focus needed on translating gains to state assessment performance.

Action 1.6: STEM & College and Career Exploration (Metrics 1.2, 1.5)
This action is effective in increasing student engagement and supporting academic growth, particularly in Math, as reflected in strong benchmark gains. Hands-on learning and real-world applications appear to enhance motivation and understanding. However, CAASPP

growth remains limited, indicating a need for stronger alignment to standards. Overall, the action is effective for engagement and local performance, with opportunities to strengthen long-term outcomes.

Overall, the district's actions under Goal #1 have resulted in measurable progress from the 2023 baseline and 2024 baseline, particularly in local assessments and reclassification rates. However, continued focus is needed to accelerate progress in CAASPP performance and English language proficiency for EL, LTEL, SED, and Hispanic student groups.

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

Goal #1 of the LCAP focuses on Academic Achievement by Accelerating Student Learning with High Expectations for All. The district will continue to provide students with standards-aligned instruction and rigorous learning experiences so that all students can meet or exceed state standards.
Based on reflection of prior implementation, the following updates were made for the coming year.

Goal and Target Outcomes
No changes were made to the planned goal and target outcomes. We added Action 1.7 (STEAM and Academic Enrichment Opportunities) to cover Academic opportunity and provided targeted extracurricular and enrichment opportunities. We added Action 1.8 (MS Summer Learning Academy and High Impact Tutoring) to cover MS (7th Grade) Summer Academy and MS (7th-8th Grade) High Impact tutoring. We added Action 1.9 to explain how we address Long Term English Learning needs.

Actions
Action 1.1 - Funding was reduced due to the transition of some literacy resources to electronic formats.
Action 1.2 - The associated metric was corrected to reflect Metric 1.5.
Action 1.4 - Funding was reduced due to prior year one-time technology purchases.
Action 1.6 - Funding was reduced as curriculum materials were purchased during the previous year.
Action 1.7 - Was created to cover county supported Academic opportunities.
Action 1.8 - Was created to cover Summer Academy and High Impact tutoring for the Middle Schools.
Action 1.9 - Was created to address LTEL Supports to be financially covered in action 1.1 and 1.8.

Metrics
Metrics 1.1 and 1.2 – SWD were added as a student group for monitoring.
Metric 1.3 - LTEL were added as a student group for monitoring.

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	EL Support Staff	Four EL Student Coaches at each elementary school site, Six EL Parent Outreach Liaisons at each school site, and Two (multi funded) District EL Support Staff will provide necessary assistance and support for all EL Students to determine services, interventions, and supports effectively. EL support staff will work collaboratively with classroom teachers to modify the curriculum and provide additional resources to meet ELs' linguistic and academic needs. EL support staff will also assist in creating a culturally responsive and inclusive learning environment, which fosters the academic and social-emotional growth of EL students. This action will fund EL personnel and EL and early literacy supplies and materials to support all EL students.	$1,207,717.00	Yes
1.2	Librarians & Clerks at All School Sites	Librarians and Clerks at all school sites will provide effective and dependable supplemental support services for all school libraries and site-based resources, all of which directly contribute to improved student engagement and academic performance with a focus on low-income students. Librarians and clerks will be provided at all school sites in order to improve access to a wide range of books and other educational materials that students may otherwise not have access to. School libraries foster a love of reading which is vital for improving literacy skills and provide a safe space for students to study, read, complete assignments, and connect with their peers. This action will fund a Librarian and Clerk for each school site.	$1,033,942.00	Yes
1.3	District Supplemental Programs Oversight	District Supplemental Programs Oversight will fund two Assistant Superintendents (partially funded), a Director of Curriculum (partially funded), and Teachers on Special Assignment (TOSA) (fully funded). Two partially funded Assistant Superintendents will implement educational services, assess educational programs, and address student and staff needs. The Director of Curriculum will work closely with teachers and administrators to ensure that curriculum standards are met and that educational programs are aligned with state requirements. Three TOSAs will provide support in areas such as curriculum development, instructional coaching, staff professional development, and student intervention coordination. District Supplemental Programs Oversight helps ensure that resources are used efficiently, which can positively impact students by	$947,477.00	Yes

Action #	Title	Description	Total Funds	Contributing
		providing access to quality education and necessary support services. To strengthen this action and improve outcomes, professional development for District Supplemental Programs Oversight staff in the area of PLCs and effective staff management will be added. Additional state and federal funding will be utilized to help support this action. This action addresses the lowest performance level for ELs, SEDs, SWDs, and Hispanic students in ELA.		
1.4	Classroom Educational Technology & Online Educational Support Services	Classroom Ed Tech and online educational support services will be provided during Tier II intervention and UA instructional time in order to respond to the unique academic needs of low-income, foster youth, and ELs. By providing online instructional programs, students can receive immediate feedback, helping students understand and learn from their mistakes quickly. Teachers can use data from online programs to identify student learning patterns, strengths, and areas for improvement, enabling more effective instruction. This action will fund Classroom Educational Technology & Online Educational Support service contracts, network services, and student and staff licensing access. This action addresses the lowest performance level for EL's, LTEL's, SED's, and SWD students in CAASPP Math and EL's, SED's, and Hispanic students in local Math and ELA Benchmarks.	$701,516.00	Yes
1.5	Technology Support Personnel	Technology Support Personnel will ensure that Ed Tech needs are in good working order for both students and teachers and provide technical assistance and troubleshooting for classroom Ed tech digital tools and devices. These efforts directly contribute to improved academic performance and outcomes, focusing on English learners, low-income students, and foster youth, thereby minimizing loss of instructional time. This action will fully and partially fund five classified confidential technology support personnel.	$561,763.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Middle School STEM & College and Career Exploration Program	Middle School STEM & College and Career Exploration Program exposes students to the college and career programs at the middle school that would normally not have access to these types of hands-on learning opportunities. These efforts contribute to improved academic performance by enhancing motivation, engagement, and understanding of real-world applications, building essential skills, increasing college and career readiness, and broadening students' perspectives and aspirations. This action will fund supplies and materials for hands-on activities, educational field trips, STEM and college and career events, and supplemental instructional materials.	$25,000.00	Yes
1.7	STEAM and Academic Enrichment Opportunities	Based on analysis of the 2025 California School Dashboard, the LEA identified ongoing performance gaps in ELA and Mathematics (Low status overall; Very Low for multiple student groups including English Learners, Long-Term English Learners, Students with Disabilities, and Homeless Youth), as well as High Chronic Absenteeism (12% overall; higher for student groups). This data indicate a need to increase student engagement, strengthen academic skills, and improve school connectedness for unduplicated pupils. Based on these needs, the LEA will provide targeted extracurricular and enrichment opportunities to support unduplicated pupils (low-income, English learners, and foster youth) to increase access to engaging, standards-aligned learning experiences beyond the instructional day. Programs may include: Science Fair (All Grades) History Day (Middle School) Battle of the Books (Grades 3–8) Oral Language Spelling Bee STEAM Olympiad Honors Music Festival Leaders in Life Additional Kern and regional STEAM enrichment opportunities These programs are designed to strengthen student engagement, build critical thinking and collaboration skills, and support academic achievement	$73,248.00	Yes

Action #	Title	Description	Total Funds	Contributing
		in science, mathematics, literacy, and communication. Funding will support staffing, materials, student participation costs, and transportation to ensure equitable access for unduplicated pupils.		
1.8	MS Summer Learning Academy and High Impact Tutoring	Based on analysis of the 2025 California School Dashboard, the LEA identified ongoing performance gaps in English Language Arts and Mathematics, particularly among English Learners (ELs), Long-Term English Learners (LTELs), Students with Disabilities (SWDs), socioeconomically disadvantaged students, and Hispanic students. The Dashboard also indicates elevated Chronic Absenteeism rates among these student groups. To address these identified needs, the LEA will provide a Middle School Summer Learning Academy and High Impact Tutoring program focused on accelerating learning, increasing engagement, and strengthening academic achievement for unduplicated pupils. The program will include a 7th Grade Summer Learning Academy and targeted High Impact tutoring opportunities for 7th and 8th grade students through after-school and Saturday tutoring programs. Learning opportunities will focus on standards-aligned instruction in English Language Arts, Mathematics, science, and STEAM-related fields, while incorporating hands-on, engaging learning experiences designed to increase student motivation and school connectedness. Funding will support six certificated teachers, and one-third funding for the following: one administrator, two office support staff members, one academic coach. The funds will also cover non personnel as in instructional materials, student supplies, transportation, and other program costs necessary to ensure equitable access and successful implementation. High Impact Tutoring services will provide additional targeted support for students identified through local assessment data and classroom performance measures. These services are intended to accelerate academic growth, reduce learning gaps, improve readiness for grade-level coursework, and increase opportunities for meaningful engagement among unduplicated pupils.	$165,000.00	No

Action #	Title	Description	Total Funds	Contributing
		LREBG Funds support this action $165,000. This action is principally directed toward students identified through the Learning Recovery Emergency Block Grant (LREBG) data as experiencing significant academic learning gaps in English Language Arts and Mathematics. Local and state assessment data indicate that middle school students continue to perform below grade-level standards, demonstrating the need for additional instructional time and targeted academic support beyond the regular school day. To address these needs, the LEA will utilize LREBG funds to provide a 7th Grade Summer Learning Academy and ongoing middle school High Impact tutoring and intervention services focused on English Language Arts and Mathematics. These services increase instructional time and provide targeted, small-group academic support designed to accelerate learning and close identified achievement gaps. This action aligns with allowable uses of LREBG funds by: Increasing instructional learning time through summer learning opportunities. Providing evidence-based tutoring and intervention supports. Accelerating academic recovery and grade-level proficiency in English Language Arts and Mathematics. Delivering targeted services based on identified pupil learning needs. Research supports the effectiveness of both summer learning programs and high-impact tutoring as strategies for accelerating student achievement. Studies from the Learning Policy Institute and RAND Corporation have found that well-designed summer learning programs can improve academic outcomes, reduce summer learning loss, and support long-term achievement gains, particularly for students performing below grade level. Additionally, research from the National Student Support Accelerator and the Annenberg Institute demonstrates that consistent small-group or one-on-one tutoring can produce significant gains in literacy and mathematics achievement, often resulting in several months of additional learning growth.		

Action #	Title	Description	Total Funds	Contributing
		The LEA expects that providing additional instructional time through summer learning and targeted intervention throughout the school year will accelerate student progress toward grade-level standards, improve literacy and mathematics outcomes, and reduce learning gaps identified through local and state assessment data. Metric(s) to Monitor Effectiveness: We will monitor the progress of EL, LTEL, SWD, Hispanic, and low-income students using: Academic Indicator for CAASPP Language Arts (Metric 1.1) Academic Indicator for CAASPP Math (Metric 1.2) District local benchmarks (School City Assessments and IAB's FIAB's) (Metric 1.5).		
1.9	LTEL Support	Long-Term English Learners (LTELs) continue to demonstrate significant academic and language development needs, particularly at the middle school level. To address these needs, the LEA will provide targeted supports designed to improve English language proficiency, academic achievement, and reclassification outcomes for LTEL students. District English Learner support staff and site administrators will collaborate with classroom teachers to identify LTEL students in need of additional support, monitor student progress, analyze achievement data, and coordinate interventions. Staff will work to ensure LTEL students receive appropriate instructional supports, language development opportunities, and access to academic resources necessary for success in core content areas. LTEL students will be prioritized for participation in High Impact Tutoring and extended learning opportunities, including after-school, Saturday, and summer intervention programs described in Action 1.8. These services will provide additional targeted support in English Language Arts and Mathematics to address persistent achievement gaps and accelerate student learning. While High Impact Tutoring is funded through Learning Recovery Emergency Block Grant (LREBG) resources, this action supports the identification, coordination, monitoring, and ongoing support of LTEL students participating in these services.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Funding will support English Learner personnel, instructional materials, supplemental language development resources, progress monitoring tools, and parent engagement activities designed to increase student achievement, language acquisition, and reclassification rates for LTEL students in action 1.1.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Multi-Tiered Systems of Support (MTSS) Multi-Tiered Systems of Support (MTSS) - Provide a comprehensive framework that delivers multi-tiered systems of support to address students' diverse academic, behavioral, and social-emotional needs, while ensuring equitable access to resources and interventions. Improve school conditions for student learning and systems that will promote the building of a stronger academic, behavioral, and social-emotional support system at the local level.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Goal #2 is comprehensive and broad in nature. The initiatives outlined in Goal #2 of the LCAP are designed to enhance and expand essential services to address the needs of specific student subgroups requiring additional support to achieve academic, behavioral, and social-emotional success. The district utilizes various sources of data, including the California School Dashboard, input from parents, surveys of teachers, parents, and students, local assessments, and feedback from the community to assess how the LCFF funding can enhance essential services. Through initiatives such as increased access to EL support staff, alternatives to suspension, dedicated staff for intervention implementation, and professional development, we aim to enhance students' academic performance.

According to the 2023 California Dashboard student academic engagement data, the results for Chronic Absenteeism indicate that the district's average was 23.3% chronically absent. In addition, the 2023-2024 Student Connectedness Survey indicates that 31% of students feel like they do not belong when they are at school. This data underscores the need to maintain a strong focus on enhancing and expanding essential Multi-Tiered Systems of Support with a specific emphasis on improving academic, behavioral, and social-emotional achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of Teacher Credential and Assignment Source: Local KiDS Priority: 1a	2023 District 93.2% Teachers Fully Credentialed	2024 District 94.2% Teachers Fully Credentialed	2025 District 92.8% of Teachers Fully Credentialed	2026 District 97% Teachers Fully Credentialed	District -0.4% Difference
2.2	Percentage of Access to Standard Materials for All Source: Williams Act Visitation Priority: 1b	2023 District 100% Access to Standard Materials for All	2024 District 100% Access to Standard Materials for All	2025 District 100% Access to Standard Materials for All	2026 District 100% Access to Standard Materials for All	District 0% Difference Maintained
2.3	Percentage of Facilities in Good Repair Source: Facilities Inspection Tool (FIT) Priority: 1c	2023 District 100% Facilities in Good Repair	2024 District 100% Facilities in Good Repair	2025 District 100% Facilities in Good Repair	2026 District 100% Facilities in Good Repair	District 0% Difference Maintained
2.4	Percent of time TOSAs work with teachers on implementation of the standards Source: Coaching Logs 25-26 New Source: Administrator and Coach Survey Priority: 2a	2023 District TOSAs work with teachers on implementation of standards for 39% of their time.	2024 District TOSAs work with teachers on implementation of standards for 41% of their time.	2025 District TOSAs work with teachers on implementation of the standards for 60% of their time.	2026 District TOSAs work with teachers on implementation of standards for 49% of their time.	District 21% Difference
2.5	Percent of classroom walk-throughs demonstrating EL strategies Source: Local Site Visits and Classroom Walkthroughs Priority: 2b	2023 District 21% classroom walk-throughs demonstrating EL strategies	2024 District 30% classroom walk-throughs demonstrating EL strategies	2025 District 30.5% classroom walk-throughs demonstrating EL strategies	2026 District 31% classroom walk-throughs demonstrating EL strategies	District 9.5% Difference
2.6	Percentage of classroom walk-throughs where	2023 District 36% classroom walk-throughs where small	2024 District 39% classroom walk-throughs	2025 District 23.0% classroom walk-throughs	2026 District 46% classroom walk-throughs	District -13% Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	small group instruction is observed. Source: Local Site Visits and Classroom Walkthroughs Priority: 7a	group instruction is observed.	where small group instruction is observed.	where small group instruction is observed.	where small group instruction is observed.	
2.7	Percentage of classroom walk-throughs where the increase in rigor rate is beyond remembering and understanding Source: Local Site Visits and Classroom Walkthroughs 25-26 New Source: Administrator and Coach Survey Priority: 7a	2023 District 21% classroom walk-throughs where the increase in rigor rate is beyond remembering and understanding	2024 District 25% classroom walk-throughs where the increase of rigor rate is beyond remembering and understanding	2025 District 64% of observed instructional walk-throughs showed an increase in the rigor rate beyond remembering and understanding.	2026 District 40% classroom walk-throughs where the increase of rigor rate is beyond remembering and understanding	District 43% Difference
2.8	Number of MTSS meetings held to review student interventions for ELs and low-income students Source: School Site MTSS Meeting Agenda & Minutes Priority: 7b	2023 District 16 of MTSS meetings held to review student interventions throughout the academic school year.	2024 District 26 of MTSS meetings held to review student interventions throughout the academic school year.	2025 District 48 of MTSS meetings held to review student interventions throughout the academic school year.	2026 District 20 of MTSS meetings held to review student interventions throughout the academic school year.	District 32 Meetings Difference
2.9	Percentage of ELs and low-income students being serviced by the 95% group program Source: 95% Group Logs Priority: 7b	2023 District 29% of students being serviced by the 95% group program	2024 District 28% of students being serviced by the 95% group program	2025 District 36% of students being serviced by the 95% group program	2026 District 20% of students being serviced by the 95% group program	District 7% Difference
2.10	Percentage of SWDs Students In Regular	2023 District	2024 District	2025 District	2026 District	District 3.75% Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Classroom Equal or Greater than 80% Source: CALPADS Reporting Priority: 7c	64.65% of SWDs students in a regular classroom equal to or greater than 80%	67% of SWDs students in a regular classroom equal to or greater than 80%	68.4% of SWDs students in a regular classroom equal to or greater than 80%	72% of SWDs students in a regular classroom equal to or greater than 80%	
2.11	Reduction in the number of Student Referrals for 48900 A1 by 5% as measured by incidents per year Source: KiDs Behavior Student Incidents by Year Violation Type: Caused or Attempted to Cause Physical Injury to Another Priority: 6 Baseline: 2025-2026	2025-2026 District All Students: 117 SED: 112 EL: 37 FY: 5	N/A	N/A	2026-2027 District All Students: 111 SED: 106 EL: 35 FY: 4	Baseline Year 0 Difference

Goal Analysis [2025-26]

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

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

The following actions from Goal #2 were fully implemented as planned; however, not all students benefited equally from their implementation. Some challenges and successes are described below:

During the 2025–2026 school year, Wasco Union Elementary School District implemented the actions outlined in Goal #2 to strengthen the district's Multi-Tiered Systems of Support (MTSS) framework and improve systems addressing students' academic, behavioral, and social-emotional needs. This goal's actions strengthen instructional practices, expand targeted academic interventions, and increase instructional time for students. Overall, the district successfully implemented the majority of planned actions and maintained essential services supporting unduplicated student groups.

Actions 2.1, 2.2, 2.3, 2.4, and 2.5 were implemented as planned. Assistant Principals/Learning Directors at each school site continued to support MTSS implementation by monitoring student progress, facilitating MTSS meetings, supporting attendance interventions, and overseeing intervention services. Class size reduction efforts and the addition of instructional aides allowed teachers to increase

opportunities for student interaction and differentiation of instruction. Increased Daily Instruction (20 Minutes) provided additional time for academic intervention in small groups, social-emotional learning instruction, and increased student engagement.

The district also continued implementation of targeted literacy interventions through the 95% Group tutoring program, which supported students requiring additional foundational reading instruction.

Professional development opportunities provided staff with additional time to collaborate, analyze student data, and strengthen instructional practices aligned with district priorities.

Through these actions, the district strengthened its MTSS framework and expanded intervention opportunities designed to improve student achievement, engagement, and access to grade-level instruction.

Several successes were observed during the 2025–2026 school year as the district implemented the actions associated with Goal #2. District data indicate that instructional rigor improved significantly, with the percentage of classroom walkthroughs demonstrating instruction beyond the “remembering and understanding” level increasing to 64% during the 2025–2026 school year. In addition, the number of MTSS meetings held to review student interventions increased substantially, rising from a baseline of 16 meetings to 48 meetings during the 2025–2026 school year. This increase reflects the district’s continued commitment to monitoring student progress and ensuring appropriate academic and behavioral interventions are implemented for English learners and low-income students.

The percentage of English learners and low-income students receiving services through the 95% Group program also increased to 36%, demonstrating expanded access to targeted literacy interventions for students needing additional support in reading. Furthermore, the percentage of students with disabilities participating in the general education classroom for 80 percent or more of the instructional day increased from 64.65% to 68.4%, reflecting improved inclusive instructional practices across the district.

While several positive outcomes were observed, some challenges were also identified. The percentage of classroom walkthroughs where small group instruction was observed declined during the 2025–2026 school year, indicating that teachers may require additional support and professional development to consistently implement differentiated small-group instructional practices within Tier 1 instruction. Additionally, some 95% Group language tutors require additional training and professional development in literacy instruction and the science of reading in order to maximize the effectiveness of intervention services.

The district will continue to review these challenges and refine professional development, intervention implementation, and instructional monitoring practices to ensure MTSS supports are implemented with fidelity across all schools.

Continued monitoring of student performance data will be necessary to determine the long-term impact of these actions on English Language Arts and mathematics outcomes.

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.

WUESD conducted an analysis of the differences between Budgeted Expenditures and Estimated Actual Expenditures for Goal 2.

Action 2.2- exceeded per benefits and salaries.
Action 2.3- exceeded the budgeted amount by approximately 11% due to the need for substitute coverage for these positions; however, this difference does not meet the District's 20% material difference threshold.
Action 2.4- exceeded the budgeted amount by approximately 35% due to changes in salary and benefit costs and the need to provide additional professional development for certificated and classified staff. Expenditures and services were otherwise implemented substantially as planned.

Any other minor differences were within expected ranges for routine personnel, supplies, professional development, and program implementation costs. All Goal 2 actions continued to be implemented as planned, and there were no reductions in services or changes that materially impacted the district's ability to provide multi-tiered academic, behavioral, and social-emotional supports to students.

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

Goal #2 of the LCAP aims for Multi-Tiered Systems of Support (MTSS). Multi-Tiered Systems of Support (MTSS) - Provide a comprehensive framework that delivers multi-tiered systems of support to address students' diverse academic, behavioral, and social-emotional needs, while ensuring equitable access to resources and interventions. Improve school conditions for student learning and systems that will promote the building of a stronger academic, behavioral, and social-emotional support system at the local level. The following includes a description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal of Goal #2.

Based on a review of the available data and metrics associated with Goal #2, several actions have demonstrated effectiveness in supporting the district's Multi-Tiered Systems of Support (MTSS) framework.

Actions 2.1, 2.2, 2.4, and 2.5 have demonstrated positive progress toward the goal as evidenced by improvements in several key implementation metrics. The percentage of classroom walkthroughs demonstrating instructional rigor beyond remembering and understanding increased significantly to 64%, indicating a stronger depth of instruction (Metric 2.7). Data also indicate areas for continued improvement. The percentage of classroom walkthroughs where small group instruction was observed declined (Metric 2.6). Additionally, the number of MTSS meetings increased to 48 during the 2025-2026 school year, reflecting improved systems for monitoring student interventions and strengthening MTSS implementation (Metric 2.8).

Action 2.3 also demonstrated progress as the percentage of English learners and low-income students receiving services through the 95% Group program increased to 36%. This increase indicates expanded access to targeted literacy intervention services designed to address the academic needs of unduplicated students (Metric 2.9).

Action 2.4 was corrected to clarify that the appropriate metric used to monitor its effectiveness is Metric 2.7, which measures the percentage of classroom walkthroughs where instructional rigor is observed beyond remembering and understanding. This metric more accurately reflects the intended impact of Action 2.4 and better aligns the action to the district's professional development and instructional support efforts. The district will continue to monitor Metric 2.7 to evaluate the effectiveness of Action 2.4 in making progress toward Goal 2.

Overall, the district has determined that the actions implemented under Goal #2 have contributed to strengthening the district's MTSS framework and improving access to intervention services. The district will continue to refine implementation strategies to address identified challenges and ensure continued progress toward improved academic, behavioral, and social-emotional outcomes for all students.

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

Goal #2 of the LCAP aims for Multi-Tiered Systems of Support (MTSS). Multi-Tiered Systems of Support (MTSS) - Provide a comprehensive framework that delivers multi-tiered systems of support to address students' diverse academic, behavioral, and social-emotional needs, while ensuring equitable access to resources and interventions. Improve school conditions for student learning and systems that will promote the building of a stronger academic, behavioral, and social-emotional support system at the local level. The following includes any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice:

Refinements were made to the data collection methods for Metrics 2.4 and 2.7 to improve the accuracy, consistency, and completeness of implementation data across school sites. Through the annual review process, the district determined that the originally identified data sources were not producing sufficiently consistent districtwide data. As a result, these metrics were updated to use a Google Forms survey administered to all administrators and instructional coaches to gather local implementation evidence in a more systematic manner. These updates were made to strengthen the district's ability to report progress with greater fidelity and to ensure closer alignment between the identified metrics, available evidence, and annual LCAP reporting.

Action 2.2 funds were increased based on 25-26 actual expenditures.

New Local Metric: 2.11
Reduction in student behavior incidents involving attempted physical injury to others, as measured by district behavior and discipline data, disaggregated for English Learners (EL), Socioeconomically Disadvantaged (SED), and Foster Youth (FY) student groups. New metric will measure student outcomes, as well as prior implementation metrics for goal 2.

The district determined that the instructional supports included under Goal 2 continue to address identified academic needs and provide targeted support for unduplicated student groups.

The district will continue monitoring student performance data and implementation of small-group instruction and intervention supports to determine whether additional refinements to instructional strategies or resource allocation are needed.

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	Assistant Principals/Learning Directors	Assistant Principal/Learning Directors at each school site extend support to unduplicated students at the direction of the site principal to increase student achievement. The Assistant Principal/Learning Directors' priority is to monitor the progress of unduplicated students, attendance interventions, manage multi-tiered support systems, and oversee intervention services. Assistant Principals play a key part in creating a positive and supportive school environment that promotes student success through MTSS and attendance interventions. This action will fund an Assistant Principal/Learning Director at each school site.	$1,253,771.00	Yes
2.2	Class Size Reduction Teachers and Instructional Aides	Class sizes will be reduced so teachers are able to facilitate increased student interaction, provide small group instruction, and implement universal design for learning principles in all content areas. By providing small group instruction, teachers can better understand individual student needs and tailor their instruction accordingly using UDL learning principles, providing a more personalized learning experience. Additional 12 teachers and 14 instructional aides will be increased in the K-3 grade levels. To strengthen this action and improve outcomes, professional development for teachers in the area of UDL and small group instruction will be added. The implementation of small group instruction will be monitored (metric 2.6). This action addresses the lowest performance level for ELs, SEDs, and Hispanic students in ELA.	$2,463,810.00	Yes
2.3	95% Group Language Tutors & Program Needs	The 95% Group is targeted at the two schools most needing assistance due to the higher English learners' levels at each school (Teresa Burke and Karl Clemens Elementary Schools). The program provides intensive one-on-one tutoring to practice the many vowels and consonant blends only found in English, which are roadblocks for unduplicated students to overcome. All of these efforts directly contribute to improved access to standard materials for all and the implementation of standards. This action will fund 8 Language Tutors and provide program operational funding.	$578,706.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Supplemental Professional Development for Certificated & Classified Staff	Supplemental Professional Development for Certificated and Classified Staff specifically is designed to address and remedy barriers to learning encountered by unduplicated students. Supplemental Professional Development for Certificated and Classified Staff will serve as buy-back days and extra time for staff for the specific needs and program weaknesses as determined by the identified needs of unduplicated students. All of these efforts directly contribute to improved implementation of standards, unduplicated programs/services, and programs/services for SWDs, with a focus on English learners, low-income students, and foster youth. This action will fund 4 buyback days for all staff and provide additional extra time funding for other professional development and training.	$596,010.00	Yes
2.5	Increased Daily Instruction (20 Minutes)	Increased Daily Instruction (20 Minutes) Teachers can facilitate academic intervention in small groups, SEL instruction, and increase student interactions, all of which directly contribute to improved student engagement and academic performance with a focus on English learners, Low-income students, and foster youth. This action will fund an additional 20 daily instructional minutes across all grade levels and at all school sites. This additional 20 minutes of instruction over the year will increase instructional time by 4%, equivalent to eight full school days. To strengthen this action to improve outcomes, increased daily instruction will now include an instructional focus on academic intervention in small groups, SEL instruction, and increased student interactions.	$823,362.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Culture & Safety Culture & Safety - Create a school culture that fosters a safe and supportive environment, conducive to learning, and cultivates a sense of connection and belonging for all students and staff. Maintain a positive school culture, sufficient instructional materials, safe and clean facilities, core classroom staffing, engage educational partners, and other basic conditions necessary to implement actions across all LCAP goals effectively.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal #3 is comprehensive and broad in nature. The initiatives outlined in Goal #3 of the LCAP are designed to enhance and expand essential services to address the needs of specific student subgroups requiring additional support to create a school culture that fosters a safe and supportive environment. The district utilizes various sources of data, including the California School Dashboard, input from parents, surveys of teachers, parents, and students, local assessments, and feedback from the community to assess how the LCFF funding can enhance essential services. We aim to enhance culture and safety at each school site and district through initiatives such as increased access to social and emotional support, health services, extracurricular activities, and student awards and incentives.

According to the 2023 California Dashboard academic engagement and conditions and climate data, the results for Chronic Absenteeism indicate 23.3% of students being chronically absent and 0.5% of students being suspended at least one day. This data underscores the need to maintain a strong focus on enhancing and expanding essential school climate support services with a specific emphasis on improving safety and cultural achievement at all school sites and district-wide.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	The district's efforts in seeking parent input in making decisions for the district and school resources Source: Annual Parent LCAP Survey Priority: 3a	2023 District 217 Parents participated in the completion of the Annual Parent LCAP Survey	2024 District 230 Parents participated in the completion of the Annual Parent LCAP Survey	2025 District 178 Parents participated in the completion of the Annual Parent LCAP Survey	2026 District 255 Parents participated in the completion of the Annual Parent LCAP Survey	District -39 Difference
3.2	Promote parental participation in programs for Low Income, English Learners, and Foster Youth Source: Advisory Committee Representation Priority: 3b	2023 District District Advisory Committee (DAC) & District English Learner Advisory Committee (DELAC): 41% of schools with parent representation	2024 District District Advisory Committee (DAC) & District English Learner Advisory Committee (DELAC): 38% of schools with parent representation	2025 District District Advisory Committee (DAC) & District English Learner Advisory Committee (DELAC): 33% of schools with parent representation	2026 District District Advisory Committee (DAC) & District English Learner Advisory Committee (DELAC): 58% of schools with parent representation	District -8% Difference
3.3	The district's efforts in promotion of parental participation in programs for students with exceptional needs Source: Annual Parent Climate Survey Priority: 3c	2023 District 4.11% of respondents in the Annual Parent LCAP Survey were identified as parents of Special Ed. Students	2024 District 6.01% of respondents in the Annual Parent LCAP Survey were identified as parents of Special Ed. Students	2025 District 7.00% of respondents in the Annual Parent LCAP Survey were identified as parents of Special Ed. Students	2026 District 20% of respondents in the Annual Parent LCAP Survey were identified as parents of Special Ed. Students	District +3% Difference
3.4	Average Attendance Rates Source: Local KiDS Attendance Dashboard Priority: 5a	2023 District 94.29% Attendance Rate 2023 EL Students 94.6% Attendance Rate 2023 SED Students 94.4% Attendance Rate	2024 District 95.4% Attendance Rate 2024 EL Students 95.4% Attendance Rate	2025 District 95.3 % Attendance Rate 2025 EL Students 95.5 % Attendance Rate	2026 District 96.29% Attendance Rate 2026 EL Students 96.6% Attendance Rate	District +1.01% Attendance Rate EL Students +0.90% Attendance Rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023 Homeless Youth 90.6% Attendance Rate 2023 Foster Youth 94.7% Attendance Rate	2024 SED Students 95.3% Attendance Rate 2024 Homeless Youth 91.5% Attendance Rate 2024 Foster Youth 95.6% Attendance Rate 2024 LTEL Students * 94% Attendance Rate *Baseline (new student group) 2024 AA Students * 93.81% Attendance Rate *Baseline (new student group)	2025 SED Students 95.2 % Attendance Rate 2025 Homeless Youth 90.1 % Attendance Rate 2025 Foster Youth 96.1 % Attendance Rate 2025 LTEL Students 94.3 % Attendance Rate 2025 AA Students 93.8 % Attendance Rate	2026 SED Students 96.4% Attendance Rate 2026 Homeless Youth 93.6% Attendance Rate 2026 Foster Youth 96.7% Attendance Rate 2026 LTEL Students 95.5% Attendance Rate 2026 AA Students 95% Attendance Rate	SED Students +0.80% Attendance Rate Homeless Youth -0.50% Attendance Rate Foster Youth +1.40% Attendance Rate *2024 LTEL Students +0.03% Attendance Rate *2024 AA Students -0.01% Attendance Rate
3.5	Average Chronic Absenteeism Rates Source: CA Dashboard Priority: 5b	2023 District 23.3% Chronically Absent 2023 EL Students 22% Chronically Absent 2023 SED Students 22.9% Chronically Absent 2023 Homeless Youth 50% Chronically Absent 2023 Foster Youth 46.2% Chronically Absent	2024 District 16.1% Chronically Absent 2024 EL Students 16.3% Chronically Absent 2024 SED Students 16.5% Chronically Absent 2024 Homeless Youth	2025 District 12.28% Chronically Absent 2025 EL Students 12.76% Chronically Absent 2025 SED Students 12.07% Chronically Absent	2026 District 15% Chronically Absent 2026 EL Students 15% Chronically Absent 2026 SED Students 15% Chronically Absent 2026 Homeless Youth	District -11.02% Chronically Absent EL Students -9.24% Chronically Absent SED Students -10.83% Chronically Absent Homeless Youth

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			41.4% Chronically Absent 2024 Foster Youth 33.3% Chronically Absent 2024 LTEL Students * 19.7% Chronically Absent *Baseline (new student group) 2024 AA Students * 23.68% Chronically Absent *Baseline (new student group)	2025 Homeless Youth 37.70% Chronically Absent 2025 Foster Youth 8.33% Chronically Absent 2025 LTEL Students 17.78% Chronically Absent 2025 AA Students 23.68% Chronically Absent	25% Chronically Absent 2026 Foster Youth 25% Chronically Absent 2026 LTEL Students 17.7% Chronically Absent 2026 AA Students 20% Chronically Absent	-12.30% Chronically Absent Foster Youth -37.87% Chronically Absent *2024 LTEL Students -1.92% Chronically Absent *2024 AA Students Maintained 0.00% Chronically Absent
3.6	Average Middle School Dropout Rate Source: CALPADS Report 8.1c Priority: 5c	2023 District 0% Dropout Rate	2024 District 0% Dropout Rate	2025 District 0% Dropout Rate	2026 District 0% Dropout Rate	District 0% Maintained
3.7	Average Pupil Suspension Rates Source: CA Dashboard Priority: 6a	2023 District 0.5% Suspended at least one day 2023 EL Students 0.4% Suspended at least one day 2023 SED Students 0.6% Suspended at least one day 2023 Homeless Youth 1.8% Suspended at least one day 2023 Foster Youth 3.2% Suspended at least one day	2024 District 0.4% Suspended at least one day 2024 EL Students 0.5% Suspended at least one day 2024 SED Students 0.4% Suspended at least one day 2024 Homeless Youth 0% Suspended at least one day 2024 Foster Youth	2025 District 0.35% Suspended at least one day 2025 EL Students 0.48% Suspended at least one day 2025 SED Students 0.37% Suspended at least one day 2025 Homeless Youth	2026 District 0.5% Suspended at least one day 2026 EL Students 0.4% Suspended at least one day 2026 SED Students 0.5% Suspended at least one day 2026 Homeless Youth 0.5% Suspended at least one day 2026 Foster Youth	District -0.15% Suspended at least one day EL Students +0.08% Suspended at least one day SED Students -0.23% Suspended at least one day Homeless Youth

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			3.2% Suspended at least one day 2024 LTEL Students * 2.3% Suspended at least one daySuspended at least one day *Baseline (new student group)	0.00% Suspended at least one day 2025 Foster Youth 0.00% Suspended at least one day 2025 LTEL Students 0.56% Suspended at least one day	0.5% Suspended at least one day 2026 LTEL Students 1.3% Suspended at least one day	-1.8% Suspended at least one day Foster Youth -3.2% Suspended at least one day *2024 LTEL Students -1.74% Suspended at least one day
3.8	Average Pupil Expulsion Rates Source: CA Dashboard Priority: 6b	2023 District 0% Pupil Expulsions	2024 District 0% Pupil Expulsions	2025 District 0% Pupil Expulsions	2026 District 0% Pupil Expulsions	District 0% Maintained
3.9	Average Survey of Safety and Climate Source: Student Connected Surveys - KiDS Priority: 6c	2023 District 74% of students feel like they belong at school 71.87% of students feel like it is easy to talk with teachers/staff at school	2024 District 79% of students feel like they belong at school 73% of students feel like it is easy to talk with teachers/staff at school	2025 District 70.28% of students feel like they belong at school 70.68% of students feel like it is easy to talk with teachers/staff at school	2026 District 80% of students feel like they belong at school 78% of students feel like it is easy to talk with teachers/staff at school	District -3.72% Difference -1.19% Difference

Goal Analysis [2025-26]

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

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

The following actions from Goal 3 were implemented during the 2025–26 school year as described in the adopted LCAP. No actions were discontinued or substantively modified; however, analysis of outcome data indicates that the impact of these actions varied across student groups. Relevant successes and challenges are described below.

Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, and 3.10: All actions were implemented with fidelity during the 2025–26 school year. Staffing allocations for Counselors, Behavior Intervention Specialists, Deans of Students, Alternative to Suspension (ATS) personnel, health services staff, transportation and operations staff, music and physical education teachers, and extracurricular program supports were maintained to ensure delivery of services across all sites. Counselors, Behavior Intervention Specialists, and Deans of Students provided Tier II behavioral supports, restorative practices, and direct student interventions designed to reduce exclusionary discipline and increase students' sense of connection to a caring adult.
The Alternative to Suspension (ATS) program continued to provide structured, on-campus behavioral interventions to support students in maintaining academic progress while addressing behavioral needs. Health Services staff provided prevention and response services intended to reduce medical and health-related attendance barriers. Transportation and operations staff supported equitable access to school and contributed to maintaining safe and sanitary learning environments.
The District Music Program, Districtwide Physical Education Program, and middle school extracurricular programs provided enrichment opportunities intended to increase student engagement and strengthen school climate. Student Awards and Incentives were implemented at all sites to promote regular attendance and recognize positive student behaviors. Parent Engagement and Involvement activities, including workshops and advisory participation opportunities, were offered to build family capacity and strengthen school-home partnerships.
Overall, the implementation of these actions was consistent with the adopted LCAP and aligned with the articulated goal of improving attendance, reducing suspension rates, increasing student engagement, and strengthening family involvement.

Challenges
Although all actions were implemented as planned, disaggregated outcome data indicates that certain student groups continue to experience disproportionate rates of chronic absenteeism. Homeless Youth, African American students, and Long-Term English Learners demonstrated higher chronic absenteeism rates compared to the district average. These data suggest that while universal and Tier II supports were implemented across the district, additional differentiated and targeted attendance strategies may be necessary to address persistent barriers for specific student populations.
Parent participation in engagement activities remains an area for continued growth. While workshops and advisory opportunities were offered throughout the year, participation at certain events did not consistently reflect representation from all targeted family groups. Continued outreach efforts and the removal of participation barriers, including expanded communication strategies and family support resources such as childcare during events, will remain an area of focus moving forward.

Successes
A significant success during the 2025–26 school year was the district's ability to fully staff and sustain all actions identified under Goal 3. In prior years, staffing shortages impacted implementation continuity and the ability to consistently deliver services across all sites. Full staffing during the 2025–26 school year allowed for more consistent service delivery and strengthened the district's systems of behavioral and student support.
Additionally, districtwide suspension targets were met and suspension rates remained well below the established threshold. Attendance levels also improved compared to prior years, reflecting the positive impact of coordinated attendance supports, behavioral interventions, enrichment programming, and family engagement efforts. These outcomes indicate that the system of supports implemented under Goal 3 contributed positively toward improving school climate, student engagement, and overall student well-being.

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.

An analysis of material differences between Budgeted Expenditures and Estimated Actual Expenditures for Goal 3 indicates that most actions show lower expenditures at the mid-year reporting period compared to the total amount budgeted. This difference is primarily due to the timing of personnel costs and program implementation occurring across the full school year. Many Goal 3 actions fund personnel, including counselors, behavior intervention specialists, health services staff, physical education teachers, deans of students, operations and transportation staff, and Alternative to Suspension (ATS) program staff, whose salaries and benefits are distributed throughout the fiscal year. Moreover, goal 3 action 8 will show a difference due to inability to fill full time positions

WUESD conducted an analysis of material differences between Budgeted Expenditures and Estimated Actual Expenditures for Goal 3. The substantive differences are due to the following:

Action 3.2 - Health Services Program Budget: The calculations exceeded by thirteen percent due to adjustments made to the salary schedule and employee continued educational unit completions by personnel.

Action 3.6 – Middle School Extracurricular Programs: Estimated actual expenditures were higher than budgeted expenditures because WUESD increased funding to support middle school extracurricular programs. The additional funding allowed the district to continue providing enrichment opportunities that support student engagement, school connectedness, and participation in activities beyond the regular instructional program. For the 2026–27 school year, WUESD plans to implement and expend Action 3.6 as originally anticipated based on the planned level of middle school extracurricular program services.

Action 3.7 - Implementation of this action was modified during the 2025–26 school year. Rather than immediately purchasing attendance banners and the full range of planned student incentives, the district prioritized developing consistent schoolwide expectations and a positive behavior framework to ensure rewards aligned with clear behavioral and attendance goals. As a result, the district did not expend the full $60,000 budgeted for this action and will continue refining its recognition system while implementing additional student awards and incentives in future years.

Action 3.8 – Estimated actual expenditures differed from budgeted expenditures because the district overbudgeted this action during the 2024–25 planning process. While approximately $1,073,387 was budgeted, actual expenditures totaled approximately $605,383. Based on implementation in 25-26, the district eliminated two bus driver positions and one special education bus monitor position, utilizing paid substitute staff as needed to maintain services. For 2026–27, WUESD refined this action by reducing the budget to align with actual staffing and operational needs while continuing to provide safe, reliable transportation services, maintain clean and safe school facilities, and ensure equitable access to school and community resources for students and families.

Action 3.9 - Estimated actual expenditures were lower than budgeted because the district leveraged other funding sources, including Title I and ELOP, to support planned services. ELOP funds were used to provide Parent University events, reducing the need to use LCFF Supplemental funds for those activities. Based on implementation experience, the 2026–27 budget has been refined to more accurately reflect anticipated expenditures while continuing to provide the planned family engagement services and supports.

Action 3.10 - Alternative to School Suspension: Exceeded the proposed budget due to an increase in certificated staff benefit and costs in addition to continuous employee unit advancements.

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

Goal #3 of the LCAP aims for Culture & Safety – to create a school culture that fosters a safe and supportive environment conducive to learning and cultivates a sense of connection and belonging for all students and staff. The goal also focuses on maintaining a positive school culture, sufficient instructional materials, safe and clean facilities, core classroom staffing, engagement of educational partners, and other basic conditions necessary to implement actions across all LCAP goals effectively. The following includes a description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward Goal #3, measured against the 2023 baseline data.

Action 3.1 was effective based on reduction of suspension rates for Homeless and Foster Youth -1.8% (Homeless) and -3.2% (Foster Youth) (Metric 3.7)

Action 3.2 - While the overall actions and intended outcomes remain appropriate, the district has identified opportunities to strengthen implementation by placing a greater emphasis on improving attendance outcomes for Foster Youth and Homeless Youth, particularly in the area of chronic absenteeism. Moving forward, WUESD will more intentionally monitor chronic absenteeism data for Foster Youth, Homeless Youth, and other student groups experiencing elevated absenteeism rates to ensure interventions are timely and effective.

Actions 3.4, 3.5, 3.6, 3.7, 3.8, and 3.10: Demonstrated to be partially effective in supporting improvements in student attendance, maintaining low suspension rates, and sustaining positive school climate conditions, based on Local KiDS attendance data monitoring average attendance rates (Metric 3.4), CA Dashboard monitoring Chronic Absenteeism Rates (Metric 3.5), CA Dashboard suspension rates monitoring students suspended at least one day (Metric 3.7), and student perception data.

Baseline data from 2023 established a district attendance rate of 94.7% and a chronic absenteeism rate of 23.3%, with higher rates identified among Homeless Youth (50%) and Foster Youth (46.2%). Suspension rates were 0.5% districtwide, with subgroup rates ranging from 0.4% to 1.8%. The district also maintained a 0% dropout rate and 0% expulsion rate. Additionally, 74% of students reported feeling like they belong at school, and 71.87% reported that it is easy to talk with teachers and staff.

Subsequent monitoring reflects maintenance of strong attendance rates, low suspension outcomes, and generally stable school climate conditions. While chronic absenteeism remains an area of need—particularly among Homeless Youth and Foster Youth—the actions implemented under Goal #3 have contributed to maintaining a safe and supportive school environment and supporting positive student engagement across school sites.

Action 3.9: Demonstrated to be ineffective based on the District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC) metric monitoring the percentage of schools with parent representation (Metric 3.2). Baseline data from 2023 established that 41% of schools with parent representation; subsequent monitoring reflects a 3% decrease. This indicates that current outreach strategies have not yet resulted in increased participation among families in advisory roles. During the 2026–2027 school year, additional efforts will be made to strengthen family engagement outreach, expand communication strategies, and increase advisory participation across school sites.

Following analysis of the results, the district concludes that the actions implemented under Goal #3 have generally supported the maintenance of a safe and supportive school environment and have contributed to low suspension rates and stable school climate conditions. However, continued focus will be placed on reducing chronic absenteeism among targeted student groups and strengthening parent advisory engagement to ensure broader participation from educational partners. The district will continue monitoring these metrics annually to determine whether adjustments to actions or services are necessary to improve outcomes for identified student groups.

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.

Based on reflection and analysis of available data, no substantive changes were made to the overall Goal 3, its metrics, or target outcomes for the coming year. The district determined that the actions included under Goal 3 continue to support the intended outcomes of maintaining a safe and supportive school environment, improving student engagement, and promoting positive attendance and behavior outcomes.

Several actions were refined based on implementation experience and actual expenditures during the 2025–26 school year.

Action 3.6: No substantive changes were made to this action; however, the budget was revised to reflect implementation experience. During the 2025–26 school year, expenditures exceeded original estimates due to higher-than-anticipated costs for Robotics and Drones, including extra-duty compensation for coaches, instructional materials and supplies, competition registration fees, and student travel to regional and World Robotics competitions. For the 2026–27 school year, WUESD will leverage other funding sources to support Robotics and Drones activities and events, reducing the amount of LCFF Supplemental funds needed for this action.

Action 3.7: No substantive changes were made to this action; however, the budget was revised based on implementation experience. During the 2025–26 school year, the district determined it was important to first establish consistent schoolwide expectations and a positive behavior framework before expanding the student awards and incentives program. This phased approach will ensure that incentives are aligned with desired attendance and behavioral outcomes. As a result, the district reduced funding for this action in 2026–27 to better reflect the planned implementation while continuing to support student recognition and positive behavior initiatives.

Action 3.8: Substantive changes were made to this action. The original budget of approximately $1,073,387 exceeded the actual funding needed, with expenditures totaling approximately $605,383 during the 2025–26 school year. Based on implementation experience, the district refined this action by reducing the budget to better align with actual operational needs. Additionally, the district eliminated two bus driver positions and one special education bus monitor position, resulting in a reduction in the funding allocated for this action from approximately $1,000,000 in 2025–26 to approximately $568,361 for 2026–27. These refinements more accurately reflect the district's staffing model while maintaining transportation and operational services for students.

Action 3.9: No substantive changes were made to this action; however, the budget was revised to reflect reduced LCFF Supplemental expenditures. During implementation, the district leveraged other funding sources, including ELOP and Title I, to support and expand parent involvement and family education activities. This adjustment allowed the district to continue strengthening community partnerships and family engagement while reducing the amount of LCFF Supplemental funds needed for this action. Parent engagement opportunities and services will continue as planned in 2026–27, supported through a combination of funding sources.

The district will continue to monitor chronic absenteeism rates among specific student groups, including Homeless Youth, Foster Youth, and other identified student groups experiencing higher absenteeism rates. Additional emphasis will also be placed on strengthening parent outreach and increasing participation in advisory committees and engagement activities. These refinements reflect the district's ongoing commitment to continuous improvement while maintaining the core structure and intended outcomes of Goal 3.

The district will continue to review implementation data, student outcome metrics, and educational partner feedback through its annual continuous improvement cycle to determine whether additional adjustments to Goal 3 actions or strategies are necessary to further improve student outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Counselors & Behavior Intervention Specialist (BIS)	Counselors and Behavior Intervention Specialists address intense social-emotional behavior and improve the sense of having a caring adult for all students including unduplicated students. Counselors and Behavior Intervention Specialists deliver services at each school site and conduct daily check-in/check-out with students in Tier II, conduct classroom checks, support classroom teachers with behavioral interventions, lead counseling groups, restorative circles, grief support, and work directly with parents of students in Tier II. All of these efforts directly contribute to improved academic performance and SEL progress and increase a sense of belonging from students with a focus on English learners, low-income students, and foster youth. This action will provide funding for 6 counselors and 6 behavior intervention specialists.	$1,741,905.00	Yes
3.2	Health Services	Health Services at each school site will help reduce and prevent the health barriers impacting all students, including Low-Income, Foster Youth, and English Learners, from attending school regularly. Health Services will provide direct prevention services for medical, vision, and dental needs for students, focusing on English learners, low-income students, and foster youth. This action will fund 6 school health clerks, 3 nurses, 1 LVN, and 1 health services support staff.	$1,100,103.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action addresses the lowest performance level for African American and Foster Youth students in Chronic Absenteeism.		
3.3	District Music Program	District Music Program will offer regularly scheduled instrumental music classes at all school sites. The District Music Program will provide an enriching curriculum to students, directly contributing to school climate and student engagement with a focus on English learners, Low-income students and foster youth. This action will fund 2 music teachers who will service all school sites on a rotating schedule. To strengthen this action to improve outcomes, metrics to monitor the effectiveness of the District Music Program will include attendance rates and chronic abseentism rate metrics.	$279,336.00	Yes
3.4	Districtwide Physical Education Program	Districtwide Physical Education Program will provide an enhanced and equitable physical education curriculum for unduplicated student groups. The Districtwide Physical Education Program ensures that students are appropriately educated on proper nutrition and engaging in healthy lifestyle choices. All of these efforts directly contribute to improved school climate and student engagement with a focus on English learners, low-income students, and foster youth. This action will provide funding for 4 physical education teachers and 8 physical education aides.	$1,046,075.00	Yes
3.5	Middle School Dean of Students	Middle School Dean of Students are instrumental in giving students the comprehensive support and programs needed to succeed inside and outside the classroom. The Dean of Students provides support, interventions, and resources to at-risk students. Students could be at risk of graduation, behavior, attendance, or academically. All of these efforts directly contribute to improved school climate and student engagement with a focus on English learners, low-income students, and foster youth. This action will provide funding for two deans of students, one for each middle school site.	$306,291.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	Middle School Extra-Curricular Programs & After-School Sports	Middle School Extra-Curricular Programs and After-School Sports provide opportunities for students in the district to access various after-school clubs and programs to enrich and expand core curriculum learning. Extracurricular and Sports offerings vary yearly based on teacher availability, student needs, and district resources. All of these efforts directly contribute to improved school climate and student engagement with a focus on English learners, low-income students, and foster youth. This action will fund Middle School Extra-Curricular Programs and After-School Sports supplies, materials, and equipment.	$223,584.00	Yes
3.7	Student Awards & Incentives	Student Awards and Incentives will provide tangible rewards or recognitions that can encourage regular and punctual attendance. Student Awards and Incentives create a sense of accomplishment and pride for students, further motivating them to attend school consistently. By offering incentives, schools can demonstrate the value they place on attendance and emphasize its importance to the overall student educational experience. This action will fund Student Awards and Incentives at all school sites.	$18,000.00	Yes
3.8	Increased Operations & Transportation Services & Staff	Increased Operations & Transportation Staff will extend support and services to provide transportation to ensure equitable access to school, community services, and other community resources that will help maximize student potential. Staff will also address improved sanitation of facilities to decrease illness and absences. This action will fund 6 operations and transportation staff members that will service all school sites.	$568,361.00	Yes
3.9	Parent Engagement & Involvement	Parent Engagement & Involvement will help build the capacity of all families, including Low-Income, Foster Youth, and English Learners to support learning at home and bridge the instructional gap between home and school. Parent Engagement & Involvement funding resources will increase community outreach in efforts to increase participation from families who are less engaged and harder to connect to the school community. Parent engagement and involvement activities will include hosting parent education nights focusing on important	$26,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		topics such as internet safety, bullying prevention, and mental health awareness. Additionally, workshops will be offered to parents on supporting learning at home, understanding the curriculum, and accessing educational resources. This action will fund Parent Engagement & Involvement supplies, materials, and other resources. To strengthen this action to improve outcomes, classified staff extra time will be added to provide child care services at parent engagement and involvement activities.		
3.10	Middle School Alternative to Suspension (ATS)	Two ATS Teachers and two ATS Aides will support students experiencing classroom behavior challenges by implementing restorative practices and an SEL curriculum that teaches students how to manage their emotions and better self-regulate. The Middle School Alternative to Suspension (ATS) program will expand restorative practices and on-campus interventions. These initiatives will provide support for students to successfully transition back to the regular classroom and ensure that they do not experience academic setbacks while in ATS by delivering the grade-level curriculum. To strengthen this action and improve outcomes, professional development for ATS teachers in the area of social-emotional learning and behavioral support will be added.	$419,547.00	Yes

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
$$15,995,524.00	$2,091,434

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
40.154%	0.000%	$0.00	40.154%

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:** Librarians & Clerks at All School Sites **Need:** The 2023 Academic Indicator for Language Arts indicated CAASPP Language Arts at the lowest performance level on the CA Dashboard for EL (Red) and at the orange performance level for low-income students in the district.	Librarians will support improving access to library and literacy services throughout the school day and during scheduled after-school hours. Clerks will engage in family outreach initiatives, monitor academic interventions, and offer support services to enhance student-school connectedness and engagement. This action is provided LEA-wide because additional student groups currently at the low-performance level in ELA can benefit from access	We will monitor the progress of EL and low-income students using: Academic Indicator for CAASPP Language Arts (Metric 1.1) District local benchmarks (School City Assessments and IAB's FIAB's) (Metric 1.5)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Educational partner feedback from EL and low-income families indicated that many students have limited access to a wide range of books, which develops a love of reading among students and quiet places to read and study. **Scope:** LEA-wide	to library and literacy services and family outreach initiatives, monitoring of academic interventions, and support services.	
1.3	**Action:** District Supplemental Programs Oversight **Need:** The 2023 Academic Indicator for Language Arts indicated CAASPP Langauge Arts at the lowest performance level on the CA Dashboard for EL and LTEL students, and at the orange performance level for low-income students in the district. CAASPP Math is at the lowest performance levels for EL (102.9 below standard) and LTEL's (2024: 174.1 points below standard), and low-income students(87.2 points below standard), which is below the state average on the CA Dashboard. Educational partner feedback from Teachers indicated that teachers have limited support in addressing their needs and receiving instructional coaching, which impacts the efficient use of instructional resources. **Scope:**	Two Assistant Superintendents will implement educational services, assess educational programs, and address student and staff needs. The Director of Curriculum will work closely with administrators, coaches, and teachers to ensure that curriculum standards are met and that educational programs are aligned with state requirements. Three TOSAs will provide support in curriculum development, instructional coaching, staff professional development, and student intervention coordination. This action is provided LEA-wide because additional student groups currently at the low-performance level in ELA and Mathematics can benefit from access to quality education and necessary support services.	We will monitor the progress of EL, LTEL, and low-income students using: Academic Indicator for CAASPP Language Arts (Metric 1.1) Academic Indicator for CAASPP Math (Metric 1.2)

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		
1.4	**Action:** Classroom Educational Technology & Online Educational Support Services **Need:** The 2023 Academic Indicator for Math indicated ELs in CAASPP Math at the lowest performance level are 102.9 points below standard, LTEL's are 174.1 points below standard, and low-income students are 87.2 points below standard, which is below the state average on the CA Dashboard. Educational partner feedback from EL and low-income families indicated that many students have limited access to online instructional programs that support tier-II interventions and UA small-group instruction that help support the unique academic needs of low-income, foster youth, and EL's (including LTEL's). **Scope:** LEA-wide	Our district will continue to provide Ed Tech and online instructional programs that support students to receive immediate feedback, helping students understand and learn from their mistakes quickly. This action is provided LEA-wide because all student groups at the low-performance level in math can benefit from tier II interventions supported through educational technology.	We will monitor the progress of EL and low-income students using: Academic Indicator for CAASPP Mathematics (Metric 1.2) District local benchmarks (School City Assessments and IAB's FIAB's) (Metric 1.5)
1.5	**Action:** Technology Support Personnel **Need:** The 2023 Academic Indicator for Math indicated EL's in CAASPP Math at the lowest performance level are 102.9 points below	Our district will continue to provide Technology Support Personnel support for continued technology services district-wide. Technology Support Personnel will provide support to ensure that technology services are in good working order in order to avoid lost instructional time.	We will monitor the progress of EL, LTEL, SED, and Hispanic students using:

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
	standard, and low-income students are 87.2 points below standard, which is below the state average on the CA Dashboard. Educational partner feedback from EL and low-income families indicated that many students have limited access to technology services and request support from Technology Support Personnel to ensure that technology services are in good working order for both students and teachers and provide technical assistance and troubleshooting for classroom Ed tech digital tools and devices. **Scope:** LEA-wide	This action is provided LEA-wide because additional student groups at the low-performance level in math can benefit from educational technology, which is supported through this action.	Academic Indicator for CAASPP Mathematics (Metric 1.2) District local benchmarks (School City Assessments and IAB's FIAB's) (Metric 1.5)
1.6	**Action:** Middle School STEM & College and Career Exploration Program **Need:** The 2023 Academic Indicator for Math indicated ELs in CAASPP Math at the lowest performance level are 102.9 points below standard, LTEL's are 174.1 points below standard, and low-income students are 87.2 points below standard, which is below the state average on the CA Dashboard. Educational partner feedback from EL, LTEL, and low-income families indicated that many students have limited access to college and career programs at the middle school that can serve to broaden students' exposure to STEM and College and Career opportunities.	Our district will continue to provide Middle School STEM & College and Career Exploration Program services for continued access to hands-on learning opportunities district-wide. Middle School STEM & College and Career Exploration Program will enhance motivation, engagement, and understanding of real-world applications, building essential skills, increasing college and career readiness, and broadening students' perspectives and aspirations. This action is provided school-wide because all students at this age can benefit from opportunities to broaden their perspectives in order to increase college and career readiness.	We will monitor the progress of EL, LTEL, Hispanic, and low-income students using: Academic Indicator for CAASPP Mathematics (Metric 1.2) District local benchmarks (School City Assessments and IAB's FIAB's) (Metric 1.5)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
1.7	**Action:** STEAM and Academic Enrichment Opportunities **Need:** Baseline data from 2023 and prior years for the Academic Indicator in ELA and Math show that English Learners (ELs), Long-Term English Learners (LTELs), Students with Disabilities (SWDs), socioeconomically disadvantaged (SED), and Hispanic students are performing at the lowest levels on CAASPP. In ELA, ELs scored 76 points below standard, LTELs 127 points below, and SWDs 106.2 points below standard. In Math, ELs scored 102.9 points below standard, LTELs 174.1 points below, SWDs 106.2 points below, and SED students 87.2 points below standard, all below the state average on the CA Dashboard. Additionally, educational partner feedback from EL, LTEL, SWD, Hispanic, and low-income families indicates that many students have limited access to enrichment opportunities that promote engagement, academic challenge, and competitive learning experiences. **Scope:**	These identified needs provide targeted STEM and academic enrichment opportunities that increase access to engaging, standards-aligned learning experiences for unduplicated pupils. Programs such as Science Fair, Oral Language, and academic competitions are designed to strengthen critical thinking, collaboration, and academic skills in ELA and Math, while also increasing student motivation and school connectedness. These opportunities help address both academic gaps and engagement barriers identified in performance data and educational partner feedback. This action is provided on an LEA-wide basis to ensure equitable access for all unduplicated pupils, as these student groups are represented across all school sites. Implementing the program districtwide allows the LEA to consistently provide high-quality enrichment opportunities, reduce disparities in access, and maximize impact by supporting students who may not otherwise have access to these experiences.	We will monitor the progress of EL, LTEL, SWD, Hispanic, and low-income students using: Academic Indicator for CAASPP Language Arts (Metric 1.1) Academic Indicator for CAASPP Math (Metric 1.2) District local benchmarks (School City Assessments and IAB's FIAB's) (Metric 1.5).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.8	**Action:** MS Summer Learning Academy and High Impact Tutoring **Need:** Baseline data from the California School Dashboard and local assessment measures indicate that English Learners (ELs), Long-Term English Learners (LTELs), Students with Disabilities (SWDs), socioeconomically disadvantaged (SED) students, and Hispanic students continue to perform below standard in English Language Arts and Mathematics. ELs, LTELs, SWDs, Hispanic students, and low-income students demonstrate the greatest academic needs and achievement gaps when compared to their peers. Educational partner feedback from families, staff, and students also identified a need for additional academic intervention and extended learning opportunities beyond the regular instructional day. Families expressed a desire for summer learning opportunities, tutoring supports, and engaging enrichment experiences that help students strengthen foundational academic skills while maintaining connections to school. These data indicate a need for targeted learning acceleration opportunities that provide additional instructional time, personalized academic support, and engaging learning experiences for unduplicated pupils.	This action addresses the identified needs by providing additional instructional time and targeted intervention through the Middle School Summer Learning Academy and High Impact Tutoring program. The Summer Learning Academy will provide standards-aligned instruction and enrichment opportunities designed to strengthen student achievement, engagement, and readiness for future coursework. High Impact Tutoring opportunities offered after school and on Saturdays will provide focused support in English Language Arts and Mathematics for students identified as needing additional academic assistance. These services are principally directed toward and effective in meeting the needs of unduplicated pupils because they provide increased access to personalized instruction, academic acceleration, and enrichment opportunities that address documented achievement gaps. Extended learning opportunities also help improve school connectedness, attendance, and student engagement, which are areas of need identified through Dashboard data and educational partner feedback. This action is provided on an LEA-wide basis because unduplicated pupils experiencing these academic challenges are enrolled across the district. Implementing the program districtwide ensures equitable access to high-quality intervention and enrichment services while	We will monitor the progress of EL, LTEL, SWD, Hispanic, and low-income students using: Academic Indicator for CAASPP Language Arts (Metric 1.1) Academic Indicator for CAASPP Math (Metric 1.2) District local benchmarks (School City Assessments and IAB's FIAB's) (Metric 1.5).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope:	maximizing resources and maintaining consistent support for students most in need.	
2.1	**Action:** Assistant Principals/Learning Directors **Need:** The 2023 Academic Indicator for Language Arts indicated CAASPP Language Arts at the lowest performance level on the CA Dashboard for EL (Red) and at the orange performance level for low-income students in the district. Students who are not meeting standards need the appropriate intervention services based on their unique academic, behavioral, or SEL needs. Educational partner feedback from EL and low-income families indicated the need to monitor the progress of unduplicated students, attendance interventions, manage multi-tiered support systems, and oversee intervention services. **Scope:** LEA-wide	Our district will continue to provide Assistant Principals/Learning Directors to expand intervention services and increase multi-tiered systems of support. Assistant Principals/Learning Directors provide English learners and low-income students and foster youth support in intervention services and multi-tiered systems of support in the areas of academics, behavior, and social-emotional learning. This action is provided LEA-wide because students who are struggling with academics, behavior, and social-emotional learning can benefit from intervention services and multi-tiered systems of support.	We will monitor the progress of SED, EL, and FY using: The number Student Referrals for 48900 A1 by 5% as measured by incidents per year (Metric 2.11) Average Distance from Standard in CAASPP ELA (Metric 1.1) Average Attendance Rates (Metric 3.4) Average Chronic Absenteeism Rates (Metric 3.5) Implementation Metric: The number of MTSS meetings held to review student interventions for students (Metric 2.8)
2.2	**Action:** Class Size Reduction Teachers and Instructional Aides **Need:**	Our district will continue to provide class size reductions to expand student interactions and small-group instruction. By providing small group instruction, teachers can better understand individual student needs and tailor their instruction accordingly through UDL learning principles,	We will monitor the progress of SED and EL using:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The 2023 Academic Indicator for Language Arts indicated CAASPP Language Arts at the lowest performance level on the CA Dashboard for EL (Red) and at the orange performance level for low-income students in the district. Educational partner feedback from EL and low-income families indicated that many students have limited access to small-group instruction and academic intervention support and request support for class size reductions to provide opportunities for increased student interactions in grades K-3. **Scope:** Schoolwide	providing a more personalized learning experience that considers the unique learning needs of ELs and Low-income students. This action is provided LEA-wide because additional student groups currently at the low-performance level in ELA can benefit from small-group instruction support and interventions.	Average Distance from Standard in CAASPP ELA (Metric 1.1) Average Meet or Exceeded Standard in Local Benchmarks - ELA & Math (Metric 1.5) Implementation Metric: Classroom walkthrough logs monitoring Universal Access Time (Metric 2.6) 25-26 New Source: Administrator and Coach Survey
2.3	**Action:** 95% Group Language Tutors & Program Needs **Need:** The 2023 Academic Indicator for Language Arts indicated CAASPP Language Arts at the lowest performance level on the CA Dashboard for EL (Red). Educational partner feedback from teachers indicates that ELs need additional support to overcome the challenges of learning English to become proficient readers. **Scope:**	Our district will continue to provide 95% Group Language Tutors to expand EL programs/services. 95% Group Language Tutors provides intensive one-on-one tutoring to practice the many vowels and consonant blends only found in English, which are roadblocks for unduplicated students to overcome. This action is provided school-wide because all students in grades TK-5 can benefit from language and literacy support.	We will monitor the progress of EL and low-income students using: Average Distance from Standard in CAASPP ELA (Metric 1.1) Average Meet or Exceeded Standard in Local Benchmarks - ELA & Math (Metric 1.5) Monitoring for All Students: Implementation rubrics monitoring the percentage of students being served

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
	Schoolwide		by the 95% group program (Metric 2.9)
2.4	**Action:** Supplemental Professional Development for Certificated & Classified Staff **Need:** The 2023 Academic Indicator for Language Arts indicated CAASPP Language Arts at the lowest performance level on the CA Dashboard for EL (Red) and at the orange performance level for low-income students in the district. Teachers expressed in educational partner feedback the necessity for professional development in order to acquire the skills needed to craft more demanding and compelling learning experiences for students, thus enhancing rigor. **Scope:** LEA-wide	Our district will continue to provide Supplemental Professional Development for Certificated & Classified Staff to address and remedy barriers to learning encountered by unduplicated students. Supplemental Professional Development for Certificated & Classified Staff will help address and remedy barriers to learning encountered by English learners and low-income students and foster youth EL interventions and supports. This action is provided LEA-wide because all students in grades TK-8 can benefit from Supplemental Professional Development for Certificated & Classified Staff that will help address and remedy barriers to learning.	We will monitor the progress of EL and low-income students using: Average Distance from Standard in CAASPP ELA (Metric 1.1) Average Meet or Exceeded Standard in Local Benchmarks - ELA & Math (Metric 1.5) Implementation Metric: Percent of classroom walk-throughs demonstrating rigor beyond remembering and understanding. (Metric 2.7) 25-26 New Source: Administrator and Coach Survey
2.5	**Action:** Increased Daily Instruction (20 Minutes) **Need:** The 2023 Academic Indicator for Language Arts indicated CAASPP Language Arts at the lowest performance level on the CA Dashboard for EL (Red) and at the orange performance level for low-income students in the district.	Our district will continue to provide Increased Daily Instruction (20 Minutes) to expand academic intervention in small groups, SEL instruction, and increased student interactions. Increased Daily Instruction (20 Minutes) will help increase improved student engagement and academic performance for English learners and low-income students and foster youth.	We will monitor the progress of EL and low-income students using: Average Distance from Standard in CAASPP ELA (Metric 1.1) Average Meet or Exceeded Standard 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
	Educational partner feedback from Teachers and Administration indicated the need for necessary academic intervention in small groups, SEL instruction, and increased student interactions to increase improved student engagement and academic performance in grades TK-8. **Scope:** LEA-wide	This action is provided LEA-wide because all students in grades TK-8 can benefit from Increased Daily Instruction (20 Minutes) that will help increase improved student engagement and academic performance.	Local Benchmarks - ELA & Math (Metric 1.5) Implementation Metric: Monitor Classroom walkthrough logs monitoring Universal Access Time (Metric 2.6)
3.1	**Action:** Counselors & Behavior Intervention Specialist (BIS) **Need:** The 2023 Conditions and Climate Indicator for Suspension rate indicated Foster Youth (3.2%) and Homeless Youth (1.8%) suspension rate. Foster and Homeless Youth were at a low performance on the CA Dashboard (orange) in the conditions and climate indicator. Educational partner feedback from low-income families indicated the need to improve social-emotional behavior and the sense of having a caring adult at all school sites and requested Counselors & Behavior Intervention Specialists to increase improved student engagement and connectedness in grades TK-8. **Scope:**	Our district will continue to provide Counselors & Behavior Intervention Specialist will expand social-emotional behavior support. Counselors & Behavior Intervention Specialists will help increase student engagement and connectedness for English learners, low-income students, and foster youth. This action is provided LEA-wide because all students in grades TK-8 can benefit from Counselors & Behavior Intervention Specialists who will help improve student engagement and connectedness.	We will monitor the progress of EL, SED, homeless and foster youth students using: CA Dashboard suspension rates monitoring foster and homeless youth being suspended at least one day (Metric 3.7) Average Survey of Safety and Climate (Metric 3.9)

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		
3.2	**Action:** Health Services **Need:** The 2023 Academic Engagement Indicator for Chronic Absenteeism indicated 23% chronically absent for all students, 46.2% chronically absent for foster youth, and 50% chronically absent for homeless youth. Foster (Red) and Homeless (orange) youth were at the lowest performance on the CA Dashboard. Educational partner feedback from foster youth and low-income families indicated that many students had limited access to health prevention and support and requested support from health services to provide opportunities for increased student academic engagement in grades TK-8. **Scope:** LEA-wide	Our district will continue providing Health Services to expand student academic engagement. Health Services provides English learners, low-income students, and foster youth support in health prevention and support services. This action is provided LEA-wide because all students in grades TK-8 can benefit from health prevention and support services that will ultimately expand student academic engagement for students in grades TK-8.	We will monitor the progress of Foster and Homeless Youth students using: Local KiDS attendance data monitoring average attendance rates (Metric 3.4) CA Dashboard monitoring Average Chronic Absenteeism Rates (Metric 3.5)
3.3	**Action:** District Music Program **Need:** The 2023 Academic Engagement Indicator for Chronic Absenteeism indicated 23% chronically absent for all students, 46.2% chronically absent for foster youth, and 50% chronically absent for homeless youth. Foster	Our district will continue providing District Music Program services to directly contribute to school climate and student engagement by providing students with an enriching experience they might not otherwise have access to. This action is provided LEA-wide because all students in grades TK-8 can benefit from the District Music Program, which will ultimately	We will monitor the progress of Foster and Homeless Youth and low-income students using: Local KiDS attendance data monitoring average attendance rates (Metric 3.4)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	(Red) and Homeless (orange) youth were at the lowest performance on the CA Dashboard. Educational partner feedback from foster and homeless youth and low-income families indicated that many students had limited access to the music-enriching curriculum and requested support from the District Music Program to provide opportunities for increased student academic engagement in grades TK-8. **Scope:** LEA-wide	expand student academic engagement for students in grades TK-8.	CA Dashboard monitoring Average Chronic Absenteeism Rates (Metric 3.5)
3.4	**Action:** Districtwide Physical Education Program **Need:** The 2023 Academic Engagement Indicator for Chronic Absenteeism indicated 23% chronically absent for all students, 46.2% chronically absent for foster youth, and 50% chronically absent for homeless youth. Foster (Red) and Homeless (orange) youth were at the lowest performance on the CA Dashboard. Educational partner feedback from Foster and Homeless Youth and low-income families indicated the need to appropriately educate students on proper nutrition and engaging in healthy lifestyle choices and requested a Districtwide Physical Education Program to increase improved student engagement and connectedness in grades TK-8.	Our district will continue to provide the District Physical Education Program to expand education on nutrition and engaging in healthy lifestyle choices. District Physical Education Program will help increase student engagement and connectedness for English learners, low-income students, and foster youth. This action is provided LEA-wide because all students in grades TK-8 can benefit from the District Physical Education Program, which will help improve student engagement and connectedness.	We will monitor the progress of Foster and Homeless Youth and low-income students using: CA Dashboard monitoring Average Chronic Absenteeism Rates (Metric 3.5)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.5	**Action:** Middle School Dean of Students **Need:** The 2023 Conditions and Climate Indicator for Suspension rate indicated Foster Youth (3.2%) and Homeless Youth (1.8%) suspension rate. Foster and Homeless Youth were at a low performance on the CA Dashboard (orange) in the conditions and climate indicator. Educational partner feedback from foster youth, EL, and low-income families indicated that many students had limited access to support, interventions, and resources for at-risk students and requested support from the Middle School Dean of Students to provide opportunities for increased school site conditions and climate in grades 6-8. **Scope:** Schoolwide	Our district will continue to provide the Middle School Dean of Students to expand support, interventions, and resources for at-risk students. The Middle School Dean of Students will help increase school site conditions and climate for English learners, low-income students, and foster youth. This action is provided school-wide because all students in grades 6-8 can benefit from the Middle School Dean of Students, which will help improve school site conditions and climate.	We will monitor the progress of homeless and foster youth students using: CA Dashboard suspension rates monitoring foster and homeless youth being suspended at least one day (Metric 3.7) Monitor the progress of SED, EL, Homeless and Foster Youth students using: Local KiDS attendance data monitoring average attendance rates (Metric 3.4) CA Dashboard monitoring Average Chronic Absenteeism Rates (Metric 3.5)
3.6	**Action:** Middle School Extra-Curricular Programs & After-School Sports **Need:** The 2023 Academic Engagement Indicator for Chronic Absenteeism indicated 23%	Our district will continue to provide Middle School Extra-Curricular Programs and After-School Sports to expand access to various after-school clubs and programs to enrich and expand core curriculum learning. The Middle School Extra-Curricular Programs and After-School Sports will help increase school site conditions and climate for	We will monitor the progress of Foster and Homeless Youth and low-income students using: CA Dashboard monitoring Average Chronic

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
	chronically absent for all students, 46.2% chronically absent for foster youth, and 50% chronically absent for homeless youth. Foster (Red) and Homeless (orange) youth were at the lowest performance on the CA Dashboard. Educational partner feedback from foster and homeless youth and low-income families indicated that many students had limited access to various after-school clubs and programs to enrich and expand core curriculum learning. These programs and activities provide students with a sense of belonging and connection to their school, making them more likely to attend regularly. **Scope:** Schoolwide	English learners, low-income students, and foster youth. This action is provided school-wide because all students in grades 6-8 can benefit from the Middle School Extra-Curricular Programs and After-School Sports, which will help improve school site conditions and climate.	Absenteeism Rates (Metric 3.5)
3.7	**Action:** Student Awards & Incentives **Need:** The 2023 Academic Engagement Indicator for Chronic Absenteeism indicated 23% chronically absent for all students, 46.2% chronically absent for foster youth, and 50% chronically absent for homeless youth. Foster (Red) and Homeless (orange) youth were at the lowest performance on the CA Dashboard. Educational partner feedback from parents and staff indicated the need to increase student incentives. Student incentives serve as positive reinforcement, encouraging a habit	Our district will continue to provide Student Awards and Incentives to expand access to various special academic awards. The Student Awards and Incentives will allow schools to demonstrate the value they place on attendance and emphasize its importance to the overall student educational experience. This action is provided LEA-wide because all students in grades TK-8 can benefit from the Student Awards and Incentives, which will help increase student attendance.	We will monitor the progress of homeless youth and low-income students using: Local KiDS attendance data monitoring average attendance rates (Metric 3.4) CA Dashboard monitoring Average Chronic Absenteeism Rates (Metric 3.5)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	of attendance that extends beyond the immediate rewards. **Scope:** LEA-wide		
3.8	**Action:** Increased Operations & Transportation Services & Staff **Need:** The 2023 Academic Engagement Indicator for Chronic Absenteeism indicated 23% chronically absent for all students, 46.2% chronically absent for foster youth, and 50% chronically absent for homeless youth. Foster (Red) and Homeless (orange) youth were at the lowest performance on the CA Dashboard. Educational partner feedback from foster youth, EL, and low-income families indicated that many students have limited access to transportation services and improved sanitation of facilities and requested support from the Increased Operations & Transportation Services & Staff to provide opportunities for increased student academic engagement in grades TK-8. **Scope:** LEA-wide	Increased Operations & Transportation Staff will extend support and services to provide transportation to ensure equitable access to school, community services, and other community resources that will help maximize student potential. Staff will also address improved sanitation of facilities to decrease illness and absences. This action will fund 4 operations and transportation staff members that will service all school sites. This action is provided LEA-wide because all students in grades TK-8 can benefit from the Operations & Transportation Services & Staff, which will ultimately expand student academic engagement for students in grades TK-8.	We will monitor the progress of Foster and Homeless Youth and low-income students using: Local KiDS attendance data monitoring average attendance rates (Metric 3.4) CA Dashboard monitoring Average Chronic Absenteeism Rates (Metric 3.5)
3.9	**Action:** Parent Engagement & Involvement	Our district will continue to provide Parent Engagement & Involvement to expand access to support learning at home and bridge the	We will monitor the progress of EL and low-income students using:

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: In 2023, only 41% of schools have parent representation on the District Advisory Committee (DAC) & District English Learner Advisory Committee (DELAC). Educational partner feedback from EL and low-income families indicated limited access to support learning at home and bridging the instructional gap between home and school. They requested support from Parent Engagement & Involvement to provide opportunities for increased parental involvement. **Scope:** LEA-wide	instructional gap between home and school. These activities will include hosting parent education nights focusing on important topics such as internet safety, bullying prevention, and mental health awareness. Additionally, workshops will be offered to parents on supporting learning at home, understanding the curriculum, and accessing educational resources. This action is provided LEA-wide because all students and families in grades TK-8 can benefit from the Parent Engagement & Involvement, which will help improve parental involvement.	District Advisory Committee (DAC) & District English Learner Advisory Committee (DELAC) percentage of schools with parent representation (Metric 3.2)
3.10	**Action:** Middle School Alternative to Suspension (ATS) **Need:** The 2023 Conditions and Climate Indicator for Suspension rate indicated Foster Youth (3.2%) and Homeless Youth (1.8%) suspension rate. Foster and Homeless Youth were at a low performance on the CA Dashboard (orange) in the conditions and climate indicator. Educational partner feedback from low-income middle school families indicated the need to continue to provide restorative practices and on-campus interventions and request support from the Middle School Alternative to Suspension (ATS) program to provide	Our district will continue to provide Middle School Alternative to Suspension (ATS) programs to expand restorative practices and on-campus interventions. These initiatives will provide support for students to successfully transition back to the regular classroom and ensure that they do not experience academic setbacks while in ATS by delivering the grade-level curriculum. This action is provided school-wide because students struggling with behaviors in grades 6-8 can benefit from restorative practices and on-campus interventions.	We will monitor the progress of homeless and foster youth students using: CA Dashboard suspension rates monitoring foster and homeless youth being suspended at least one day (Metric 3.7)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	opportunities for increased restorative circles, SEL curriculum, and behavior conferencing for students in grades 6-8. **Scope:** Schoolwide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.1	**Action:** EL Support Staff **Need:** The 2023 Academic Indicator for CAASPP Language Arts came in at the lowest performance level on the CA Dashboard for EL at 76 points below standard. CAASPP Mathematics came in at one of the lowest at 102.9 points below standard. Educational partner feedback from EL and low-income families indicated the need for necessary assistance and support for all EL Students with EL interventions and supports. **Scope:**	Our district will continue to provide EL Support Staff to expand EL programs/services. EL support staff will work collaboratively with classroom teachers to modify the curriculum and provide additional resources to meet EL linguistic and academic needs.	We will monitor the progress of EL students using: Academic Indicator for CAASPP Language Arts (Metric 1.1) Academic Indicator for CAASPP Math (Metric 1.2) Average Progress Towards English Language Proficiency (Metric 1.3)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
1.9	**Action:** LTEL Support **Need:** The 2023 Academic Indicator for CAASPP Language Arts came in at the lowest performance level on the CA Dashboard for EL at 76 points below standard. CAASPP Mathematics came in at one of the lowest at 102.9 points below standard. In 2024 LTEL's baseline year ELA came in at 127 points below standard and Mathematics came in at an astonishing 174.1 points below standard. Educational partner feedback from LTEL and low-income families indicated the need for necessary assistance and support for all LTEL Students with EL interventions and supports. **Scope:**	Our district will continue to provide EL Support Staff to expand LTEL programs/services. EL support staff will work collaboratively with classroom teachers to modify the curriculum and provide additional resources to meet LTEL's linguistic and academic needs.	We will monitor the progress LTEL's students using: Academic Indicator for CAASPP Language Arts (Metric 1.1) Academic Indicator for CAASPP Math (Metric 1.2) Average Progress Towards English Language Proficiency (Metric 1.3)

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.

Not 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.

All schools in Wasco Union Elementary School District have an unduplicated pupil percentage above 55 percent; therefore, the additional concentration grant add-on funding is used districtwide to increase staffing that provides direct services to students. These staff provide targeted academic instruction, intervention, and support services designed to improve outcomes for English learners, low-income students, foster youth, and other unduplicated pupils.

For the 2026–27 school year, concentration grant add-on funds support additional staffing through the following LCAP actions:

Action 1.3 – Additional Teacher on Special Assignment (TOSAs) to support instructional coaching, intervention, and teacher capacity.
Action 2.2 – Additional teachers to reduce class sizes and provide more individualized instruction.
Action 2.3 – Additional language tutors to provide targeted literacy and language development interventions for students requiring supplemental support.

These positions increase the district's capacity to provide direct instructional services and targeted interventions to students with the greatest needs and are aligned with the goals and actions identified throughout the LCAP.

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	1:22
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:24

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	$39,835,130	$15,995,524.00	40.154%	0.000%	40.154%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$15,995,524.00	$165,000.00	$0.00	$0.00	$16,160,524.00	$15,095,542.00	$1,064,982.00

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	EL Support Staff	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2026-2027 School Year	$1,207,717.00	$0.00	$1,207,717.00				$1,207,717.00	
1	1.2	Librarians & Clerks at All School Sites	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027 School Year	$1,033,942.00	$0.00	$1,033,942.00				$1,033,942.00	
1	1.3	District Supplemental Programs Oversight	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027 School Year	$941,433.00	$6,044.00	$947,477.00				$947,477.00	
1	1.4	Classroom Educational Technology & Online Educational Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027 School Year	$0.00	$701,516.00	$701,516.00				$701,516.00	
1	1.5	Technology Support Personnel	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027 School Year	$555,819.00	$5,944.00	$561,763.00				$561,763.00	
1	1.6	Middle School STEM & College and Career Exploration Program	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Thomas Jefferson and Palm Avenue Middle School 6th - 8th Grade	2026-2027 School Year	$0.00	$25,000.00	$25,000.00				$25,000.00	
1	1.7	STEAM and Academic Enrichment Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027 School Year	$0.00	$73,248.00	$73,248.00				$73,248.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	MS Summer Learning Academy and High Impact Tutoring	All	No			All Schools Specific Schools: Thomas Jefferson Middle School and Palm Avenue Middle School 7th and 8th Grade		$94,978.00	$70,022.00		$165,000.00			$165,000.00	
1	1.9	LTEL Support	All LTEL Students	No			All Schools Specific Schools: Thomas Jefferson Middle School and Palm Avenue Middle School		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.1	Assistant Principals/Learning Directors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027 School Year	$1,232,231.00	$21,540.00	$1,253,771.00				$1,253,771.00	
2	2.2	Class Size Reduction Teachers and Instructional Aides	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Karl F. Clemens, John L. Prueitt, Teresa Burke, and James A. Forrest Elementary School Kindergarten - 3rd Grade	2026-2027 School Year	$2,463,810.00	$0.00	$2,463,810.00				$2,463,810.00	
2	2.3	95% Group Language Tutors & Program Needs	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Karl F. Clemens and Teresa Burke Elementary School TK - 5th Grade	2026-2027 School Year	$578,706.00	$0.00	$578,706.00				$578,706.00	
2	2.4	Supplemental Professional Development for	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2026-2027 School Year	$564,010.00	$32,000.00	$596,010.00				$596,010.00	

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
		Certificated & Classified Staff	Low Income			Low Income										
2	2.5	Increased Daily Instruction (20 Minutes)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027 School Year	$823,362.00	$0.00	$823,362.00				$823,362.00	
3	3.1	Counselors & Behavior Intervention Specialist (BIS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027 School Year	$1,738,905.00	$3,000.00	$1,741,905.00				$1,741,905.00	
3	3.2	Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027 School Year	$1,093,736.00	$6,367.00	$1,100,103.00				$1,100,103.00	
3	3.3	District Music Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027 School Year	$278,336.00	$1,000.00	$279,336.00				$279,336.00	
3	3.4	Districtwide Physical Education Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027 School Year	$1,046,075.00	$0.00	$1,046,075.00				$1,046,075.00	
3	3.5	Middle School Dean of Students	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Thomas Jefferson and Palm Avenue Middle School 6th - 8th Grade	2026-2027 School Year	$306,291.00	$0.00	$306,291.00				$306,291.00	
3	3.6	Middle School Extra-Curricular Programs & After-School Sports	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Thomas Jefferson and Palm Avenue Middle School 6th - 8th Grade	2026-2027 School Year	$148,298.00	$75,286.00	$223,584.00				$223,584.00	
3	3.7	Student Awards & Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027 School Year	$0.00	$18,000.00	$18,000.00				$18,000.00	
3	3.8	Increased Operations & Transportation Services & Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$568,346.00	$15.00	$568,361.00				$568,361.00	

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
3	3.9	Parent Engagement & Involvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027 School Year	$0.00	$26,000.00	$26,000.00				$26,000.00	
3	3.10	Middle School Alternative to Suspension (ATS)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Thomas Jefferson and Palm Avenue Middle School 6th - 8th Grade	2026-2027 School Year	$419,547.00	$0.00	$419,547.00				$419,547.00	

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
$39,835,130	$15,995,524.00	40.154%	0.000%	40.154%	$15,995,524.00	0.000%	40.154 %	**Total:**	$15,995,524.00
								LEA-wide Total:	$10,770,869.00
								Limited Total:	$1,207,717.00
								Schoolwide Total:	$4,016,938.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	EL Support Staff	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,207,717.00	
1	**1.2**	Librarians & Clerks at All School Sites	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,033,942.00	
1	**1.3**	District Supplemental Programs Oversight	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$947,477.00	
1	**1.4**	Classroom Educational Technology & Online Educational Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$701,516.00	
1	**1.5**	Technology Support Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$561,763.00	
1	**1.6**	Middle School STEM & College and Career Exploration Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Thomas Jefferson and Palm Avenue Middle School	$25,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						6th - 8th Grade		
1	1.7	STEAM and Academic Enrichment Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$73,248.00	
2	2.1	Assistant Principals/Learning Directors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,253,771.00	
2	2.2	Class Size Reduction Teachers and Instructional Aides	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Karl F. Clemens, John L. Prueitt, Teresa Burke, and James A. Forrest Elementary School Kindergarten - 3rd Grade	$2,463,810.00	
2	2.3	95% Group Language Tutors & Program Needs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Karl F. Clemens and Teresa Burke Elementary School TK - 5th Grade	$578,706.00	
2	2.4	Supplemental Professional Development for Certificated & Classified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$596,010.00	
2	2.5	Increased Daily Instruction (20 Minutes)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$823,362.00	
3	3.1	Counselors & Behavior Intervention Specialist (BIS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,741,905.00	
3	3.2	Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,100,103.00	
3	3.3	District Music Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$279,336.00	
3	3.4	Districtwide Physical Education Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,046,075.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.5	Middle School Dean of Students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Thomas Jefferson and Palm Avenue Middle School 6th - 8th Grade	$306,291.00	
3	3.6	Middle School Extra-Curricular Programs & After-School Sports	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Thomas Jefferson and Palm Avenue Middle School 6th - 8th Grade	$223,584.00	
3	3.7	Student Awards & Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$18,000.00	
3	3.8	Increased Operations & Transportation Services & Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$568,361.00	
3	3.9	Parent Engagement & Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$26,000.00	
3	3.10	Middle School Alternative to Suspension (ATS)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Thomas Jefferson and Palm Avenue Middle School 6th - 8th Grade	$419,547.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$15,675,682.00	$16,181,258.00

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**	EL Support Staff	Yes	$1,248,765.00	1,244,904.00
1	**1.2**	Librarians & Clerks at All School Sites	Yes	$921,963.00	1,023,170.00
1	**1.3**	District Supplemental Programs Oversight	Yes	$932,235.00	843,832.00
1	**1.4**	Classroom Educational Technology & Online Educational Support Services	Yes	$871,349.00	838,046.00
1	**1.5**	Technology Support Personnel	Yes	$557,356.00	548,192.00
1	**1.6**	Middle School STEM & College and Career Exploration Program	Yes	$20,600.00	20,840.00
2	**2.1**	Assistant Principals/Learning Directors	Yes	$1,223,393.00	1,233,481.00
2	**2.2**	Class Size Reduction Teachers and Instructional Aides	Yes	$1,965,139.00	2,479,706.00
2	**2.3**	95% Group Language Tutors & Program Needs	Yes	$504,657.00	562,116.00
2	**2.4**	Supplemental Professional Development for Certificated & Classified Staff	Yes	$588,708.00	796,120.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Increased Daily Instruction (20 Minutes)	Yes	$905,772.00	838,128.00
3	3.1	Counselors & Behavior Intervention Specialist	Yes	$1,599,972.00	1726,738.00
3	3.2	Health Services	Yes	$960,440.00	1,091,368.00
3	3.3	District Music Program	Yes	$334,809.00	304,479.00
3	3.4	Districtwide Physical Education Program	Yes	$962,946.00	1,038,436.00
3	3.5	Middle School Dean of Students	Yes	$301,113.00	302,995.00
3	3.6	Middle School Extra-Curricular Programs & After-School Sports	Yes	$167,585.00	211,037.00
3	3.7	Student Awards & Incentives	Yes	$60,000.00	22,739.00
3	3.8	Increased Operations & Transportation Services & Staff	Yes	$1,073,387.00	597,377.00
3	3.9	Parent Engagement & Involvement	Yes	$89,321.00	30,995.00
3	3.10	Middle School Alternative to Suspension (ATS)	Yes	$386,172.00	426,559.00

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)
$15,601,635	$15,675,682.00	$16,181,258.00	($505,576.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	EL Support Staff	Yes	$1,248,765.00	$1,244,904		
1	1.2	Librarians & Clerks at All School Sites	Yes	$921,963.00	$1,023,170		
1	1.3	District Supplemental Programs Oversight	Yes	$932,235.00	$843,832		
1	1.4	Classroom Educational Technology & Online Educational Support Services	Yes	$871,349.00	$838,046		
1	1.5	Technology Support Personnel	Yes	$557,356.00	$548,192		
1	1.6	Middle School STEM & College and Career Exploration Program	Yes	$20,600.00	$20,840		
2	2.1	Assistant Principals/Learning Directors	Yes	$1,223,393.00	$1,233,481		
2	2.2	Class Size Reduction Teachers and Instructional Aides	Yes	$1,965,139.00	$2,479,706		
2	2.3	95% Group Language Tutors & Program Needs	Yes	$504,657.00	$562,116		
2	2.4	Supplemental Professional Development for Certificated & Classified Staff	Yes	$588,708.00	$796,120		
2	2.5	Increased Daily Instruction (20 Minutes)	Yes	$905,772.00	$838,128		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.1**	Counselors & Behavior Intervention Specialist	Yes	$1,599,972.00	$1,726,738		
3	**3.2**	Health Services	Yes	$960,440.00	$1,091,368		
3	**3.3**	District Music Program	Yes	$334,809.00	$304,479		
3	**3.4**	Districtwide Physical Education Program	Yes	$962,946.00	$1,038,436		
3	**3.5**	Middle School Dean of Students	Yes	$301,113.00	$302,995		
3	**3.6**	Middle School Extra-Curricular Programs & After-School Sports	Yes	$167,585.00	$211,037		
3	**3.7**	Student Awards & Incentives	Yes	$60,000.00	$22,739		
3	**3.8**	Increased Operations & Transportation Services & Staff	Yes	$1,073,387.00	$597,377		
3	**3.9**	Parent Engagement & Involvement	Yes	$89,321.00	$30,995		
3	**3.10**	Middle School Alternative to Suspension (ATS)	Yes	$386,172.00	$426,559		

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)
38,511,860	$15,601,635	0	40.511%	$16,181,258.00	0.000%	42.016%	$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).

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