LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Wilmar Union School District
CDS Code: 49 71019 6052344
School Year: 2026-27
LEA contact information:
Steve Hospodar
Superintendent
shospodar@wilmarusd.org
(707) 765-4340

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 Wilmar Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Wilmar Union School District is $, of which $ is Local Control Funding Formula (LCFF), $ is other state funds, $ is local funds, and $ is federal funds. Of the $ in LCFF Funds, $ 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 Wilmar Union 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: Wilmar Union School District plans to spend $ for the 2026-27 school year. Of that amount, $ is tied to actions/services in the LCAP and $ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2026-27, Wilmar Union School District is projecting it will receive $ based on the enrollment of foster youth, English learner, and low-income students. Wilmar Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Wilmar Union School District plans to spend $ 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 2026-27

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

The text description of the above chart is as follows: In 2026-27, Wilmar Union School District's LCAP budgeted $ for planned actions to increase or improve services for high needs students. Wilmar Union School District actually spent $ for actions to increase or improve services for high needs students in 2026-27.

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
Wilmar Union School District	Steve Hospodar Superintendent	shospodar@wilmarusd.org (707) 765-4340

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.

Wilmar Union School District is a small, single-school district located in a rural area west of Petaluma in Sonoma County, California. The district operates one school—Wilson School—which currently serves 235 students in grades Transitional Kindergarten (TK) through 6th grade. As a TK–6 district, we do not serve grades 7–12.

Roughly one-third of Wilson's students reside within the district boundary, while the remaining two-thirds attend through interdistrict transfer agreements. Due to our rural geography and the absence of a district-operated transportation system, the vast majority of students arrive by private vehicle, with a small number walking to school. These transportation limitations pose challenges for some of our most vulnerable students.

Demographics & Student Needs
Wilson School serves a diverse student body with a strong commitment to equity and inclusion. Our student demographics include:

5.53% English Learners (ELs)

22.55% low-income students

.4% identified Foster Youth

Transportation and access to services remain challenges for these students. In response, we have partnered with the Sonoma County Office of Education to seek grants and develop stopgap supports, such as carpool coordination and emergency rides.

Equity Multiplier
At this time, Wilson School does not qualify for Equity Multiplier funding.

Facilities and School Environment
Our campus is designed to support both academic achievement and whole-child development. It includes:

11 general education classrooms

Resource specialist and ELD portables

Spaces for speech/language and counseling

Library, computer lab, and childcare room

Multipurpose room, three playgrounds, two sports fields, and a student garden

Two parking lots for staff and families

School Culture & Community Engagement
Wilson School emphasizes academic excellence, character development, and social-emotional wellness. We offer a fully aligned program from TK–6, ensuring consistency across grade levels. Our school culture is reinforced through weekly Community Time Assemblies and Friday Fun Runs, which build relationships and promote student well-being.

Parent and community involvement is a defining feature of our school. The Catalyst Foundation, our parent-led organization, sponsors key events and initiatives that strengthen school culture and support academic programs.

Mission Statement – 2024–25
As outlined in our LCAP, our mission is to:

Empower students with the mindset and skills to lead fulfilling lives and become tomorrow’s leaders. Through strong collaboration among students, families, and staff, we create a learning environment where every child thrives—academically, emotionally, socially, and physically. Wilson students are prepared to contribute meaningfully to a just, inclusive world with passion, purpose, and integrity.

Reflections: Annual Performance

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

Wilmar Union School District conducted a comprehensive review of the California School Dashboard, YouthTruth survey data, and local academic indicators to inform the development of this Local Control and Accountability Plan (LCAP). This reflection outlines both the district's strengths and the challenges we are addressing to ensure equitable outcomes for all students.

Dashboard Indicators & Performance Data
Wilson Elementary, the district's only school, serves 235 students in grades TK–6. Based on the 2023 California School Dashboard, Wilson did not receive the lowest performance level (Red) on any state indicator. However, local and Dashboard data highlight several trends requiring focused attention:

Successes:

ELA Achievement: 58.5% of students met or exceeded standards on the CAASPP, with strong performance in listening (80%) and research/inquiry (29.7% exceeding).

Math Achievement: 62.1% of students met or exceeded standards, showing particular strength in conceptual understanding.

YouthTruth Survey:

Family engagement scored 97%, with strong marks in relationships (93%) and culture (85%).

Student connection remained solid at 75%, with a 2-point gain in sense of belonging.

Challenges:

School Culture (student-rated) dropped to 16% favorable, a 7-point decline, indicating a need for stronger community building and behavior expectations.

Academic Challenge rated 34%, and Instructional Methods fell to 44%, pointing to a call for more rigorous, student-centered learning.

Reading Comprehension: Only 19.8% of students exceeded standards, with over 12% below standards.

Low-Income Student Achievement: Nearly 60% of socioeconomically disadvantaged students scored at or below the "approaching" level in math.

Special Education: Due to low enrollment, subgroup CAASPP results were not publicly reported, underscoring the need for strong internal data tracking and targeted support.

Student Group Performance
While no school or student group received a Red indicator on the 2024 Dashboard, local data reveal the following target groups requiring focused support:

Socioeconomically Disadvantaged Students, particularly in math and reading.

Special Education Students, whose growth must be monitored via MAP, i-Ready, and ESGI, due to a lack of publicly available state data.

Strategic Response in the LCAP
To respond to these performance insights, Wilson is implementing the following actions:

Academic Rigor & Engagement: Expanding professional development in Universal Design for Learning (UDL), Guided Language Acquisition Design (GLAD), and Project-Based Learning (PBL). (2.2, 2.5, 3.6)

Culture & Community

Strengthening schoolwide behavior systems and implementing more consistent expectations across campus. (1.4, 1.6)

Expanding student leadership opportunities and advisory programs to promote unity, voice, and connectedness. (1.3, 1.5, 1.9, 1.16, 3.4, 3.8)

Revisiting and reinforcing safety protocols and communication, in response to family survey data showing a 4-point decline in perceived safety. (1.4, 1.6, 1.15, 4.1, 4.5, 4.8, 4.10)

Staffing & Stability

Pairing new teachers with experienced mentors. (1.12, 2.9)

Assigning veteran staff to grades with higher student need to support instructional consistency and culture-building. (2.9)

Conclusion
Wilson Elementary's performance review shows a school with a strong foundation in engagement, academic achievement, and family partnership. The focus now shifts to deepening instructional challenge, enhancing school culture, and ensuring all students—especially those in underserved groups—receive the support they need to thrive.
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The Wilmar Union School District has expended all LREBG funds. If additional funds are granted in 2025-26 the funds will be allocated for intervention support to provide services for all Unduplicated students in need of additional academic support (Action 2.3). This action was determined based on the needs assessment conducted with student, staff, and community partner engagement.

Reflections: Technical Assistance

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

Not applicable

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.

Wilson Elementary School, the only school in the Wilmar Union School District, has not 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.

Wilson Elementary School, the only school in the Wilmar Union School District, has not been identified for CSI.

Monitoring and Evaluating Effectiveness

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

Wilson Elementary School, the only school in the Wilmar Union School District, has not been identified for CSI.

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
Community (Parents/Guardians)	As a small school district and community, Wilson School places a strong emphasis on maintaining open and consistent communication with our parents, guardians, and community members. Throughout the year, we gathered feedback from our educational partners through both formal and informal channels. Families and staff were given multiple opportunities to share input on school programs, financial planning, and broader school initiatives. We shared information and invited engagement through committee meetings, bi-monthly newsletters, community events, and one-on-one conversations. Opportunities for Feedback: Annual Parent/Student/Staff Feedback Event (1/25): Students, families, and staff were invited to provide input on LCAP goals, the Comprehensive School Safety Plan, and the Wellness Plan. To maximize participation, feedback was collected at three key times: morning drop-off, afternoon pick-up, and in the evening. The School Site Council (SSC) reviewed all input and incorporated it into our targeted goals. YouthTruth Survey (1/25): Open to parents, students, and staff, the YouthTruth survey gathered insights on school culture, belonging, safety, engagement, academic challenge, and instructional methods. Survey data was shared with the Wilmar School Board and used to inform future planning.

Educational Partner(s)	Process for Engagement
	Disaster Drills: Two drills, held in October and April, involved parents, staff, and our local fire department. We used feedback gathered during post-drill debriefs to improve our future safety procedures. Public Comment Opportunities: Educational partners were encouraged to provide input on the LCAP through a variety of avenues, including Wilmar Union School Board meetings, Catalyst Foundation (parent leadership) meetings, SSTs, IEPs, 504's SELPA reviews, SCOE reviews, teacher bargaining units, and the LCAP public hearing.
Students	YouthTruth Survey (1/25): Open to parents, students, and staff, the YouthTruth survey gathered insights on school culture, belonging, safety, engagement, academic challenge, and instructional methods. Survey data was shared with the Wilmar School Board and used to inform future planning. Annual Parent/Student/Staff Feedback Event (1/25): Students, families, and staff were invited to provide input on LCAP goals, the Comprehensive School Safety Plan, and the Wellness Plan. To maximize participation, feedback was collected at three key times: morning drop-off, afternoon pick-up, and in the evening. The School Site Council (SSC) reviewed all input and incorporated it into our targeted goals.
Staff (teachers/aides/other school personnel)	YouthTruth Survey (1/25): Open to parents, students, and staff, the YouthTruth survey gathered insights on school culture, belonging, safety, engagement, academic challenge, and instructional methods. Survey data was shared with the Wilmar School Board and used to inform future planning. Annual Parent/Student/Staff Feedback Event (1/25): Students, families, and staff were invited to provide input on LCAP goals, the Comprehensive School Safety Plan, and the Wellness Plan. To maximize participation, feedback was collected at three key times:

Educational Partner(s)	Process for Engagement
	morning drop-off, afternoon pick-up, and in the evening. The School Site Council (SSC) reviewed all input and incorporated it into our targeted goals. Disaster Drills: Two drills, held in October and April, involved parents, staff, and our local fire department. We used feedback gathered during post-drill debriefs to improve our future safety procedures. Monthly Staff Meetings: These meetings allowed teachers and staff to review student data, identify focus areas, set goals, align instructional practices, and stay current with safety training and procedures. Staff Surveys: Staff provided regular feedback throughout the year on key topics, including school safety, emergency preparedness, curriculum alignment, and professional development needs.
WTA (Collective bargaining unit)	Monthly Staff Meetings: These meetings allowed teachers and staff to review student data, identify focus areas, set goals, align instructional practices, and stay current with safety training and procedures. Staff Surveys: Staff provided regular feedback throughout the year on key topics, including school safety, emergency preparedness, curriculum alignment, and professional development needs. Annual Parent/Student/Staff Feedback Event (1/25): Students, families, and staff were invited to provide input on LCAP goals, the Comprehensive School Safety Plan, and the Wellness Plan. To maximize participation, feedback was collected at three key times: morning drop-off, afternoon pick-up, and in the evening. The School Site Council (SSC) reviewed all input and incorporated it into our targeted goals.
SELPA	The superintendent consulted with the SELPA to review and seek feedback on the LCAP, specifically for serving students with exceptional needs.
Sonoma County Office of Education	Annual LCAP Development Workshops held on 10/24/25, 1/28/25, 3/26/25, and 4/29/25. 1:1 LCAP review meeting with SCOE team on

Educational Partner(s)	Process for Engagement
	6/17/25. In each meeting, portion of the LCAP were reviewed and updated in consultation with SCOE staff.
School Site Council/Parent Advisory Committee	School Site Council (1/24): SSC members, made up of parents and staff, engaged deeply in reviewing data, identifying needs, developing action steps, and shaping goals for the Comprehensive Safety Plan, Wellness Plan, and 2023–24 LCAP. The council also reviewed and approved the LCAP before it was brought to the Board.
ELAC	Wilson School does not meet the requirements to have an ELAC due to number of EL students
School Board	LCAP Adoption Process: The LCAP was presented to school governing boards and shared for public feedback prior to final adoption on June 25, 2025.

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

By intentionally creating multiple pathways for communication and feedback, Wilson School ensures that the voices of all educational partners help shape decisions that move our school community forward. We are committed to growing alongside our students and families to ensure a thriving, future-ready learning environment.

Input from Educational Partners
At Wilson School, the voices of students, families, staff, and community members are central to shaping our Local Control and Accountability Plan (LCAP). During the 2024–25 school year, we gathered meaningful input through staff discussions, YouthTruth surveys, family engagement meetings, and student focus groups. These conversations directly informed our priorities for the 2025–26 LCAP.

Staff Input
Staff discussions focused on the holistic development of learners and the creation of a safe, supportive learning environment. Through collaborative data cycles, staff identified barriers to student success—including inconsistent behavior expectations, social-emotional challenges, and instructional engagement gaps. These insights directly influenced actions now embedded in the LCAP, such as schoolwide behavior systems, 1:1 mentoring, and inclusive instructional strategies.

YouthTruth Survey Highlights (2024–25)
Student Feedback: Highest marks were in Culture and Belonging. The lowest-rated areas were Instructional Methods and Academic Challenge, signaling a desire for more engaging, rigorous learning.

Parent/Guardian Feedback: Families rated Relationships and Engagement most positively. Concerns were raised around School Safety and Communication/Feedback, emphasizing the need for clearer outreach and more visible safety practices.

Staff Feedback: Staff felt high levels of Engagement and Safety, but identified Relationships and School Culture as areas needing growth and attention.

These mixed findings underscore the need for improved academic rigor, communication systems, and student connection—all of which are addressed in our updated LCAP actions.

Ongoing Framework: Culture of Care, Competency, and Excellence
Three years ago, Wilson School adopted a strategic framework grounded in the Culture of Care, Culture of Competence, and Culture of Excellence. These guiding pillars continue to provide a consistent lens through which all goals and actions are developed and implemented. Feedback gathered during the 2024–25 school year reinforced the relevance of this model and led to targeted refinements to ensure it addresses today's student needs.

Culture of Care: Focuses on school safety, positive behavior systems, 1:1 mentoring, and expanding extracurricular opportunities—directly addressing safety concerns and the need for stronger student connections.

Culture of Competence: Emphasizes social-emotional learning, counseling, translation services, and inclusive parent engagement strategies—supporting equity and access for all families.

Culture of Excellence: Drives high-quality instruction, academic interventions, support for English Learners and students with IEPs, and professional development—ensuring rigor and responsiveness.

Examples of Educational Partner-Driven Actions
As a result of direct educational partner feedback, the following actions were strengthened or added to the 2025–26 LCAP:

Action 1.3 – 1:1 Mentoring Program (to boost connection and belonging)

Action 1.6 – Anti-Bullying Awareness Assembly (to improve school climate and safety)

Action 2.2 – Summer School with academic and enrichment options (to close learning gaps)

Action 3.4 – Student Leadership Team (to elevate student voice and involvement)

Action 4.2 – Translation and interpretation services (to improve access for multilingual families)

These and other strategies reflect our deep commitment to responsive planning, continuous growth, and the belief that all students deserve a school experience where they are safe, supported, challenged, and heard.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	State Standards (Conditions of Learning): All students will be educated in welcoming and inclusive learning environments that are clean, safe, and conducive to learning.	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)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Creating a Culture of Care: In our community, we prioritize the emotional, social, and physical safety of our students, families, and staff. Our aim is to cultivate and sustain a nurturing environment—one that's both secure and inviting. We foster robust connections to ensure that every educational partners feels a profound sense of belonging.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Suspension rate as reported in attendance records.	0% suspension rate for 2022-23	.4% suspension rate for 2023-2024		0% suspension rate for 2026-27	Increased by 0.4%
1.2	Expulsion rate as reported in attendance records.	0% expulsion rate for 2022-23	0% expulsion rate for 2023-24		0% expulsion rate for 2026-27	No change
1.3	The quality of relationships between students and their teachers.	YouthTruth data results for 2023-24 Relationships: 2.55/3: Relationships focus on the quality and strength of the interactions and	YouthTruth data results for 2024-25 Relationships: 2.4/3: Relationships focus on the		YouthTruth data results for 2026-27 Relationships: 3/3- A focus on the quality and strength of the	Decrease of 0.15 points The Quality of Relationships Between Students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		connections between students and others within the school community. A score of 2.55 out of 3 indicates a generally positive perception of relationships within the school, suggesting that students feel well-supported and connected to their teachers, peers, and other school staff. A score of 2.55 out of 3 is considered a positive score. This indicates that the majority of students feel positively about their relationships within the school	quality and strength of the interactions and connections between students and others within the school community. A score of 2.4 out of 3 is considered a positive score. This indicates that the majority of students feel positively about their relationships within the school		interactions and connections between students and others within the school community.	and Their Teachers 2024–25 Score: 2.4/3 2026–27 Target: 3/3 Interpretation: Students generally feel supported by teachers and peers, but relationship quality varies across classrooms. A score of 2.4 is considered positive, yet it's 0.6 below the target.
1.4	How students feel about the overall atmosphere and environment of the school.	YouthTruth data results for 2023-24 Culture: 2.16/3: Culture measures the overall environment and atmosphere of the school as perceived by students. This includes shared values, norms, behaviors, and attitudes that shape the school experience.A score of	YouthTruth data results for 2024-25 Culture: 2.04/3: Culture measures the overall environment and atmosphere of the school as perceived by students. This includes shared values, norms,		YouthTruth data results for 2026-27 Culture: 3/3: Culture measures the overall environment and atmosphere of the school as perceived by students. This includes shared values, norms,	How Students Feel About the Overall Atmosphere and Environment of the School Culture Score: Decrease 0.12 points. Culture 2024–25 Result: 2.04 out of 3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2.16 out of 3 for "Culture" in the YouthTruth data results for 2023-24 is generally considered a good score, though it indicates room for improvement. Belonging: 2.29/3: Belonging measures the extent to which students feel accepted, valued, and included within the school community. A score of 2.29 out of 3 for "Belonging" in the YouthTruth data results for 2023-24 is generally considered a good score. This indicates that most students feel a strong sense of belonging within the school community	behaviors, and attitudes that shape the school experience.A score of 2.04 out of 3 for "Culture" in the YouthTruth data results for 2024-25 is generally considered a good score, though it indicates room for improvement. Belonging: 2.31/3: Belonging measures the extent to which students feel accepted, valued, and included within the school community. A score of 2.31 out of 3 for "Belonging" in the YouthTruth data results for 2024-25 is generally considered a good score. This indicates that most students feel a strong sense of belonging within		behaviors, and attitudes that shape the school experience. Belonging: 3/3: Belonging measures the extent to which students feel accepted, valued, and included within the school community	2026–27 Target Baseline: 3 out of 3 Current Gap: 0.96 points below target Interpretation: While the current culture score reflects a generally positive school environment, there is substantial room for growth. A nearly 1-point gap suggests students are not yet consistently experiencing a school culture rooted in shared values, positive behavior expectations, and a cohesive atmosphere. Belonging Score: Increase 0.02 points. 2024–25 Result: 2.31 out of 3 2026–27 Target Baseline: 3 out of 3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			the school community			Current Gap: 0.69 points below target Interpretation: The sense of belonging score indicates that many students do feel accepted and valued, but the current score falls short of the goal for all students to feel deeply connected to their school community. The data points to a need for more intentional strategies that foster inclusion, peer relationships, and teacher-student connections.
1.5	How students perceive their emotional and social support within the school community	YouthTruth data results for 2023-24 Social-emotional well-being: 2.35/3: This measures students' perceptions of their own emotional health and social interactions.	YouthTruth data results for 2024-25 Social-emotional well-being: 2.35/3: This measures students' perceptions of their own emotional		YouthTruth data results for 2026-27 Social-emotional well-being: 3/3- This measures students' perceptions of their own emotional	Social-Emotional Well-Being: No Change 2024–25 Result: 2.35 out of 3 2026–27 Target: 3 out of 3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		A score of 2.35 suggests that most students generally perceive their social-emotional well-being positively	health and social interactions. A score of 2.35 suggests that most students generally perceive their social-emotional well-being positively		health and social interactions.	Current Gap: 0.65 points below target Interpretation: A score of 2.35 suggests that students generally feel emotionally supported and have positive peer interactions, but there remains a noticeable gap in fully meeting students' social-emotional needs.
1.6	Students' feelings about their physical and emotional safety while at school.	YouthTruth data results for 2023-24 Safety: 2.55/3: This measures students' perceptions of their physical and emotional safety within the school environment. A score of 2.55 out of 3 for Safety is a very good score, indicating that students generally feel safe and secure in their school environment, both physically and emotionally.	YouthTruth data results for 2024-25 Safety: 2.42/3: This measures students' perceptions of their physical and emotional safety within the school environment. A score of 2.42 out of 3 for Safety is a very good score, indicating that students generally feel safe and secure in their school		YouthTruth data results for 2026-27 Safety: 3/3-This measures students' perceptions of their physical and emotional safety within the school environment.	Students' Feelings About Their Physical and Emotional Safety While at School Safety Score: Decrease 0.13 points. 2024–25: 2.42/3 2026–27 Target: 3/3 Interpretation: Most students feel physically and emotionally safe at school. A 2.42 is a strong score but

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			environment, both physically and emotionally.			still 0.58 below the target.
1.7	Facilities Inspection Tool (FIT)	No areas out of compliance on the FIT in 2023-24	No areas out of compliance on the FIT in 2024-25		No areas out of compliance on the FIT in 2026-27	No Change
1.8	Parent/guardian reporting on school safety	YouthTruth data results for 2023-24 Safety: 65% perceive Wilson School to be a safe environment for their child	YouthTruth data results for 2024-25 Safety: 73% perceive Wilson School to be a safe environment for their child		YouthTruth data results for 2026-27 80% of our parent community will perceive Wilson School as a safe environment for their child.	Parent/Guardian Reporting on School Safety: Increased 8.0% 2024–25 Parent Perception of Safety: 73% 2026–27 Target: 80% Interpretation: The majority of families believe Wilson is a safe environment, but we're 7% shy of the goal.
1.9	Staff reporting on school safety	YouthTruth data results for 2023-24 Safety: 88% of staff perceive Wilson School to be a safe environment to work.	YouthTruth data results for 2024-25 Safety: 44% of staff perceive Wilson School to be a safe		YouthTruth data results for 2026-27 100% of our staff will perceive Wilson School as a safe environment to work.	Staff Reporting on School Safety: Decreased 44% 2024–25 Staff Perception of Safety: 44%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			environment to work.			2026–27 Target: 100% Interpretation: This is the most critical area of concern, with over half of staff not feeling safe at work.

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.

While the goal was to fully implement schoolwide PBIS and SEL supports, several substantive differences emerged between what was planned and what was implemented. PBIS was originally intended to launch comprehensively at the start of the year, but early resistance from staff and families led to a more gradual rollout. This slower approach allowed time for additional education and educational partner engagement, which ultimately resulted in stronger buy-in once tiered discipline systems were clearly defined and consistently communicated.

The playground improvement project encountered setbacks due to limited funding. As a result, we pivoted to a volunteer-based approach, which allowed for small-scale progress but fell short of the original vision. This project has now transitioned into a multi-year initiative, relying heavily on community involvement to move forward.

Implementation of monthly Second Step SEL lessons began with fidelity in the fall, but as academic demands increased, lesson delivery declined significantly in the second half of the year. Competing priorities and limited time made it difficult for teachers to maintain consistency.

The Student Advisory Council was launched early in the year to provide a stronger student voice in shaping school culture. However, the lack of a consistent meeting schedule and clear structure limited the council's overall impact.

It should be noted that despite these implementation challenges, our school's work around inclusivity was recognized at the county level—leading to our nomination for the Spirit of Inclusivity Award by the Sonoma County SELPA. This recognition reflects the positive steps we've taken toward building a more inclusive environment, even as we continue refining our systems and structures for long-term success.

SUCCESSFUL IMPLEMENTATION:
1.1 Social-Emotional Support through On-Site Counseling (Fully Implemented): Students received consistent access to mental health support through an on-site counselor. The counselor provided individual and small group sessions that focused on emotional regulation, peer relationships, and coping skills. Services were prioritized for students with high needs, including English learners and students with disabilities. This action contributed to a more positive school climate and increased student engagement.

1.2 Second Step Curriculum (Fully Implemented): All classrooms implemented the Second Step curriculum weekly, emphasizing key social-emotional learning skills such as empathy, emotional regulation, and responsible decision-making. Lessons were supported by the counseling team and aligned with grade-level expectations. The program helped foster improved peer interactions and a shared language around emotions and behavior. While this was fully implemented, in the 2025-2026 school year, Wilmar will be “actively seeing an online SEL program” to better meet the needs of our students. This shift has been updated in Action 1.2.

1.3 1:1 Mentoring (Fully Implemented): Students were matched with adult mentors for weekly check-ins that provided consistent support and a trusted connection. This 1 to 1 mentoring program focused on students in need, particularly those experiencing trauma or inconsistent attendance. It positively impacted school connectedness, student well-being, and engagement. The 2025-26 LCAP has been updated to refer to this action as “Student Mentorship Program for Connection and Belonging” to better capture the intent of the mentoring program.

1.4 Positive Behavioral Intervention Systems (PBIS) (Ongoing Implementation): Implementing PBIS is a multi-year process. In 2024-2025, the 5 tenets were introduced successfully to ensure all staff members have a common understanding of their meaning and what they look like in practice. We will continue implementation next year by building on this learning to build a learning environment that is more consistent, predictable, and inclusive.

1.6 Anti-Bullying Awareness Assembly (Fully Implemented): We hosted an Anti-Bullying Awareness Assembly as planned. It was an effective introduction to the training and discussion, but more work is needed. In the 2025-2026 LCAP, we have expanded this action to include “Monthly Bullying Prevention Education During Community Time”.

CHALLENGES IN IMPLEMENTATION:
1.5 Student Focus Groups to Strengthen Academic Challenge and Instructional Practices (Not Implemented):

1.7 Promote Inclusivity and Diversity (Partially Implemented): We found that having this as a stand alone action didn’t respond to the training needs of the staff and community. Rather than providing ongoing professional development in this separately, it was decided that inclusivity and diversity would be embedded in all of the SEL, academic, and behavioral trainings that are conducted this year. This action will be removed in the 2025-2026 LCAP, and language will be added to each PD action to maintain a focus on inclusivity and diversity.

1.9 Student Leadership (Partially Implemented): An attempt was made to offer monthly opportunities for students to meet to participate in decision-making processes at school. This format proved to be ineffective, so we will be adjusting this action to focus more on gathering input in grade-level listening sessions. Students who may not have been comfortable in the larger group will likely be more confident to speak up in these smaller grade-alike teams. This action will be updated to read, “Student Voice and Leadership Through Council and Monthly Engagement Circles”.

1.8 Playground Engagement (Not Implemented): With the limited resources available in the 2024-25 school year, we were unable to make the updates that were planned. This is an ongoing, long term action and will be attended to in the 2025-26 school year and beyond.

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.

In action 1.1 counseling hours came in less than projected due to personal absences of our contracted counselor; action 1.2 more time was allocated for the employee teaching second steps, along with added materials costs of $1,460; action 1.3 1 to 1 mentoring program expanded to after school which increased program costs and materials; action 1.6 an additional school-wide anti-bullying awareness assembly was added; action 1.7 in lieu of an outside vendor coming to educate on inclusivity and diversity, was all done in-house; action 1.8 the playgrounds redesign & engagement projected was not completed year end and will continue in 2025-26. These action items accounted for most of the material difference from Budgeted expenditures to estimated actual expenditures.

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

1.1 Social-Emotional Support through On-Site Counseling (Effective), 1.2 Second Step Curriculum (Somewhat Effective), and 1.3 1:1 Mentoring (Effective), 1.7 Promote Inclusivity and Diversity (Somewhat Effective), and 1.9 Student Leadership (Not Effective):

- Metric 1.3: The quality of relationships between students and their teachers - The 2024-2025 score was 2.4 out of 3. This is considered a positive score, but it shows a decrease of 0.15 from the previous year. Therefore, students generally feel supported by teachers and peers, but relationship quality varies across classrooms.
- Metric 1.5: How students perceive their emotional and social support within the school community - Students maintained a cumulative score of 2.35 which suggests that most students perceive their social-emotional well-being positively.
- Metric 1.6: Students' feelings about their physical and emotional safety while at school - Last year, student scores in this area was 2.42 out of 3, indicating that students generally feel safe and secure in their school environment, both physically and emotionally. While this is considered a “very good” score, 2.42 is still 0.58 below our target outcome.

1.4 Positive Behavioral Intervention Systems (PBIS) (Effective), 1.6 Anti-Bullying Awareness Assembly (Partially Effective):

- Metric 1.1: Suspension rate as reported in attendance records - Wilmar’s suspension rate continues to be extremely low with a rate of 0.4% last year. This was an increase from 0% in 2023-2024, but minimal change.
- Metric 1.2: Expulsion rate as reported in attendance records - Our expulsion rate continues to be 0%.
- Metric 1.8: Parent/guardian reporting on school safety - The YouthTruth data showed a 8% increase in how caregivers report their perception of school safety. Along with student data and input, this is an important metric to gauge if our work on consistent expectations and behavior interventions is impacting the larger school community.

1.5 Student Focus Groups to Strengthen Academic Challenge and Instructional Practices (Not Implemented): Because this was not implemented in the 2024-2025 school year, there is no data to reflect on effectiveness. It will be implemented next year.

1.8 Playground Engagement (Not Implemented): Because this was not implemented in the 2024-2025 school year, there is no data to reflect on effectiveness. It will be implemented next year.

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

Changes to Planned Goal: NONE
Changes to Metrics: NONE
Changes to Target Outcomes: NONE
Changes to Actions: After our reflection and input gathering process, there were changes made to five (5) actions, and seven (7) actions were added:

Changed Actions:
1.2 Second Step Curriculum: While this was fully implemented, in the 2025-2026 school year, Wilmar will be “actively seeing an online SEL program” to better meet the needs of our students. This shift has been updated in Action 1.2.
1.3 1:1 Mentoring: The 2025-26 LCAP has been updated to refer to this action as “Student Mentorship Program for Connection and Belonging” to better capture the intent of the mentoring program.
1.6 Anti-Bullying Awareness Assembly (Fully Implemented): We hosted an Anti-Bullying Awareness Assembly as planned. It was an effective introduction to the training and discussion, but more work is needed. In the 2025-2026 LCAP, we have expanded this action to include “Monthly Bullying Prevention Education During Community Time”.
1.7 Promote Inclusivity and Diversity: This action was removed from the 2025-2026 LCAP, and language will be added to each PD action to maintain a focus on inclusivity and diversity to better embed this focus in all actions. In the 2025-2026 LCAP, Action 1.7 will be replaced with “Develop a more robust English Language Development Program”.
1.9 Student Leadership: This action will be updated to focus more on gathering student voice and building students’ confidence in sharing their experiences and insights. The new title will be “Student Voice and Leadership Through Council and Monthly Engagement Circles”.

New Actions:
1.10 Establishing Staff Norms to Promote Respectful and Productive Communication implemented
1.11 Team Connect: Proactive Leadership Dialogues - successfully implemented- effective
1.12 One Team, One Mission: Rebuilding Trust Together - partially implemented- partially effective
1.13 Classified Connection: Monthly Alignment Meetings - no
1.14 Monthly SEL Focus: Embedding Social-Emotional Learning Schoolwide
1.15 Speak Up, Stay Safe: Anonymous Student Safety Reporting
1.16 A Video Series on School Life & Student Success

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	Social-Emotional Support through on-site counseling	The district will provide on-site counseling services to support students' social-emotional well-being. These services include individual and small-group counseling focused on emotional regulation, coping skills, peer relationships, trauma-informed care, and school engagement. The counseling program will proactively identify and support students experiencing emotional distress, behavioral challenges, or family-related concerns that impact learning.	$76,309.00	Yes
1.2	Actively seek an on-line SEL program	To address implementation gaps and increase consistency across classrooms, the school will research and evaluate online SEL programs that are engaging, standards-aligned, and easy to integrate into the school day.	$5,000.00	No
1.3	Student Mentorship Program for Connection and Belonging	To address gaps in social-emotional wellness and belonging, Wilson School will implement a targeted mentorship program that connects students with caring adults on campus. Priority will be given to English Learners, foster youth, and socio-economically disadvantaged students who would benefit from increased connection, guidance, and consistent support. The goal is to foster trusting relationships, build confidence, and create a stronger sense of inclusion and school connectedness for our most vulnerable students.	$7,000.00	Yes
1.4	Positive Behavioral Intervention Systems (PBIS)	Wilson School will implement and reinforce the core tenets of Positive Behavioral Interventions and Supports (PBIS) to build a positive, predictable, and inclusive school environment that supports both academic and social success. This includes: Preventing behavior issues by establishing and teaching clear expectations schoolwide Actively teaching and reinforcing positive behaviors through classroom lessons and consistent routines	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Recognizing and celebrating students who demonstrate expected behaviors Responding to negative behaviors with structured, supportive interventions that address root causes and promote reflection Implementation will emphasize equity and consistency, with a focus on ensuring that English Learners, foster youth, and socio-economically disadvantaged students experience a sense of safety, fairness, and support across all school settings.		
1.5	Student Focus Groups to Strengthen Academic Challenge and Instructional Practices	Wilson School will conduct student focus groups by grade-level strands a minimum of three times per year to gather input on how students experience academic challenge and what instructional methods best support their learning. To make the experience more impactful and meaningful: Focus groups will be facilitated in student-friendly language by trained staff who create a safe, respectful space for open dialogue. Questions will be tailored to uncover barriers to engagement, rigor, and access, with additional prompts for English Learners, students with disabilities, and other underserved groups. Student responses will be summarized and shared with teaching teams as part of instructional planning cycles and professional development. A simple feedback loop ("You said, we did") will be created so students know their voices lead to visible changes in classroom instruction and expectations. This action ensures that students are active partners in shaping a learning environment that is rigorous, responsive, and inclusive of all learners.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Monthly Bullying Prevention Education During Community Time	Wilson School will provide monthly bullying prevention instruction during Community Time assemblies, focused on helping students recognize, respond to, and report bullying in all its forms. This schoolwide effort will include: Clear, age-appropriate lessons on the types of bullying (verbal, physical, social, and cyberbullying) Teaching students how to respond safely and appropriately, including how to report incidents and support peers Promoting the role of an upstander, encouraging students to speak up and help create a culture of kindness Reinforcing how bullying differs from typical conflict and why it must be addressed To strengthen engagement and impact, outside presenters and student-focused vendors will be brought in to deliver assemblies and workshops that align with the school's PBIS and SEL goals. This action supports a positive, inclusive climate for all students, with an emphasis on ensuring English Learners, foster youth, and socio-economically disadvantaged students feel safe and supported.	$3,700.00	No
1.7	Develop a more robust English Language Development Program	Strengthen the ELD program by providing ongoing staff development on designated and integrated ELD strategies, teacher responsibilities, and legal requirements. Improve communication with families of English Learners through translated materials, parent workshops, and regular updates on student progress.	$0.00	Yes
1.8	Playground engagement	Wilson School will redesign playground spaces to create environments that promote physical activity, peer interaction, critical thinking, safe risk-taking, and body awareness. Redesigned play areas will include clearly defined zones for creative play, balance, and physical challenges tailored to students' developmental needs. Emphasis will be placed on creating	$43,706.00	No

Action #	Title	Description	Total Funds	Contributing
		inclusive spaces where all students, including those with disabilities and diverse needs, can participate and thrive. This action contributes to a safe and engaging school climate, with equitable access to high-quality learning environments for all students, particularly English Learners, foster youth, and socio-economically disadvantaged students.		
1.9	Student Voice and Leadership Through Council and Monthly Engagement Circles	Wilson School will strengthen student voice and leadership by providing monthly opportunities for students to contribute to decisions that affect their learning environment. A formal Student Council will be established for interested students across grade levels, serving as a structured platform to represent their peers and collaborate with staff on issues related to school climate, classroom practices, and campus improvements. All students — including English Learners, foster youth, and socio-economically disadvantaged students — will have equitable access to participate. The Student Council and monthly Student Voice Circles will collect and present feedback from peers, helping school leadership better understand student needs and perspectives.	$0.00	Yes
1.10	Establishing Staff Norms to Promote Respectful and Productive Communication	To support a positive and collaborative adult culture, Wilson School will develop and implement clear communication norms for all staff meetings. These norms will be co-created with staff and used to guide professional dialogue, ensuring all voices are heard in a respectful, solutions-oriented manner. The goal is to reduce unproductive communication and create a shared sense of accountability for maintaining a professional, inclusive environment. Norms will be revisited regularly and integrated into meeting agendas to support consistent reflection and team alignment.	$0.00	No
1.11	Team Connect: Proactive Leadership Dialogues	Monthly or as-needed meetings where teacher leaders and admin come together to surface concerns, share insights, and address issues early—focusing on collaboration, clarity, and solutions before challenges escalate.	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.12	One Team, One Mission: Rebuilding Trust Together	Establish and implement clear staff-wide expectations for respectful communication and collaboration, supported by team agreements, restorative practices, and ongoing check-ins to address conflict proactively and rebuild trust across all staff roles.	$0.00	No
1.13	Classified Connection: Monthly Alignment Meetings	Monthly mandatory meetings for classified staff focused on building unity, improving effectiveness, and creating space to address concerns openly. These gatherings will ensure everyone is informed, supported, and working together toward shared goals in a respectful, solutions-focused environment.	$2,900.00	No
1.14	Monthly SEL Focus: Embedding Social-Emotional Learning Schoolwide	To strengthen students' emotional well-being and school connectedness, a monthly SEL theme will be developed and shared with all certificated staff. Teachers will be expected to integrate the theme into classroom instruction through dedicated SEL lessons and discussions. This consistent, schoolwide focus ensures that every student receives intentional support in developing self-awareness, relationship skills, and emotional regulation throughout the year.	$0.00	No
1.15	Speak Up, Stay Safe: Anonymous Student Safety Reporting	To promote a safe and responsive school environment, we will launch an anonymous reporting system that allows students to flag unsafe situations—such as bullying, threats, or concerning behavior—without fear of retaliation. This tool empowers students to be proactive in protecting themselves and their peers, and ensures adults can respond quickly to address concerns and maintain a culture of safety and trust.	$0.00	No
1.16	A Video Series on School Life & Student Success	This video series helps families better understand key school topics like bullying prevention, behavior expectations, and discipline policies. Each short video breaks down important information in a clear, supportive way—so families feel informed, empowered, and better equipped to partner with us in creating a safe, respectful school environment.	$8,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Students will meet or exceed grade level standards.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Creating a Culture of Excellence: Through data, the academic progress of our students is routinely measured using local and State indicators. The data is analyzed frequently and from that analysis, academic systems are put into place to ensure all learners have access to their learning and progress at a pace sufficient to be proficient on grade level standards by the end of the school year. This goal is a reflection of a broad view of our academic systems put into place to ensure all students have the support to be academically successful.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP-English Language Arts for grades 3-6	In 2023 ELA Met & Exceeded High 31.8 points above standard Increased 14.2 points Overall Standard exceeded: 35% Standard met: 26% Nearly met: 26% Not met: 13% Special Education Standard exceeded: 8%	In 2024 ELA Met & Exceeded High 27.2 points above standard Decline 5.4 points Overall Standard exceeded: 28% Standard met: 43% Nearly met: 16% Not met: 13%		In 2026 ELA Met & Exceeded Very High 75+ points above standard Overall Standard met: 100% Special Education Standard met: 100%	ELA Met & Exceeded: Decreased 5.4 points. Overall Standard exceeded: Decreased 7% Standard met: Increased 17% Nearly met: Decreased 10% Not met: No Changes

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Standard met: 8% Nearly met: 54% Not met: 31% Socio-economically disadvantaged Standard exceeded: 32% Standard met: 36% Nearly met: 14% Not met: 18% Reading: Above standard:35% Near standard: 56% Below standard: 9% Writing: Above standard:23% Near standard: 61% Below standard: 16% Listening: Above standard:18% Near standard: 74% Below standard: 8% Research and Inquiry: Above standard:17% Near standard: 73% Below standard: 10%	Special Education Standard exceeded: N/A Standard met: N/A Nearly met: N/A Not met: N/A Socio-economically disadvantaged Standard exceeded: 28% Standard met: 31% Nearly met: 28% Not met: 14% Reading: Above standard:20% Near standard: 68% Below standard: 13% Writing: Above standard:35% Near standard: 51% Below standard: 14% Listening: Above standard:18%		Socio-economically disadvantaged Standard met: 100% Reading: At standard:100% Writing: At standard: 100% Listening: At standard: 100% Research and Inquiry: At standard: 100%	Special Education: Less than 11 students (no cohort data for 2024) Socio-economically disadvantaged Standard exceeded: Decreased 4% Standard met: Decreased 5% Nearly met: Increased 14% Not met: Decreased 4% Reading: Above standard:Decreased 15% Near standard: Increased 12% Below standard: Increased 4% Writing: Above standard: Increased 12% Near standard: Decreased 10% Below standard: Decreased 2% Listening:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Near standard: 79% Below standard: 3% Research and Inquiry: Above standard:30% Near standard: 63% Below standard: 7%			Above standard: No Change Near standard: Increased 5% Below standard: Decreased 5% Research and Inquiry: Above standard: Increased 13% Near standard: Decreased 10% Below standard: Decreased 3%
2.2	CAASPP-Mathematics for grades 3-6	In 2023 High 9.4 points above standard Increased 11.2 points Overall: High Standard exceeded: 26% Standard met: 30% Nearly met: 29% Not met: 15% Socio-economically disadvantaged Standard exceeded: 25% Standard met: 29% Nearly met: 25% Not met: 21%	In 2024 High 18.9 points above standard Increased 3.3 points Overall: High Standard exceeded: 32% Standard met: 30% Nearly met: 21% Not met: 17% Socio-economically disadvantaged Standard exceeded: 31%		In 2026 Math Very High 75+ points above standard Overall Standard met: 100% Special Education Standard met: 100% Socio-economically disadvantaged Standard met: 100%	ELA Met & Exceeded: Increased 9.5 points. Overall Standard exceeded: Increased 6% Standard met: No Change Nearly met: Decreased 8% Not met: Increased 3% Socio-economically disadvantaged

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Language Learners 7.3% making progress Increased 27.2% Special Education Standard exceeded: 0% Standard met: 31% Nearly met: 31% Not met: 38% White Standard exceeded: 35% Standard met: 29% Nearly met: 26% Not met: 12% Concepts and procedures: Above standard: 30% New standard: 52% Below standard: 18% Problem-solving and modeling and data analysis Above standard: 27% Near standard: 57% Below standard: 16% Communicating reasoning: Above standard: 21% Near standard: 63% Below standard: 16%	Standard met: 34% Nearly met: 10% Not met: 24% English Language Learners making progress: N/A Increased N/A Special Education Standard exceeded: N/A Standard met: N/A Nearly met: N/A Not met: N/A White Standard exceeded: 34% Standard met: 29% Nearly met: 22% Not met: 15% Concepts and procedures: Above standard: 30% New standard: 52% Below standard: 18%		English Language Learners Standard met: 100% Concepts and procedures: At standard: 100% Problem-solving and modeling and data analysis At standard: 100% Communicating reasoning: At standard: 100%	Standard exceeded: Increased 6% Standard met: Increased 5% Nearly met: Decreased 15% Not met: Increased 3% English Language Learners: Less than 11 students (no cohort data for 2024) Special Education: Less than 11 students (no cohort data for 2024) White Standard exceeded: Decreased 1% Standard met: No Change Nearly met: Decreased 4% Not met: Increased 3% Concepts and procedures Above standard: No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Problem-solving and modeling and data analysis Above standard: 36% Near standard: 44% Below standard: 20% Communicating reasoning: Above standard: 29% Near standard: 58% Below standard: 14%			Near standard: No Change Below standard: No Change Problem-solving and modeling and data analysis Above standard: Increased 9% Near standard: Decreased 13% Below standard: No Change Listening: Above standard: No Change Near standard: Increased 5% Below standard: Decreased 5% Communicating reasoning: Above standard: Increased 8% Near standard: Decreased 5% Below standard: Decreased 2%
2.3	Reclassification rate for EL students	100% of 6th grade EL students were reclassified.	100% of 6th grade EL students were reclassified.		100% of EL students will be reclassified by 6th grade	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	All teachers will be appropriately assigned as noted through the hiring process.	All teachers are currently appropriately assigned.	All teachers are currently appropriately assigned.		All teachers will continue to be appropriately assigned	No Change
2.5	Sufficient materials that are CCSS aligned for ELA and Mathematics.	100% of students have access to CCSS aligned materials for ELA and Mathematics.	100% of students have access to CCSS aligned materials for ELA and Mathematics.		100% of students will continue to have access to CCSS-aligned materials for ELA and Mathematics.	No Change
2.6	Implementation of Academic Content Standards: EL access to CCSS and implementation and access to ELD standards	100% of EL students have access to CCSS and implementation and access to ELD standards.	100% of EL students have access to CCSS and implementation and access to ELD standards.		100% of EL students will continue to have access to CCSS and implementation and access to ELD standards.	No Change
2.7	Increase percent of English learners making progress toward proficiency on the ELPAC.	73.3% making progress towards English language proficiency Increased 27.2%	N/A: Less than 11 students took the CAASPP		100% of EL students will make progress toward proficiency on the ELPAC as reported in the Dashboard.	Unable to determine progress — insufficient data for public reporting

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.

In the 2024–25 school year, Wilson School advanced its efforts to build an inclusive, supportive, and academically rigorous learning environment—particularly for English Learners (ELs), students with disabilities, and those requiring targeted interventions. While many actions were successfully implemented as planned, some shifts in strategy, staffing, and training timelines led to partial implementation in key areas. One notable change was the reimagining of our English Language Development (ELD) model. Originally, Action 2.2 called for school-wide designated and integrated ELD support through an ELD Coordinator. However, no teacher applied to fill this role, leading to a shift in implementation. The principal assumed coordination duties, ensuring compliance, managing reclassification, and providing initial teacher support. To compensate, we invested heavily in training for all teachers in Universal Design for Learning (UDL) and Guided Language Acquisition Design (GLAD) strategies, building long-term teacher capacity. While this pivot maintained compliance and some instructional support, the lack of a dedicated ELD Coordinator limited deeper, systemwide instructional coaching and oversight. Meanwhile, Structured Literacy efforts using Orton-Gillingham practices were partially implemented. A core group of teachers received training and began implementation, but additional staff still require training for full school-wide implementation.
Despite these challenges, Wilson School made strong gains in other areas, as detailed below.

SUCCESSFUL IMPLEMENTATION
2.1 ELD Teacher-Coordinator, 2.2 ELD Teacher Coordinator, and 2.8 English Learner Coordinator (Fully Implemented): While this action was fully implemented, it was determined that a school wide approach to meeting the needs of our Multi-lingual learners would be more effective. As such, these actions have been removed and dispersed throughout all other actions specified to support ELD services.

2.3 Intervention Support (Fully Implemented)
A full-time intervention teacher and an additional 0.4 FTE position allowed for consistent, data-driven small group instruction in both reading and math. Unduplicated students and those performing below grade level received support. Benchmark data showed measurable improvement in student performance.

2.4 Instructional Aide Support (Fully Implemented)
Instructional aides provided in-class support, targeted interventions, and behavior scaffolds across grade levels. Their impact was particularly noticeable among students needing additional help in both academic and behavioral areas.

2.5 Intervention Teacher 0.4 FTE (Fully Implemented): This action was a successful in providing individual and small group intervention in all subject areas for unduplicated students.

2.6 Special Education Teacher (.60 FTE) (Fully Implemented)
A credentialed special education teacher provided services aligned with student IEPs and participated in IEP meetings and collaborative planning. This additional capacity helped meet compliance timelines and provided consistent support for students with disabilities.

2.7 Special Education Aides (Fully Implemented)

Assistants were strategically scheduled and trained to support students in both general and special education settings. Their work contributed to improved inclusion, reduced behavioral incidents, and greater academic access for students with IEPs. In the 2025-26 LCAP, this action has been retitled to better describe the anticipated work to read, “Effective Utilization of Instructional Assistants to Support Students with Disabilities”.

2.9 Appropriately Assigned and Trained Teachers and Support of New Teachers Through the Teacher Induction Program (Fully Implemented)
All classrooms were staffed with appropriately assigned, credentialed teachers. New teachers participated in the induction program, with district and site-based support that included coaching and mentorship.

There were no challenges to implantation in this goal.

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

Action 2.2 materials that were projected to be purchased were not needed; action 2.4 intervention aide time was increased to support small group instruction; action 2.9 appropriately assigned and trained teachers were given more collaboration time and professional development time which involved more sub costs. Two teachers were part of the induction program which involved district paid stipends and payment of the program for both teachers. These actions account for most the of the material differences between budgeted versus estimated actual expenditures for goal 2.

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

2.1 ELD Teacher-Coordinator, 2.2 ELD Teacher Coordinator, and 2.8 English Learner Coordinator (Somewhat Effective), and 2.8 English Learner Coordinator (Effective)

- Metric 2.3: Reclassification Rate - 100% of students were reclassified by the end of 6th grade.
- Metric 2.7: Increase Percent of English Learners making progress toward proficiency on the ELPAC - While we didn’t have enough students to have a measure on the CA Dashboard, local indicators show similar progress as the previous year at approximately 75%

2.3 Intervention Support (Effective): The full-time and 0.4 FTE intervention teachers provided regular small-group instruction aligned to benchmark data. Students who received intervention showed measurable academic growth, particularly in literacy. The service delivery model proved efficient and sustainable.

- Metric 2.1 CAASPP-ELA: Wilmar scored in the High range. There was a decrease of 3.6 points measured in the 2024 school year.
- Metric 2.2 CAASPP-Math: Wilmar scored in the High range. There was an increase of 9.5 points measured in the 2024 school year.

2.4 Instructional Aide Support (Effective), 2.5 Intervention Teacher 0.4 FTE (Effective), 2.6 Special Education Teacher (.60 FTE) (Effective), and 2.7 Special Education Aides (Effective): Instructional aides were effectively used to support small group and individual instruction,

particularly for unduplicated students and those below grade level. Their consistent presence contributed to improved engagement and allowed teachers to differentiate more effectively.

- Metric 2.1 CAASPP-ELA: Wilmar scored in the High range. There was a decrease of 3.6 points measured in the 2024 school year.
- Metric 2.2 CAASPP-Math: Wilmar scored in the High range. There was an increase of 9.5 points measured in the 2024 school year.

2.9 Appropriately Assigned and Trained Teachers & Induction Support (Effective): All teachers were appropriately assigned and credentialed. New teachers received regular support through the induction program, including mentorship and coaching. Teacher retention

- Metric 2.4 All teachers were appropriately credentialed and assigned.
- Metric 2.5 Sufficient materials are CCS aligned for ELA & Math.

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

Changes to Planned Goal: NONE
Changes to Metrics: NONE
Changes to Target Outcomes: NONE
Changes to Actions: As a result of reflection and data analysis, there was a change made to one (1) action, and five (5) actions were added.

Shift in staffing: The ELD Coordinator role was eliminated, and resources were redirected to classroom-level UDL and GLAD training to improve teacher capacity for supporting ELs within the core program.

Increased focus on integration: The goal shifted from relying on pull-out ELD services to a more integrated and classroom-embedded model, aligning with UDL principles and supporting better inclusion of ELs in core instruction.

Sustained investment in targeted support: Based on the success of the intervention teacher and ELOP-funded programs, both supports will be continued and possibly expanded next year.

Special education practices will continue to prioritize collaborative planning, co-teaching where feasible, and shared high expectations, with plans to expand Learning Center supports and inclusion strategies.

These actions are represented in the 2025-2026 LCAP in the following:

NEW ACTIONS

- 2.1 Summer School and Intersessional Days
- 2.5 Universal Design for Learning (UDL)
- 2.8 Structured Literacy: Expanding Orton-Gillingham Practices
- 2.10 Data-Driven Instruction and Goal Setting
- 2.11 Family Connections: Literacy Nights & Learning Together

CHANGED ACTIONS
- 2.7 Special Education Aides

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	Summer school and intercessional days	Designed to close academic gaps and accelerate learning, our Summer School and Intersessional Days offer targeted instruction in reading, writing, and math. These sessions provide small-group support, hands-on learning, and personalized instruction for students who need an extra boost toward grade-level proficiency.	$53,747.00	Yes
2.2	Schoolwide Designated & Integrated EL Support	We are building a consistent and intentional approach to supporting English Learners through designated ELD time and integrated language support throughout the day. Through targeted professional development—including Guided Language Acquisition Design (GLAD) strategies—teachers are equipped to make academic content accessible while advancing English proficiency. Every classroom is a language-rich environment where visuals, structured interactions, and scaffolds support students in speaking, listening, reading, and writing. This approach ensures that all students, especially English Learners, thrive across content areas.	$0.00	Yes
2.3	Intervention Support	Wilson School will provide pull-out and push-in instructional interventions during the school day, with priority given to English Learners, foster youth, and socio-economically disadvantaged students who require additional academic support. These services will focus on foundational skills in reading, writing, and math, and will be designed to address learning gaps while maintaining access to core instruction. In the event the Learning Recovery Emergency Block Grant funding becomes available, the funding will be used tor a portion of this support along with the Arts, Music school	$27,327.00	Yes

Action #	Title	Description	Total Funds	Contributing
		block grant carryover (resource 6762) and the district has applied for a REAP grant to be awarded in July and will also be used.		
2.4	Instructional aide support	Wilson School will provide additional interventional instructional aide support within classrooms to deliver small group and individualized interventions, with priority given to English Learners, foster youth, and socio-economically disadvantaged students. Aides will work alongside classroom teachers to reinforce core instruction, address learning gaps, and support language development during regular instructional time.	$147,910.00	Yes
2.5	Universal Design for Learning (UDL)	Wilson School is committed to implementing Universal Design for Learning (UDL) practices across all classrooms to ensure that every student—especially English Learners, foster youth, and socio-economically disadvantaged students—has equitable access to meaningful, engaging, and appropriately challenging instruction. UDL emphasizes multiple means of engagement, representation, and expression, allowing students to access content, demonstrate understanding, and participate in learning in ways that work best for them.	$3,266.00	Yes
2.6	Special Education Teacher (.60 FTE)	To meet the needs of an increasing number of students with autism and other impactful disabilities, Wilson School will implement an inclusive Learning Center model that provides targeted academic, behavioral, and communication supports. This model will be led by the special education teacher, who will develop and coordinate a comprehensive intervention program in collaboration with the District and site leadership.	$103,326.00	No
2.7	Effective Utilization of Instructional Assistants to Support	The District will provide instructional assistants (funded through IDEA) to support the academic, behavioral, and communication needs of students	$106,768.00	No

Action #	Title	Description	Total Funds	Contributing
	Students with Disabilities	with disabilities across all learning environments. Instructional assistants will be strategically assigned and trained to: Provide targeted small-group and 1:1 support during instructional time Collaborate with special education and general education teachers to ensure alignment with IEP goals and classroom instruction Implement teacher-designed accommodations, visual supports, and structured routines Assist with behavioral support strategies, self-regulation tools, and transitions to increase student independence Participate in ongoing training to increase effectiveness in inclusive settings, including support for students with autism.		
2.8	Structured Literacy: Expanding Orton-Gillingham Practices	Wilson School is expanding the use of Orton-Gillingham and Structured Literacy practices to ensure that all students—especially English Learners, foster youth, and socio-economically disadvantaged students—receive explicit, systematic, and evidence-based instruction in foundational reading skills. These approaches are particularly effective for students with dyslexia or other reading challenges. Teachers will receive targeted professional development and coaching to implement instructional strategies that build phonemic awareness, decoding, spelling, and reading fluency. Structured Literacy will be integrated into small-group instruction and core ELA instruction to close achievement gaps and support reading proficiency for all learners.	$3,266.00	No
2.9	Appropriately assigned and trained teachers and support of new teachers	Wilson School will ensure that all students are taught by appropriately assigned and credentialed teachers who are fully prepared to meet the diverse academic and social-emotional needs of their students. To support teacher retention and instructional quality, all new teachers will participate	$1,705,145.00	No

Action #	Title	Description	Total Funds	Contributing
	through the teacher induction program.	in a state-approved Teacher Induction Program, which provides individualized coaching, professional development, and mentoring during their first years in the classroom. This action helps ensure consistent, high-quality instruction across all classrooms and builds a pipeline of effective educators. Particular attention will be given to supporting teachers who serve English Learners, foster youth, and socio-economically disadvantaged students, ensuring they are equipped with the tools and training needed to promote equity and academic success.		
2.10	Data-Driven Instruction and Goal Setting	Our teachers will use ongoing data cycles to inform instruction, identify learning gaps, and adjust teaching in real time. Through regular analysis of classroom, benchmark, and formative assessment data, educators plan targeted lessons, provide timely interventions, and monitor student growth—ensuring every student stays on a path to grade-level proficiency. As part of this process, students engage in goal setting and reflection, taking ownership of their learning by tracking progress and identifying areas for improvement. This partnership between teachers and students fosters accountability, motivation, and a deeper connection to academic growth.	$0.00	No
2.11	Family Connections: Literacy Nights & Learning Together	Wilson School will host literacy-focused family engagement nights to strengthen the connection between home and school and support the literacy development of all students—especially English Learners, foster youth, and socio-economically disadvantaged students. These events will feature interactive reading games, writing activities, and storytelling experiences that align with classroom instruction and promote foundational literacy skills. Families will leave with practical strategies and take-home resources to support reading and writing at home, empowering them to take an active role in their child's learning. Events will be offered with translation and accessibility supports to ensure all families can fully participate and benefit.	$765.00	No

Action #	Title	Description	Total Funds	Contributing
		This action promotes early literacy achievement, family engagement, and equitable access to learning resources outside the school day.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Students will be engaged in their learning and education.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Creating a Culture of Competence: Consistent attendance is a robust indicator of a student's academic success. Students are more likely to attend school when they feel secure, accomplished, and have a deep sense of belonging. Providing diverse opportunities both during and after school can effectively engage all learners, catering to their interests and fostering a genuine desire to participate in school activities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Chronic Absenteeism	Wilson School: 2023 Chronic absenteeism Chronically absent: 4.4% Declined 7.2%	Wilson School 2024: Chronic absenteeism Chronically absent: 6.1% Declined 1.7%		The Target Chronic absenteeism rate will decrease 1.0% each year. Target for 2026=1.4%	Increased 1.7% Current Distance from Target: 4.7% Current Rate: 6.1% 2026 Goal: 1.4%
3.2	Attendance will be monitored and reported as part of the Average Daily Attendance (ADA) report.	Average Daily Attendance (ADA) from 2022-23 is 96.68% (P2 Data)	Average Daily Attendance (ADA) from 2023-23 is 95.98% (P2 Data)		The target Average Daily Attendance (ADA in 2026 is above 98%	Decreased 0.7% Current Distance from Goal: 2.02

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						percentage points below target Interpretation: While the current ADA of 95.98% reflects a generally consistent attendance pattern, it remains over 2 percentage points below the target of 98%. This indicates that while most students attend regularly, continued efforts are needed to reduce absenteeism
3.3	Students' level of interest, motivation, and engagement with their studies.	YouthTruth data results for 2023-24 Engagement (2.73/3, 0th-24th%): Meaning: This score reflects how engaged students feel with their school experience, including their interest in the material, class participation, and sense of belonging. Interpretation: A score of 2.73 out of 3	YouthTruth data results for 2024-25 Engagement – 2.54/3 Meaning: This measures how connected students feel to their school experience — their interest in lessons, participation in class, and sense of belonging.		All stakeholders participating in YouthTruth survey will have a strong sense of belonging, a healthy culture, and a safe environment in which to learn and work, all within the 75th-100th percentile.	Engagement: Decreased 0.19 points Interpretation: Reflects relatively high student engagement but not yet within the top national quartile. Scores showed inconsistency throughout the school.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		indicates relatively high engagement. Academic Challenge (2.24/3, 0th-24th%): Meaning: This score measures how challenged students feel by their coursework, including the rigor and relevance of their academic work. Interpretation: A score of 2.24 out of 3 suggests moderate academic challenge. Instructional Methods (2.43/3, 0th-24th%): Meaning: This score assesses students' perceptions of their teachers' instructional practices, including clarity of instruction, feedback, and support.	Interpretation: While engagement is relatively high overall, the variation by grade indicates uneven student connection. Some grades are thriving, while others may require targeted attention to boost engagement and connection to school culture. Academic Challenge – 2.1/3 Meaning: This score reflects how rigorous and relevant students find their coursework. Interpretation: Students report only moderate academic challenge. Some grade levels may be under-challenged, pointing to a need			Academic Challenge: Decreased 0.14 points. Interpretation: Indicates only moderate challenge, well below the level expected for a top-quartile learning environment. Several grade levels fall near the bottom of the scale (as low as 1.83). Instructional Methods: Decreased 0.23 points Interpretation: While generally supportive, instructional quality is not consistently strong enough to meet the 75th–100th percentile benchmark. Wide variation by grade level shows uneven teaching practices.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			to increase rigor, relevance, and student ownership of learning tasks. Instructional Methods – 2.2/3 Meaning: Reflects student perception of instructional quality — including clarity, feedback, and support from teachers. Interpretation: Students find instruction generally supportive but not consistently strong across grades. The data suggests a need for continued professional development focused on high-leverage strategies, differentiation, and responsive feedback.			
3.4	Course access per the school schedule.	100% of students, including unduplicated	100% of students, including		100% of students, including	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		students and students with disabilities, will continue to have access to a broad course of study.	unduplicated students and students with disabilities, will continue to have access to a broad course of study.		unduplicated students and students with disabilities, will continue to have access to a broad course of study.	Equity: All student groups, including high-needs populations, continue to be offered equitable access to the full range of academic and enrichment opportunities.
3.5	Extracurricular activities based on the number of offerings, and the number of students who participate.	Wilson School's after-school enrichment program was fully implemented in the 2022-23 school year. At least one enrichment offering was available for each grade level. Attendance rates vary based on the enrichment offered. On average, 3 enrichment classes were offered weekly with an average of 20 students per class. Classes were open to all students, scholarships were available.	Wilson School's after-school enrichment program was fully implemented in the 2023-24 school year. At least one enrichment offering was available for each grade level. Attendance rates vary based on the enrichment offered. On average, 3 enrichment classes were offered weekly with an average of 20 students per class. Classes were open to all students, scholarships were available.		At least one extracurricular offering for each grade level.Percentage of students who are able to participate in an extracurricular activity is 100%	No Change Equity & Access: Scholarships and open access ensured that 100% of students had the opportunity to participate, aligning with the target.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Priority 8 - California Physical Fitness Test in 5th grade.	2022-23: 87% of 5th graders have met at least 3 HFZ Requirements	2023-24: 90.3% of 5th graders have met at least 3 HFZ Requirements		Maintain a Healthy Fitness Zone of 100% of students in at least three Healthy Fitness Zone requirements	Increase 3.3% Current Distance from Target: 9.7% Interpretation: While a strong majority of 5th graders met the HFZ standard, the current performance is short of the goal by 9.7%.

Goal Analysis [2025-26]

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

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

In the 2024–25 school year, Wilson School worked to strengthen student engagement, promote consistent attendance, and foster a sense of connection and belonging. While many actions under Goal 3 were fully implemented with strong results, others required mid-year adjustments or were only partially implemented due to logistical challenges and competing priorities. A central challenge involved the Attendance Incentive Program (Action 3.1). Originally designed for classroom teachers to manage daily tracking and reward systems, the model was met with concern due to workload and time demands. Staff expressed that the process detracted from instructional time, leading to partial implementation. As a result, the school shifted toward a more centralized system managed by the front office and supported by student leadership. This more sustainable model will be expanded and refined in 2025–26.
Student Voice and Leadership (Action 3.4) was another area of partial implementation. While the Student Advisory Council met and generated input for incentive programs and culture-building efforts, the expansion of this work into classrooms through monthly engagement circles was inconsistent.

Teachers expressed interest in continuing this initiative but requested clearer facilitation tools to ensure consistency across grade levels. One area of significant success was the implementation of extracurricular enrichment opportunities (Actions 3.2 and 3.3). Both district-sponsored and vendor-provided programs offered diverse, high-interest options for students, including art, STEM, music, and physical activity. The hiring of an enrichment coordinator improved communication, logistics, and family participation, leading to high levels of student engagement. The school also continued to deepen its work around Universal Design for Learning (UDL, Action 3.6) and data-driven instruction (Action

3.8). Teachers consistently used student data to inform instruction and support goal setting, while UDL strategies helped create more inclusive and responsive classroom environments.

The School Attendance Review System (Action 3.5) was implemented with fidelity, including consistent protocols for outreach, documentation, and follow-up meetings. This system helped flag attendance concerns early and provided families with clear pathways for support.

Student Feedback Surveys (Action 3.7) were implemented once during the year, but not monthly as planned. While the survey data was helpful in identifying school climate strengths and areas for improvement, limited time and competing responsibilities prevented more frequent administration. Expanding the frequency of student feedback collection remains a goal for the upcoming year.

SUCCESSFUL IMPLEMENTATION
3.2 District-Sponsored Extracurricular Activities (Fully Implemented): A range of extracurricular activities—such as academic clubs, physical activities, and enrichment events—were offered to all students. These experiences promoted student engagement, peer relationships, and positive school culture. Student participation reflected strong interest and equitable access.

3.3 Vendor-Provided Extracurricular Activities (Fully Implemented): Partnerships with community vendors allowed for high-interest after-school programming in art, STEM, and performing arts. Classes were accessible to all students and received positive feedback from both families and students. The hiring of an enrichment coordinator contributed to successful implementation.

3.5 School Attendance Review System (Fully Implemented): The school's structured SART/SARB system was implemented effectively. Students with chronic absenteeism were identified early, and targeted outreach, formal review meetings, and follow-up interventions helped re-engage students and improve attendance outcomes.

3.6 Universal Design for Learning (UDL) (Fully Implemented)UDL strategies were implemented school-wide, with teachers providing multiple means of engagement, representation, and expression. Classrooms reflected flexible grouping, differentiated materials, and student voice in learning. UDL was further reinforced through site-based coaching and PD.

PARTIALLY IMPLEMENTED
3.1 Develop a Robust Attendance Incentive Program (Partially Implemented): The original plan placed the burden of tracking on classroom teachers, which proved unsustainable. In response to staff feedback, a modified version led by the front office was introduced midyear. Plans for a schoolwide system with reduced classroom impact will be launched in 2025–26.

3.4 Student Leadership Team (Partially Implemented): While the Student Advisory Council was active, classroom-level listening circles were inconsistently implemented. Teachers requested clearer facilitation protocols to support schoolwide consistency. Adjustments will be made in 2025–26 to improve structure and accessibility and the title of this action has been updated to read, "Student Voice and Leadership Through Council and Monthly Engagement Circles".

NEW ACTIONS FOR 2025-2026 (No Reflection Data Yet)

- 3.7 Student Feedback Surveys
- 3.8 Data-Driven Instruction and Goal Setting

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

Action 3.2 District in-house extracurricular activities- an extensive amount of offerings were added for our unduplicated students with some centering around afterschool film and media programs that involved some large purchases of equipment and materials in addition to paying staff for their time to educate;

Action 3.3 Vendor provided extracurricular activities - through our enrichment coordinator, placement of additional offerings from outside vendors in the theater arts, film, languages were offered more frequently for student enrichment opportunities, also paying for the added time of the enrichment coordinator. These actions accounted for the larger materials differences between budgeted expenditures and estimated actuals expenditures for goal 3.

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

Overall, the actions under Goal 3 were not effective in significantly increasing student engagement or improving attendance metrics. Chronic absenteeism rose to 6.1%, a 1.7% increase from the previous year, moving Wilson School further away from the target trajectory of a 1% annual decrease. YouthTruth survey results remained stagnant or declined, particularly around instructional challenge and engagement.

The Student Leadership Team lacked the structure and tools to make meaningful contributions to school climate efforts. The Student Attendance Review System, though well-intentioned, was not implemented with the consistency needed to catch at-risk patterns early. Furthermore, the attendance incentive was ineffective due to lack of staff buy-in and practical challenges with implementation.

The one clear bright spot was after-school enrichment, which increased student participation in school-based activities and provided meaningful learning opportunities beyond the academic day.

The lack of growth in metrics suggests that access alone is not enough—greater attention must be given to the quality, consistency, and personalization of student experiences.

3.1 Develop a robust attendance incentive program (Partially effective), 3.5 School Attendance Review system (Partially effective)

- Metric 3.1 – Instead of decreasing, chronic absenteeism increased by 1.7%, moving further away from the 2026 target.
- Metric 3.2 – Average Daily Attendance (ADA): While the current ADA of 95.98% reflects a generally consistent attendance pattern, it remains over 2 percentage points below the target of 98%. This indicates that while most students attend regularly, continued efforts are needed to reduce absenteeism

3.2 District-sponsored extracurricular activities (Effective), 3.3 Vendor-provided extracurricular activities (Effective)

- Metric 3.5 – Enrichment programs were fully implemented with strong participation. Equity was maintained through open enrollment and scholarships. Enrichment is offered at all grade levels.

3.4 Student Voice and Leadership Through Council and Monthly Engagement Circles (Partially effective)
- Metric 3.3 – YouthTruth Results: (2.54/3) Reflects relatively high student engagement but not yet within the top national quartile. Scores showed inconsistency throughout the school.

3.6 Universal design for learning (UDL) (Effective)
- Metric 3.4 – Broad Course Access: All student groups accessed a broad course of study. Implementation of UDL and personalized goal setting contributed to inclusive learning environments. This action supports equity and is aligned with state expectations.

NEW ACTIONS FOR 2025-2026 (No Reflection Data Yet)
- 3.7 Student Feedback Surveys
- 3.8 Data-Driven Instruction and Goal Setting

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.

Changes to Planned Goal: NONE
Changes to Metrics: NONE
Changes to Target Outcomes: NONE
Changes to Actions: After our reflection and input gathering process, there was a change made to one (1) action, and two (2) actions were added.

Student Leadership Team work will be paused and restructured with new tools and guidance in the future. In its place, Student Feedback Surveys will be implemented regularly to gather actionable insights about student experience, engagement, and instructional quality.Planned revisions will improve effectiveness in the coming year. This action title was changed to be more specific in the 2025-26 school year, “Student Voice and Leadership Through Council and Monthly Engagement Circles”

A new Student Goal Setting process will be introduced. After each formal assessment, students will meet one-on-one with their teacher to reflect on their progress and set personalized goals, increasing motivation and ownership.

NEW ACTIONS
3.7 Student Feedback Surveys
3.8 Data-Driven Instruction and Goal Setting

CHANGED ACTION
3.4 Student Voice and Leadership Through Council and Monthly Engagement Circles – Somewhat Effective

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	Develop a robust attendance incentive program	To promote consistent school attendance and foster a sense of community and collective responsibility, Wilson School will implement a Classroom Attendance Incentive Program. For each day a classroom achieves 100% student attendance, it earns a raffle ticket. At the end of each month, a ticket is drawn and the winning class receives a reward, such as a pizza party or extra recess. This action is designed to make daily attendance a shared class goal, encouraging students to show up and support one another. English Learners, foster youth, and socio-economically disadvantaged students—who are statistically more likely to experience attendance challenges—will benefit from this positive and inclusive incentive structure. Additional outreach and support will ensure families of unduplicated students are aware of the program and engaged in promoting daily attendance.	$500.00	No
3.2	District sponsored extracurricular activities	Wilson School will maintain and expand extracurricular opportunities in the areas of Sports, Crafts/Arts, and STEM to support whole-child development and increase student engagement beyond the classroom. These programs will be available to all students, with no cost to English Learners, foster youth, and socio-economically disadvantaged students, ensuring equity in participation. Extracurricular offerings will be structured to build creativity, collaboration, critical thinking, and physical well-being. Opportunities will be offered during after-school hours or as part of extended day programming, and supported through existing staff, volunteers, and community partnerships. Participation will be tracked to ensure inclusive access across all student groups.	$20,575.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Vendor provided extracurricular activities	Wilson School will maintain partnerships with existing vendors to continue offering after-school enrichment programs such as martial arts, chess, and Spanish language, and will seek additional vendors to expand offerings in areas such as Lego engineering, cooking, and jewelry making. These enrichment activities promote student engagement, creativity, and connection to school beyond the academic day. An Enrichment Coordinator will be hired and paid an hourly rate to manage program logistics, vendor relationships, and scheduling. All enrichment opportunities will be offered at no cost to English Learners, foster youth, and socio-economically disadvantaged students, ensuring equitable access and participation for all learners. This action supports student engagement, extended learning, and equity by removing financial barriers for high-interest extracurricular opportunities.	$16,182.00	Yes
3.4	Student Voice and Leadership Through Council and Monthly Engagement Circles	Wilson School will strengthen student voice and leadership by providing monthly opportunities for students to contribute to decisions that affect their learning environment. A formal Student Council will be established for interested students across grade levels, serving as a structured platform to represent their peers and collaborate with staff on issues related to school climate, classroom practices, and campus improvements. All students — including English Learners, foster youth, and socio-economically disadvantaged students — will have equitable access to participate. The Student Council and monthly Student Voice Circles will collect and present feedback from peers, helping school leadership better understand student needs and perspectives.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.5	School Attendance Review system	Wilson School will develop a proactive, data-informed system to identify and respond to truancy patterns early, with a focus on supporting English Learners, foster youth, and socio-economically disadvantaged students—who are often at greater risk of chronic absenteeism. This system will include: Regular collection and analysis of attendance data Identification of negative truancy trends and root causes Implementation of targeted, student-centered interventions Ongoing monitoring and follow-up to assess progress and effectiveness To support this work, the school will continue understanding recently purchased student information system (Alma) that will improve data access, streamline reporting, and allow for timely identification of attendance issues. The goal is to reduce chronic absenteeism and promote equity by ensuring early support reaches the students who need it most.	$0.00	No
3.6	Universal design for learning (UDL)	Wilson School is committed to implementing Universal Design for Learning (UDL) practices across all classrooms to ensure that every student—especially English Learners, foster youth, and socio-economically disadvantaged students—has equitable access to meaningful, engaging, and appropriately challenging instruction. UDL emphasizes multiple means of engagement, representation, and expression, allowing students to access content, demonstrate understanding, and participate in learning in ways that work best for them.	$0.00	No
3.7	Student Feedback Surveys	Students will complete short, recurring feedback surveys following instructional units or grading periods. Survey data will be used by teachers and grade-level teams to adjust instruction, improve classroom culture, and increase student engagement and academic challenge.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.8	Data-Driven Instruction and Goal Setting	Our teachers will use ongoing data cycles to inform instruction, identify learning gaps, and adjust teaching in real time. Through regular analysis of classroom, benchmark, and formative assessment data, educators plan targeted lessons, provide timely interventions, and monitor student growth—ensuring every student stays on a path to grade-level proficiency. As part of this process, students engage in goal setting and reflection, taking ownership of their learning by tracking progress and identifying areas for improvement. This partnership between teachers and students fosters accountability, motivation, and a deeper connection to academic growth.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Parents will be provided with opportunities to be involved in their child's education and in the school community.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Creating a Home/School Connection: In order to support each student's achievement and success it is important for parents to actively participate in their child's education and to feel a part of the school community. The Wilmar District/Wilson School strives to create a culture that is friendly and welcoming for all families.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Number of parents/guardians who submit responses to the annual YouthTruth survey, including parents of unduplicated students and students with disabilities.	in 2023-24 54% of our parent community responded to the YouthTruth survey.	in 2024-25 dismal 26% of our parent community responded to the YouthTruth survey.		95% of parents will respond to the annual YouthTruth Survey	Survey Participation Rate: Decreased 28% Interpretation: There is a significant need to increase outreach and simplify access to the survey to ensure parent voice is adequately represented.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Percent of parents who report on the annual Parent LCAP Survey that they feel connected to the school.	YouthTruth results. 70% of parents who took the YouthTruth survey responded they feel informed about important decisions regarding their school. 77% of parents responded they were engaged with their school.	In 2024-25 YouthTruth results. 59% of parents who took the YouthTruth survey responded they feel informed about important decisions regarding their school. 87% of parents responded they were engaged with their school.		95% will respond they are informed about important decisions and 95% respond favorably they are engaged at their child's school	Parents Feel Informed About Important Decisions: Decreased 11%. Current Distance from Target: 36% Interpretation: Communications about school decisions need to be more consistent, accessible, and transparent to increase parent confidence and awareness. Parents Feel Engaged With Their School: Increased 10% Current Distance from Target: 8% Interpretation: While engagement is relatively high among those who responded, increasing survey participation may reveal different

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						trends. Continued work is needed to maintain and broaden engagement efforts.
4.3	Percent of parents who report on the annual YouthTruth survey that they are involved in their child's education, including parents of unduplicated students and students with disabilities.	YouthTruth results 70% of parents who participated in the YouthTruth survey were empowered to play a meaningful role in decision-making at their school.	In 2024-25 YouthTruth results 59% of parents who participated in the YouthTruth survey were empowered to play a meaningful role in decision-making at their school.		95% who respond to the YouthTruth survey will be empowered to play a meaningful role in decision making at their school.	Parents Feel Empowered to Play a Meaningful Role in Decision-Making: Decreased 11% Current Distance from Target: 36% percentage points below target. Interpretation: More opportunities are needed for parents to give input and see how their feedback impacts school decisions. Strategies may include increased use of parent advisory groups, family forums, and bilingual communication tools.

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.

In the 2024–25 school year, Wilson School focused on strengthening parent engagement, expanding leadership opportunities, and improving communication access for all families. Several planned actions were fully implemented and had a meaningful impact on school climate, visibility, and inclusivity. Events like Career Day, Community Time, and field trips saw strong parent participation, and the Watch D.O.G.S. program created a consistent and visible presence of male role models on campus each week.

The school made a major leap in accessibility through translation supports (Action 4.2). With the introduction of Language Line, all staff had immediate access to translation services, which increased family participation in meetings and improved the equity of communication. Staff reported that the tool was user-friendly and effective, resulting in widespread and regular use. The Catalyst Foundation continued to serve as a reflective, mission-aligned leadership body. Through its fundraising and event support, the foundation helped meet student needs while modeling collaborative leadership. However, efforts to expand broader parent/guardian leadership (Actions 4.3 and 4.4) beyond formal groups were only partially implemented. Limited staffing and time prevented the school from launching new leadership pathways or outreach initiatives, highlighting an area for growth in the coming year.

Actions aimed at increasing virtual access (4.10) and YouthTruth family participation (4.7) also experienced only partial success. While virtual access was provided for some events, it was not yet a schoolwide norm. Similarly, the school lacked a consistent system of communication and incentives to increase survey completion, which impacted overall participation rates.

One area that was not implemented due to time constraints was Governance in Focus (Action 4.8)—a monthly newsletter intended to improve transparency and visibility into school governance decisions. This remains a future opportunity to build trust and communication between school leadership and families.

SUCCESSFUL IMPLEMENTATION
4.1 Parent Involvement at School (Fully Implemented): Families participated in a variety of school events, volunteer opportunities, and classroom activities. Events like Community Time, field trips, and Career Day built stronger school-home relationships and contributed to a positive, inclusive culture.

4.2 Translation for Meetings and Publications (Fully Implemented): Language Line and bilingual staff supported equitable access to school communications. These services increased participation from non-English speaking families and ensured that important information was accessible to all.

4.5 Watch D.O.G.S. Program (Fully Implemented): The program successfully brought male role models—fathers, grandfathers, and mentors—on campus weekly. Their presence contributed to improved student engagement, campus safety, and positive adult-student relationships.

4.6 Passport Registration Night (Fully Implemented): The summer registration event was accessible, well-attended, and supported by bilingual staff. It served as an important starting point for family engagement and ensured all families had access to key resources and school information. After reflection on this action, the title was changed to “Equitable Access & Engagement Through Pre-Year Family Registration Event”.

4.8 School Site Council (Fully Implemented): The school site council met regularly as required. It has been removed as an explicit action as it is a required function of the LEA.

4.9 Community Feedback Event (Fully Implemented): The school hosted a feedback-focused event to hear from families about priorities and concerns. Input gathered informed site planning and helped guide next steps in school improvement efforts.

PARTIALLY IMPLEMENTED
4.3 Parent Leadership Support (Partially Implemented): While the Catalyst Foundation and School Site Council remained active, outreach to include a broader group of parents in leadership roles was limited. Increased, intentional outreach efforts are planned for 2025–26.

4.4 Develop Parent/Guardian Leadership Opportunities (Partially Implemented): Efforts to ensure leadership reflects the diversity of the school community were underway but not fully realized. Plans are in place to improve access and representation through targeted invitations and flexible meeting options. After reflection on this action, it was acknowledged that shifting the title to “Equitable Access to Parent Leadership Opportunities” would be more appropriate.

4.7 Highlighting Cultural Diversity (Partially Implemented): While this was a focus throughout the year, it was determined that moving forward prioritizing cultural diversity and inclusive practices need to be woven into all actions, metrics, and practices. This will be removed as a stand alone action in the 2025-26 LCAP.

4.10 Expanded Virtual Access for Family Participation (Partially Implemented): Some school events and meetings offered virtual access, but not all. Plans to expand virtual options in 2025–26 will support greater equity and flexibility for families who cannot attend in person.

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

There were no material differences between budgeted expenditures and estimated actual expenditures for goal 4.

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

4.1 Parent Involvement at School (Effective), 4.2 Translation for Meetings and Publications (Effective), 4.5 Watch D.O.G.S. Program (Effective), 4.6 Passport Registration Night (Effective), 4.7 Highlighting Cultural Diversity (Not Effective), and 4.9 Community Feedback Event (Effective) were all designed to increase family and caregiver involvement at school. Overall these were effective actions.

- Metric 4.1 Number of parents/guardians who submit responses to the annual YouthTruth survey, including parents of unduplicated students and students with disabilities: in 2024-25 dismal 26% of our parent community responded to the YouthTruth survey.

- Metric 4.2 Percent of parents who report on the annual Parent LCAP Survey that they feel connected to the school: In 2024-25 YouthTruth results. 59% of parents who took the YouthTruth survey responded they feel informed about important decisions regarding their school. 87% of parents responded they were engaged with their school.
- Metric 4.3 Percent of parents who report on the annual YouthTruth survey that they are involved in their child's education, including parents of unduplicated students and students with disabilities: In 2024-25 YouthTruth results 59% of parents who participated in the YouthTruth survey were empowered to play a meaningful role in decision-making at their school.

4.3 Parent Leadership Support (Effective), 4.4 Develop Parent/Guardian Leadership Opportunities (Effective), and 4.8 School Site Council (Effective) were all designed to provide opportunities for family members and caregiver to have a stronger voice in decision making and leadership at school Overall these were effective actions.

- Metric 4.1 Number of parents/guardians who submit responses to the annual YouthTruth survey, including parents of unduplicated students and students with disabilities: in 2024-25 dismal 26% of our parent community responded to the YouthTruth survey.
- Metric 4.2 Percent of parents who report on the annual Parent LCAP Survey that they feel connected to the school: In 2024-25 YouthTruth results. 59% of parents who took the YouthTruth survey responded they feel informed about important decisions regarding their school. 87% of parents responded they were engaged with their school.
- Metric 4.3 Percent of parents who report on the annual YouthTruth survey that they are involved in their child's education, including parents of unduplicated students and students with disabilities: In 2024-25 YouthTruth results 59% of parents who participated in the YouthTruth survey were empowered to play a meaningful role in decision-making at their school.

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.

Changes to Planned Goal: NONE
Changes to Metrics: NONE
Changes to Target Outcomes: NONE
Changes to Actions: After our reflection and input gathering process, there were changes made to two (2) actions, and three (3) actions were added:

NEW ACTIONS

- 4.7 YouthTruth Family Participation Campaign
- 4.8 Governance in Focus – Monthly Newsletter Highlights
- 4.10 Expand Virtual Access for Family Participation

CHANGES TO ACTIONS

- 4.4 Develop Parent/Guardian Leadership Opportunities: Efforts to ensure leadership reflects the diversity of the school community were underway but not fully realized. The school will identify and train parent liaisons to participate in feedback loops, serve as classroom or grade-level reps, and support new families in connecting with the school. After reflection on this action, it was acknowledged that shifting the title to “Equitable Access to Parent Leadership Opportunities” would be more appropriate.

- 4.6 Passport Registration Night (Fully Implemented): The summer registration event was accessible, well-attended, and supported by bilingual staff. It served as an important starting point for family engagement and ensured all families had access to key resources and school information. After reflection on this action, the title was changed to “Equitable Access & Engagement Through Pre-Year Family Registration Event”.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parent involvement at school	Wilson School will increase opportunities for meaningful parent participation, with targeted efforts to engage families of English Learners, foster youth, socio-economically disadvantaged students, and students with disabilities. Engagement opportunities will include: Inviting parents to speak during Career Day Chaperoning field trips and supporting school events Volunteering in classrooms or serving as mentors Participating in the WatchDOG (Dads of Great Students) program Supporting or attending district-sponsored after-school activities Additionally, families of students identified as academically or behaviorally at risk will be invited to partner with school staff to develop strategic, individualized support plans that address both academic progress and social-emotional development. Efforts will be made to provide translation, flexible meeting options, and culturally responsive communication to ensure all families can participate fully. This action aims to build stronger school-family partnerships, increase equity in engagement, and strengthen outcomes for students most in need of support.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	Translation for meetings and publications	To support inclusive family engagement and ensure equitable access to school information, Wilson School provides bilingual communication supports for families of English Learners, foster youth, and socio-economically disadvantaged students. A Bilingual Service (Language Line) is available to interpret during meetings (such as IEPs, SSTs, conferences, and parent events) and to translate written school publications into home languages. Additionally, the school's teacher-parent communication system automatically translates messages into each family's preferred language, allowing for consistent, two-way communication between staff and caregivers. This action supports a welcoming school environment where all families—regardless of language background—can actively engage in their child's education and participate in school decision-making.	$0.00	Yes
4.3	Parent Leadership support	Wilson School will continue its partnership with the Wilson Foundation (Catalyst) to sponsor inclusive, schoolwide community events throughout the year, including the Harvest Festival, Walk-A-Thon, Gifts from the Heart, Daughter's Dance, Campout, Gala, and Movie Nights. These events are designed to strengthen school culture, build connections among families, and promote community involvement. To ensure equity and access, efforts will be made to actively include English Learners, foster youth, and socio-economically disadvantaged families by eliminating participation barriers (e.g., offering events at no cost, providing translation, transportation, or flexible volunteer roles). Events will reflect and celebrate the diversity of the Wilson community, reinforcing a sense of belonging for all families. This action supports a positive, inclusive school climate and increases meaningful engagement with families who have historically been underrepresented in school-sponsored activities.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	Equitable Access to Parent Leadership Opportunities	Wilson School will actively encourage parent and guardian participation in school leadership roles, with a specific focus on engaging families of English Learners, foster youth, socio-economically disadvantaged students, and students with disabilities. Leadership opportunities will include participation in the School Site Council, Wellness Committee, Safety Committee, and the Wilson School Foundation (Catalyst). The school will provide outreach, interpretation, and flexible meeting options to eliminate barriers and support inclusive participation. Materials will be translated, and efforts will be made to ensure that parent leadership bodies reflect the diversity of the student population. These efforts help ensure that school decisions are informed by a broad range of perspectives and aligned with the needs of the entire community. This action promotes shared decision-making, builds trust, and ensures that all families have a voice in shaping school priorities and policies.	$0.00	Yes
4.5	WatchDog Dad program	Provide positive male influence through opportunities for fathers/grandfathers/male guardians to volunteer at school. This program provides extra sets of eyes and ears to enhance school security, reduce bullying, and provide a greater sense of campus safety allowing students and teachers to focus on learning.	$0.00	No
4.6	Equitable Access and Engagement Through Pre-Year Family Registration Event	Wilson School will host an annual pre-school-year registration event to welcome families and introduce them to key school offerings, including enrichment programs, sports, emergency preparedness plans, online services, and nutrition/lunch programs. This event serves as an early opportunity to build relationships, promote family engagement, and ensure equitable access to resources before the school year begins. Special outreach and support will be provided to English Learners, foster youth, and socio-economically disadvantaged families, including translated materials, on-site interpretation, and staff support to assist with forms,	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		technology access, and program enrollment. The event will foster a sense of connection and partnership between families and the school, laying the groundwork for strong engagement throughout the year.		
4.7	YouthTruth Family Participation Campaign	To ensure a broader and more representative parent voice in school planning, Wilson School will launch a targeted campaign to increase parent participation in the annual YouthTruth survey. The campaign will include: Personalized communication and outreach to all families Raffles and school spirit wear prizes as participation incentives On-campus survey stations during Family Nights, registration events, and Morning Coffee gatherings to make participation easy and accessible Special efforts will be made to engage English Learners, foster youth, and socio-economically disadvantaged families, including translated survey access, in-person assistance, and flexible options for completing the survey. The goal is to strengthen data-driven decision-making by capturing input from all family groups, particularly those historically underrepresented in feedback processes.	$350.00	No
4.8	Governance in Focus – Monthly Newsletter Highlights	The monthly school newsletter will include a dedicated “Governance in Focus” section to keep families informed about key decisions and discussions from the School Site Council, School Board, and Catalyst Foundation meetings. Updates will be shared in parent-friendly language, with translated versions available, ensuring families stay connected to school priorities and decision-making processes.	$0.00	No
4.9	Community Feedback Event	Wilson School will host an annual Community Feedback Event open to all families, students, and staff to gather input on school goals, initiatives, and policies. This event is designed to foster transparent communication, shared decision-making, and a strong school-home partnership.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		To ensure equity, special outreach and supports will be provided to engage English Learners, foster youth, and socio-economically disadvantaged families, including translated materials, interpretation services, and flexible participation options. The event will feature opportunities for attendees to offer feedback, ask questions, and provide suggestions in a welcoming and inclusive setting. Input gathered will directly inform school planning and improvement efforts. This action ensures all members of the school community have a voice in shaping the direction of the school.		
4.10	Expanded Virtual Access for Family Participation	To remove barriers to participation and ensure equitable access to school leadership opportunities, Wilson School will offer Zoom access for all parent meetings, including the monthly Catalyst Foundation meetings and School Board meetings. This action supports families who face challenges such as work schedules, transportation limitations, or multi-household arrangements. Special attention will be given to ensuring participation from English Learners, foster youth, and socio-economically disadvantaged families, including the availability of interpretation services and translated meeting materials when needed. By expanding access through virtual options, Wilson School will strengthen family engagement and ensure all voices can be included in school decisions, planning, and governance.	$200.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$125,641	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
4.285%	0.000%	$0.00	4.285%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Social-Emotional Support through on-site counseling **Need:** Unduplicated pupils at Wilson School—including English Learners, Foster Youth, and Low-Income students—have expressed a strong need for improved relationships with trusted adults on campus. YouthTruth data and staff observations show that these	School-based counseling supports unduplicated students by providing personalized, trauma-informed services that respond directly to their unique social-emotional and academic needs. These supports offer culturally competent care, foster strong adult-student relationships, and promote family engagement, especially for students facing economic hardship, housing instability, or language barriers. Counseling services help students build emotional resilience,	Suspension rates Expulsion rates Survey results for Culture and Belonging, Social-Emotional well being

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students are more likely to report low levels of belonging, limited emotional support, and increased exposure to trauma and family instability. Many face barriers to consistent adult connections both at home and in school, making positive teacher-student relationships essential to their academic engagement, emotional regulation, and overall well-being. Strengthening these connections also helps create a culturally responsive and trauma-informed environment where all students feel valued and supported. **Scope:** LEA-wide	access mental health resources, and stay connected to learning. This action is provided on a schoolwide basis to ensure all students—especially those who are English Learners, Foster Youth, and Low-Income—have equitable access to meaningful adult relationships and mental health supports, regardless of classroom placement. A schoolwide approach allows for proactive identification, early intervention, and consistent services across all grade levels and settings, which is essential given that unduplicated students are enrolled throughout the school.	
1.3	**Action:** Student Mentorship Program for Connection and Belonging **Need:** Unduplicated pupils at Wilson School—particularly English Learners, Foster Youth, and Low-Income students—often face higher rates of disconnection from school, inconsistent adult relationships, and social-emotional challenges related to trauma, mobility, and family instability. YouthTruth survey results and staff observations indicate lower levels of belonging, self-confidence, and trust in adults among these students. There is a clear need to provide consistent, positive adult relationships to help students build emotional resilience, improve attendance, and feel more included and supported at school.	This action addresses the needs of unduplicated pupils by providing a targeted mentorship program that intentionally connects students—especially English Learners, Foster Youth, and Low-Income students—with caring adults on campus. These trusted relationships are designed to build emotional safety, confidence, and school connectedness, which are essential for student engagement and academic success. By focusing on consistency, trust, and inclusion, the program helps students navigate personal and academic challenges while developing a stronger sense of belonging. This mentorship program is offered on a schoolwide basis to ensure all students have access, but with priority placement and intentional outreach for unduplicated students who data shows are most likely to lack consistent adult support. Because unduplicated pupils are present	Suspension rates Expulsion rates Survey results for Culture and Belonging, Social-Emotional well-being, and the quality of relationships between students and their teachers.

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	across all classrooms and grade levels, a schoolwide approach ensures equitable implementation while maximizing impact for those who need it most.	
1.7	**Action:** Develop a more robust English Language Development Program **Need:** English Learners at Wilson School require consistent, high-quality designated and integrated ELD instruction to develop academic language, access grade-level content, and make progress toward reclassification. Local data, including ELPAC results and classroom observations, indicate variability in how ELD strategies are implemented across classrooms. Additionally, feedback from families of English Learners reveals a need for clearer communication, translated materials, and regular updates on student progress. These gaps create barriers to engagement, academic achievement, and equitable access to instruction and school services. **Scope:** LEA-wide	This action directly supports English Learners by strengthening the consistency and effectiveness of both designated and integrated ELD instruction. Ongoing staff development ensures that all teachers understand their legal responsibilities, use evidence-based strategies, and are equipped to provide meaningful language support across all content areas. This is essential for improving English Learner outcomes and accelerating progress toward reclassification. Additionally, improving communication with EL families through translated materials, parent workshops, and regular progress updates increases family engagement, strengthens home-school connections, and ensures parents are informed advocates for their children's success. This action is provided LEA-wide because English Learners are enrolled across all grade levels and classrooms, and a systemwide approach is necessary to ensure equity, consistency, and access to high-quality instruction and communication supports.	Suspension rates Expulsion rates Survey results for Culture and Belonging, Social-Emotional well-being, and the quality of relationships between students and their teachers.
1.9	**Action:** Student Voice and Leadership Through Council and Monthly Engagement Circles **Need:**	This action addresses the needs of unduplicated pupils by creating structured, inclusive opportunities—such as a formal Student Council and monthly Student Voice Circles—for students to actively engage in shaping their school	Suspension rates Expulsion rates Survey results for Culture and Belonging, Social-Emotional well-being, and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Unduplicated pupils—especially English Learners, Foster Youth, and Low-Income students—often face barriers to participation in leadership opportunities and school decision-making processes. YouthTruth survey data and student interviews indicate that these students are less likely to feel heard or represented in conversations about school climate, instructional practices, or campus improvements. Many report a lack of connection to school leadership and limited confidence in their ability to influence change. There is a clear need to elevate the voices of underserved students, foster leadership skills, and create inclusive systems where all students feel empowered to contribute to shaping a supportive and equitable school environment. **Scope:** LEA-wide	experience. These platforms ensure that English Learners, Foster Youth, and Low-Income students have equitable access to leadership roles, representation, and decision-making processes that influence school climate, instructional practices, and campus improvements. Facilitated guidance and intentional outreach help ensure participation from students who may not traditionally engage in leadership or advocacy. Providing this action schoolwide ensures that all students have access, while prioritizing outreach and representation of unduplicated students who are present in every grade level and classroom. By embedding student voice in school systems, Wilson School fosters a more inclusive, empowering learning environment where every student—especially those historically underserved—feels valued, heard, and connected.	the quality of relationships between students and their teachers.
1.16	**Action:** A Video Series on School Life & Student Success **Need:** Families of unduplicated pupils—particularly English Learners and Low-Income families—often face barriers to fully understanding school policies, behavior expectations, and how to support their children at school. Language differences, unfamiliarity with school systems, and limited access to user-friendly resources contribute to gaps in engagement and communication. Feedback from parent	This action addresses the needs of unduplicated pupils by providing their families with clear, accessible, and culturally responsive video resources that explain key school topics such as bullying prevention, behavior expectations, and discipline policies. By simplifying complex topics and offering information in a supportive format—potentially including translated versions—the video series reduces barriers that often prevent English Learner and Low-Income families from fully understanding school systems or engaging confidently with school staff.	Suspension rates Expulsion rates Survey results for Culture and Belonging, Social-Emotional well-being, and the quality of relationships between students and their teachers.

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
	surveys and family engagement events at Wilson School has highlighted the need for clear, accessible communication tools that empower families to partner with the school in supporting student behavior, safety, and success. **Scope:** LEA-wide	This action is implemented schoolwide to ensure equitable access for all families, but it is designed to increase services for unduplicated pupils by improving their families' ability to support learning, behavior, and school success. When families are better informed and equipped to partner with the school, students benefit from stronger home-school connections, more consistent expectations, and a deeper sense of safety and belonging.	
2.1	**Action:** Summer school and intercessional days **Need:** Unduplicated pupils at Wilson School—especially English Learners, Foster Youth, and Low-Income students—face persistent academic gaps in reading, writing, and math. Local assessment data and classroom performance trends indicate that these students are more likely to score below grade level and require additional time and targeted instruction to master essential skills. Many unduplicated students have also experienced disrupted learning due to factors such as chronic absenteeism, mobility, or limited academic support outside of school. There is a clear need for extended learning opportunities that offer small-group, hands-on, and personalized instruction to help close these gaps and accelerate progress toward proficiency. **Scope:**	This action addresses the academic needs of unduplicated pupils by offering targeted, small-group instruction during Summer School and Intersessional Days, focused on foundational skills in reading, writing, and math. These sessions are intentionally designed to accelerate learning for students who are below grade level, providing additional time, hands-on learning, and personalized support that many English Learners, Foster Youth, and Low-Income students may not receive outside of the regular school day or year. While the action is implemented schoolwide to allow for flexible access, unduplicated pupils are prioritized for participation based on academic need and are more likely to benefit from the intensive support provided. This LEA-wide strategy ensures equitable access to extended learning opportunities and supports closing achievement gaps by providing increased services beyond the regular instructional calendar.	CAASPP-English Language Arts/Math Reclassification rate for EL students Increase percent of English learners making progress toward proficiency on the ELPAC.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.2	**Action:** Schoolwide Designated & Integrated EL Support **Need:** English Learners at Wilson School require consistent, high-quality language instruction to develop English proficiency while accessing grade-level academic content. ELPAC results and classroom observations show that many EL students need additional support in oral language development, academic vocabulary, and writing across content areas. Additionally, there is a need for greater consistency in how designated and integrated ELD are implemented, as well as more teacher support in using strategies that make content accessible. Without these supports, English Learners risk falling behind academically and linguistically, impacting their long-term academic success and reclassification progress. **Scope:** LEA-wide	This action addresses the needs of English Learners by ensuring they receive both designated English Language Development (ELD) and integrated language support throughout the instructional day. Through targeted professional development, including training in Guided Language Acquisition Design (GLAD) strategies, teachers are better equipped to scaffold instruction, build academic language, and make grade-level content accessible to English Learners. Classrooms are intentionally structured to be language-rich environments where students develop skills in speaking, listening, reading, and writing through visuals, structured interactions, and explicit vocabulary instruction. The action is implemented on a schoolwide basis because English Learners are enrolled across all grade levels and classrooms. A schoolwide approach ensures consistent, high-quality language support throughout the day, creating equitable access to content and promoting language development across all subject areas. This systemwide effort directly supports ELPAC growth, reclassification progress, and long-term academic success for unduplicated students.	CAASPP-English Language Arts/Math Reclassification rate for EL students Increase percent of English learners making progress toward proficiency on the ELPAC.
2.3	**Action:** Intervention Support **Need:** Unduplicated pupils at Wilson School—especially English Learners, Foster Youth, and Low-Income students—are more likely to	This action addresses the needs of unduplicated pupils by providing targeted academic interventions through both pull-out and push-in models during the school day. These supports are designed to address foundational gaps in reading, writing, and math while ensuring students remain connected to grade-level core instruction.	CAASPP-English Language Arts/Math Reclassification rate for EL students Increase percent of English learners making

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
	perform below grade level in core academic areas such as reading, writing, and math. Local assessment data, including classroom-based measures and benchmark scores, indicate persistent achievement gaps among these students. Many unduplicated pupils also face barriers such as limited access to academic support at home, inconsistent attendance, and language acquisition challenges. There is a clear need for targeted, in-school academic interventions that provide small-group or individualized instruction without removing students from access to core curriculum. **Scope:** LEA-wide	Interventions are delivered in small-group or individualized formats, allowing staff to meet the unique needs of English Learners, Foster Youth, and Low-Income students who require additional academic support to succeed. The action is provided on a schoolwide basis to allow for flexible scheduling and equitable access, but unduplicated pupils are prioritized for services based on data showing they are most at risk of falling behind academically. A schoolwide approach ensures consistent delivery of supports across classrooms and grade levels, while maximizing instructional time and increasing the likelihood of academic growth for students who need it most.	progress toward proficiency on the ELPAC.
2.4	**Action:** Instructional aide support **Need:** Wilson School will provide additional interventional instructional aide support within classrooms to deliver small group and individualized interventions, with priority given to English Learners, foster youth, and socio-economically disadvantaged students. Aides will work alongside classroom teachers to reinforce core instruction, address learning gaps, and support language development during regular instructional time. **Scope:**	This action addresses the academic and language development needs of unduplicated pupils—specifically English Learners, foster youth, and socio-economically disadvantaged students—by providing targeted small group and individualized instructional support during the school day. These students often require additional scaffolding to access grade-level content and close achievement gaps. By placing instructional aides in classrooms across the school, Wilson ensures consistent, equitable support in the learning environment. Providing this action on a schoolwide basis allows the LEA to reach unduplicated pupils wherever they are enrolled, maximize staffing efficiency, and maintain flexibility in grouping students based on real-time academic data. This approach ensures	CAASPP-English Language Arts/Math Reclassification rate for EL students Increase percent of English learners making progress toward proficiency on the ELPAC.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	the greatest impact for those who need it most, while also benefiting the broader student population through increased instructional support.	
2.5	**Action:** Universal Design for Learning (UDL) **Need:** Unduplicated pupils at Wilson School—particularly English Learners, Foster Youth, and Low-Income students—often face barriers to accessing and engaging with grade-level content due to language needs, inconsistent academic support, and varying social-emotional needs. Assessment data and classroom observations reveal that many of these students benefit from differentiated instruction, multiple ways to demonstrate understanding, and increased flexibility in how they engage with content. There is a clear need for systemwide instructional practices that remove learning barriers and support equitable participation and progress for all students, especially those who are most vulnerable to falling behind. **Scope:** LEA-wide	This action addresses the needs of unduplicated pupils by implementing Universal Design for Learning (UDL) strategies that make instruction more accessible, engaging, and responsive to diverse learning needs. UDL supports English Learners, Foster Youth, and Low-Income students by providing multiple means of engagement, representation, and expression, which helps reduce barriers to learning and ensures all students can participate fully in classroom activities. These strategies are especially effective for students who benefit from visual supports, differentiated tasks, and flexible assessment options, making instruction more equitable and inclusive. The action is implemented schoolwide to ensure that unduplicated pupils, who are enrolled across all classrooms and grade levels, receive consistent, high-quality instructional support. A schoolwide UDL approach fosters a learning environment where every student—especially those who may struggle with traditional instructional methods—has the opportunity to thrive academically and access rigorous, grade-level content.	CAASPP-English Language Arts/Math Reclassification rate for EL students Increase percent of English learners making progress toward proficiency on the ELPAC.
3.2	**Action:** District sponsored extracurricular activities **Need:**	This action removes financial and access barriers by offering extracurricular programs at no cost to English Learners, foster youth, and socio-economically disadvantaged students—ensuring equitable participation in enrichment opportunities	Chronic Absenteeism rate Attendance as reported on the ADA report Students' level of interest, motivation, and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Unduplicated pupils—especially English Learners, foster youth, and socio-economically disadvantaged students—often face barriers to participating in extracurricular activities, such as financial limitations, lack of transportation, or limited exposure to enrichment opportunities outside of school. These students benefit from structured opportunities that support social connection, engagement, and skill development beyond academics. Access to arts, athletics, and STEM programming fosters a stronger sense of belonging, self-confidence, and motivation, all of which are linked to improved attendance, behavior, and academic success. **Scope:** LEA-wide	that support whole-child development. These programs promote engagement, build social-emotional skills, and create strong connections to school, which are especially impactful for students who may lack access to similar opportunities outside of school. By offering these programs schoolwide, Wilson School creates an inclusive environment where all students benefit from enrichment while ensuring that unduplicated pupils are prioritized and supported. Tracking participation data helps ensure equity and informs continuous improvement of access and outreach efforts.	engagement with their studies. Extracurricular activities based on the number of offerings, and the number of students who participate.
3.3	**Action:** Vendor provided extracurricular activities **Need:** Unduplicated pupils benefit from increased access to extended learning opportunities that promote engagement, creativity, and school connectedness. Many face financial barriers that limit participation in enrichment activities outside of school. There is a need to ensure equitable access to experiences that build confidence, social skills, and a sense of belonging—factors that contribute to both academic success and overall well-being. **Scope:**	By removing financial barriers and offering high-interest enrichment opportunities at no cost to unduplicated students, Wilson School ensures equitable access to programs that promote engagement, creativity, and social connection. Providing these activities on a schoolwide basis allows all students to benefit while prioritizing access for English Learners, foster youth, and socio-economically disadvantaged students—who often face limited access to such experiences outside of school. This inclusive approach strengthens school connectedness, supports whole-child development, and addresses opportunity gaps.	Chronic Absenteeism rate Attendance as reported on the ADA report Students' level of interest, motivation, and engagement with their studies. Extracurricular activities based on the number of offerings, and the number of students who participate.

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		
4.2	**Action:** Translation for meetings and publications **Need:** Unduplicated pupils often experience language barriers, inconsistent access to school information, and limited family engagement due to socio-economic challenges or foster care instability. These students benefit from equitable communication systems that ensure their families can understand, participate in, and advocate for their education effectively. **Scope:** LEA-wide	This action ensures that families of English Learners, foster youth, and socio-economically disadvantaged students can access critical school information, participate in meetings, and communicate with staff in their home language. By providing interpretation services, translated materials, and a bilingual communication platform, the school removes language barriers that disproportionately affect these student groups. Offering these supports schoolwide ensures equitable access for all families, creates a more inclusive school culture, and strengthens student outcomes through increased family involvement.	Number of parents/guardians who submit responses to the annual YouthTruth survey, including parents of unduplicated students and students with disabilities. Percent of parents who report on the annual Parent LCAP Survey that they feel connected to the school. Percent of parents who report on the annual Parent LCAP Survey that they are involved in their child's education, including parents of unduplicated students and students with disabilities.
4.4	**Action:** Equitable Access to Parent Leadership Opportunities **Need:** Unduplicated pupils—particularly English Learners, foster youth, and socio-economically disadvantaged students—often face barriers to full participation in the school community due to language, economic, or systemic challenges. These students benefit significantly when their families are	By actively encouraging families of English Learners, foster youth, and socio-economically disadvantaged students to participate in school leadership roles, Wilson School directly addresses the need for more inclusive and representative decision-making. These efforts ensure that the voices of families who have traditionally been underrepresented are heard and valued in shaping school priorities, policies, and improvement efforts. Providing interpretation services, translated materials, flexible meeting times, and personal outreach helps eliminate common barriers to	Number of parents/guardians who submit responses to the annual YouthTruth survey, including parents of unduplicated students and students with disabilities. Percent of parents who report on the annual Parent LCAP Survey that

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
	meaningfully engaged in shaping the educational environment. However, leadership roles at school sites have not always reflected the diversity of the student population, leading to gaps in representation, advocacy, and trust. There is a clear need to create inclusive pathways for families to contribute to school leadership, provide input into school planning and improvement efforts, and ensure that their voices are heard in decision-making processes that affect student learning and well-being. **Scope:** LEA-wide	participation. Because the needs of unduplicated pupils impact schoolwide planning and climate, this action is implemented across the entire school site to promote equity, build trust, and create a more responsive and inclusive learning community for all students.	they feel connected to the school. Percent of parents who report on the annual Parent LCAP Survey that they are involved in their child's education, including parents of unduplicated students and students with disabilities.
4.6	**Action:** Equitable Access and Engagement Through Pre-Year Family Registration Event **Need:** To ensure all families—especially those of English Learners, foster youth, and socio-economically disadvantaged students—start the school year informed, connected, and supported, Wilson School will host an annual pre-school-year registration event. This event is designed to remove barriers to access by offering early, in-person opportunities to learn about enrichment offerings, sports programs, emergency procedures, school nutrition, and online systems. By providing translation services, hands-on help with forms and technology, and a welcoming environment, the event builds trust	This action addresses the needs of unduplicated pupils—particularly English Learners, foster youth, and socio-economically disadvantaged students—by proactively removing barriers to access before the school year begins. These student groups often face challenges related to language, transportation, unfamiliarity with school systems, and limited access to resources. By hosting a pre-school-year registration event with translation services, one-on-one support for forms and technology, and direct access to staff and programs, the school ensures families are informed, empowered, and connected from day one. Offering this action on a schoolwide basis ensures consistency, inclusivity, and early engagement for all families, while targeting support where it's needed most. It builds a stronger foundation for family-school partnerships and helps create a	Number of parents/guardians who submit responses to the annual YouthTruth survey, including parents of unduplicated students and students with disabilities. Percent of parents who report on the annual Parent LCAP Survey that they feel connected to the school. Percent of parents who report on the annual Parent LCAP Survey that they are involved in their child's education, including parents of

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and promotes equitable access to school services. Offering this support schoolwide ensures all students begin the year with the tools, information, and family support needed to succeed—while prioritizing the needs of historically underserved students who benefit most from early engagement and clear guidance. **Scope:** LEA-wide	more equitable start to the academic year for students who historically experience gaps in access or engagement.	unduplicated students and students with disabilities.
4.10	**Action:** Expanded Virtual Access for Family Participation **Need:** Unduplicated pupils—particularly English Learners, foster youth, and socio-economically disadvantaged students—often face barriers to active family engagement due to factors such as language differences, work schedules, transportation challenges, and limited access to information about school decision-making processes. These barriers can result in reduced parent participation in school leadership, planning, and advocacy opportunities, which impacts their ability to influence outcomes that affect their children's education. **Scope:** LEA-wide	Offering Zoom access and interpretation services for all parent meetings removes key participation barriers—such as lack of transportation, rigid work schedules, or language differences—that often impact English Learners, foster youth, and socio-economically disadvantaged families. By providing flexible, accessible formats and multilingual support, this action ensures that all families can engage in school governance and decision-making. This action is provided on a schoolwide basis to create an inclusive and equitable culture for all families, while specifically addressing the access needs of unduplicated pupils. Widening engagement in this way helps ensure that the voices of historically underrepresented groups are heard and valued in shaping school programs, policies, and priorities.	Number of parents/guardians who submit responses to the annual YouthTruth survey, including parents of unduplicated students and students with disabilities. Percent of parents who report on the annual Parent LCAP Survey that they feel connected to the school. Percent of parents who report on the annual Parent LCAP Survey that they are involved in their child's education, including parents of unduplicated students and students with disabilities.

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

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.

The District did not have a planned percentage of improved services in the contributing summary table.

Additional Concentration Grant Funding

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

N/A. The District does not receive concentration grant funding.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$2,931,841	$125,641	4.285%	0.000%	4.285%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,936,707.00	$152,376.00	$178,517.00	$69,342.00	$2,336,942.00	$2,264,944.00	$71,998.00

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	Social-Emotional Support through on-site counseling	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$76,309.00	$0.00	$52,741.00	$20,860.00		$2,708.00	$76,309.00	
1	1.2	Actively seek an on-line SEL program	All	No			All Schools	on-going	$5,000.00	$0.00		$5,000.00			$5,000.00	
1	1.3	Student Mentorship Program for Connection and Belonging	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$0.00	$7,000.00	$0.00	$7,000.00			$7,000.00	
1	1.4	Positive Behavioral Intervention Systems (PBIS)	All	No			All Schools	on-going	$0.00	$0.00	$0.00				$0.00	
1	1.5	Student Focus Groups to Strengthen Academic Challenge and Instructional Practices	All	No			All Schools	on-going	$0.00	$0.00			$0.00		$0.00	
1	1.6	Monthly Bullying Prevention Education During Community Time	All	No			All Schools	on-going	$3,700.00	$0.00		$3,700.00			$3,700.00	
1	1.7	Develop a more robust English Language Development Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$0.00	$0.00	$0.00	$0.00			$0.00	
1	1.8	Playground engagement	All	No			All Schools	YR 2	$0.00	$43,706.00			$43,706.00		$43,706.00	
1	1.9	Student Voice and Leadership Through Council and Monthly Engagement Circles	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$0.00	$0.00	$0.00				$0.00	
1	1.10	Establishing Staff Norms to Promote Respectful and Productive Communication	All	No			All Schools	on-going	$0.00	$0.00	$0.00				$0.00	

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	1.11	Team Connect: Proactive Leadership Dialogues	All	No			All Schools	on-going	$1,000.00	$0.00	$1,000.00				$1,000.00	
1	1.12	One Team, One Mission: Rebuilding Trust Together	All	No			All Schools	on-going	$0.00	$0.00	$0.00				$0.00	
1	1.13	Classified Connection: Monthly Alignment Meetings	All	No			All Schools	on-going	$0.00	$2,900.00	$2,900.00				$2,900.00	
1	1.14	Monthly SEL Focus: Embedding Social-Emotional Learning Schoolwide	All	No			All Schools	on-going	$0.00	$0.00	$0.00				$0.00	
1	1.15	Speak Up, Stay Safe: Anonymous Student Safety Reporting	All	No			All Schools	on-going	$0.00	$0.00	$0.00				$0.00	
1	1.16	A Video Series on School Life & Student Success	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	YR 1	$8,000.00	$0.00	$8,000.00				$8,000.00	
2	2.1	Summer school and intercessional days	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$47,587.00	$6,160.00	$0.00	$53,747.00			$53,747.00	
2	2.2	Schoolwide Designated & Integrated EL Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	on-going	$0.00	$0.00	$0.00				$0.00	
2	2.3	Intervention Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	$27,327.00	$0.00	$2,715.00	$24,612.00			$27,327.00	
2	2.4	Instructional aide support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$147,910.00	$0.00	$113,981.00			$33,929.00	$147,910.00	
2	2.5	Universal Design for Learning (UDL)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$3,266.00	$0.00	$3,266.00				$3,266.00	
2	2.6	Special Education Teacher (.60 FTE)	Students with Disabilities	No			All Schools	on-going	$103,326.00	$0.00			$103,326.00		$103,326.00	
2	2.7	Effective Utilization of Instructional Assistants to Support Students with Disabilities	Students with Disabilities	No			All Schools	on-going	$106,768.00	$0.00	$46,275.00		$31,485.00	$29,008.00	$106,768.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.8	Structured Literacy: Expanding Orton-Gillingham Practices	All	No			All Schools	on-going	$3,266.00	$0.00	$3,266.00				$3,266.00	
2	2.9	Appropriately assigned and trained teachers and support of new teachers through the teacher induction program.	All	No			All Schools	on-going	$1,705,145.00	$0.00	$1,701,448.00			$3,697.00	$1,705,145.00	
2	2.10	Data-Driven Instruction and Goal Setting	All	No			All Schools	on-going	$0.00	$0.00	$0.00				$0.00	
2	2.11	Family Connections: Literacy Nights & Learning Together	All	No			All Schools	on-going	$765.00	$0.00	$765.00				$765.00	
3	3.1	Develop a robust attendance incentive program	All	No			All Schools	on-going	$0.00	$500.00		$500.00			$500.00	
3	3.2	District sponsored extracurricular activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$20,575.00	$0.00	$0.00	$20,575.00			$20,575.00	
3	3.3	Vendor provided extracurricular activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$5,000.00	$11,182.00	$0.00	$16,182.00			$16,182.00	
3	3.4	Student Voice and Leadership Through Council and Monthly Engagement Circles	All	No			All Schools	on-going	$0.00	$0.00	$0.00				$0.00	
3	3.5	School Attendance Review system	All	No			All Schools Specific Schools: Wilson School	on-going	$0.00	$0.00		$0.00			$0.00	
3	3.6	Universal design for learning (UDL)	All	No			All Schools	on-going	$0.00	$0.00			$0.00		$0.00	
3	3.7	Student Feedback Surveys	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
3	3.8	Data-Driven Instruction and Goal Setting	All	No			All Schools	on-going	$0.00	$0.00	$0.00				$0.00	
4	4.1	Parent involvement at school	All	No			All Schools	on-going	$0.00	$0.00	$0.00				$0.00	
4	4.2	Translation for meetings and publications	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	on-going	$0.00	$0.00	$0.00				$0.00	

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
						Low Income										
4	**4.3**	Parent Leadership support	All	No			All Schools	on-going	$0.00	$0.00	$0.00		$0.00		$0.00	
4	**4.4**	Equitable Access to Parent Leadership Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$0.00	$0.00	$0.00				$0.00	
4	**4.5**	WatchDog Dad program	All	No			All Schools	on-going	$0.00	$0.00	$0.00				$0.00	
4	**4.6**	Equitable Access and Engagement Through Pre-Year Family Registration Event	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$0.00	$0.00	$0.00				$0.00	
4	**4.7**	YouthTruth Family Participation Campaign	All	No			All Schools	on-going	$0.00	$350.00	$350.00				$350.00	
4	**4.8**	Governance in Focus – Monthly Newsletter Highlights	All	No			All Schools	on-going	$0.00	$0.00	$0.00				$0.00	
4	**4.9**	Community Feedback Event	All	No			All Schools	on-going	$0.00	$0.00	$0.00	$0.00			$0.00	
4	**4.10**	Expanded Virtual Access for Family Participation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$0.00	$200.00	$0.00	$200.00			$200.00	

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
$2,931,841	$125,641	4.285%	0.000%	4.285%	$180,703.00	0.000%	6.163 %	**Total:**	$180,703.00
								LEA-wide Total:	$180,703.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Social-Emotional Support through on-site counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$52,741.00	
1	**1.3**	Student Mentorship Program for Connection and Belonging	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
1	**1.7**	Develop a more robust English Language Development Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
1	**1.9**	Student Voice and Leadership Through Council and Monthly Engagement Circles	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
1	**1.16**	A Video Series on School Life & Student Success	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,000.00	
2	**2.1**	Summer school and intercessional days	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Schoolwide Designated & Integrated EL Support	Yes	LEA-wide	English Learners Low Income	All Schools	$0.00	
2	2.3	Intervention Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,715.00	
2	2.4	Instructional aide support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$113,981.00	
2	2.5	Universal Design for Learning (UDL)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,266.00	
3	3.2	District sponsored extracurricular activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	3.3	Vendor provided extracurricular activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
4	4.2	Translation for meetings and publications	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
4	4.4	Equitable Access to Parent Leadership Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
4	4.6	Equitable Access and Engagement Through Pre-Year Family Registration Event	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
4	4.10	Expanded Virtual Access for Family Participation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	

2026-27 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,336,942.00	

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**	Social-Emotional Support through on-site counseling	Yes	$76,309.00	
1	**1.2**	Actively seek an on-line SEL program	No	$5,000.00	
1	**1.3**	Student Mentorship Program for Connection and Belonging	Yes	$7,000.00	
1	**1.4**	Positive Behavioral Intervention Systems (PBIS)	No	$0.00	
1	**1.5**	Student Focus Groups to Strengthen Academic Challenge and Instructional Practices	No	$0.00	
1	**1.6**	Monthly Bullying Prevention Education During Community Time	No	$3,700.00	
1	**1.7**	Develop a more robust English Language Development Program	Yes	$0.00	
1	**1.8**	Playground engagement	No	$43,706.00	
1	**1.9**	Student Voice and Leadership Through Council and Monthly Engagement Circles	Yes	$0.00	
1	**1.10**	Establishing Staff Norms to Promote Respectful and Productive Communication	No	$0.00	
1	**1.11**	Team Connect: Proactive Leadership Dialogues	No	$1,000.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	One Team, One Mission: Rebuilding Trust Together	No	$0.00	
1	1.13	Classified Connection: Monthly Alignment Meetings	No	$2,900.00	
1	1.14	Monthly SEL Focus: Embedding Social-Emotional Learning Schoolwide	No	$0.00	
1	1.15	Speak Up, Stay Safe: Anonymous Student Safety Reporting	No	$0.00	
1	1.16	A Video Series on School Life & Student Success	Yes	$8,000.00	
2	2.1	Summer school and intercessional days	Yes	$53,747.00	
2	2.2	Schoolwide Designated & Integrated EL Support	Yes	$0.00	
2	2.3	Intervention Support	Yes	$27,327.00	
2	2.4	Instructional aide support	Yes	$147,910.00	
2	2.5	Universal Design for Learning (UDL)	Yes	$3,266.00	
2	2.6	Special Education Teacher (.60 FTE)	No	$103,326.00	
2	2.7	Effective Utilization of Instructional Assistants to Support Students with Disabilities	No	$106,768.00	
2	2.8	Structured Literacy: Expanding Orton-Gillingham Practices	No	$3,266.00	

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	2.9	Appropriately assigned and trained teachers and support of new teachers through the teacher induction program.	No	$1,705,145.00	
2	2.10	Data-Driven Instruction and Goal Setting	No	$0.00	
2	2.11	Family Connections: Literacy Nights & Learning Together	No	$765.00	
3	3.1	Develop a robust attendance incentive program	No	$500.00	
3	3.2	District sponsored extracurricular activities	Yes	$20,575.00	
3	3.3	Vendor provided extracurricular activities	Yes	$16,182.00	
3	3.4	Student Voice and Leadership Through Council and Monthly Engagement Circles	No	$0.00	
3	3.5	School Attendance Review system	No	$0.00	
3	3.6	Universal design for learning (UDL)	No	$0.00	
3	3.7	Student Feedback Surveys	No	$0.00	
3	3.8	Data-Driven Instruction and Goal Setting	No	$0.00	
4	4.1	Parent involvement at school	No	$0.00	
4	4.2	Translation for meetings and publications	Yes	$0.00	
4	4.3	Parent Leadership support	No	$0.00	

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)
4	**4.4**	Equitable Access to Parent Leadership Opportunities	Yes	$0.00	
4	**4.5**	WatchDog Dad program	No	$0.00	
4	**4.6**	Equitable Access and Engagement Through Pre-Year Family Registration Event	Yes	$0.00	
4	**4.7**	YouthTruth Family Participation Campaign	No	$350.00	
4	**4.8**	Governance in Focus – Monthly Newsletter Highlights	No	$0.00	
4	**4.9**	Community Feedback Event	No	$0.00	
4	**4.10**	Expanded Virtual Access for Family Participation	Yes	$200.00	

2026-27 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)
	$180,703.00					

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	Social-Emotional Support through on-site counseling	Yes	$52,741.00			
1	1.3	Student Mentorship Program for Connection and Belonging	Yes	$0.00			
1	1.7	Develop a more robust English Language Development Program	Yes	$0.00			
1	1.9	Student Voice and Leadership Through Council and Monthly Engagement Circles	Yes	$0.00			
1	1.16	A Video Series on School Life & Student Success	Yes	$8,000.00			
2	2.1	Summer school and intercessional days	Yes	$0.00			
2	2.2	Schoolwide Designated & Integrated EL Support	Yes	$0.00			
2	2.3	Intervention Support	Yes	$2,715.00			
2	2.4	Instructional aide support	Yes	$113,981.00			
2	2.5	Universal Design for Learning (UDL)	Yes	$3,266.00			
3	3.2	District sponsored extracurricular activities	Yes	$0.00			
3	3.3	Vendor provided extracurricular activities	Yes	$0.00			

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)
4	**4.2**	Translation for meetings and publications	Yes	$0.00			
4	**4.4**	Equitable Access to Parent Leadership Opportunities	Yes	$0.00			
4	**4.6**	Equitable Access and Engagement Through Pre-Year Family Registration Event	Yes	$0.00			
4	**4.10**	Expanded Virtual Access for Family Participation	Yes	$0.00			

2026-27 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)
2,504,098		0.00	4.694%				$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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