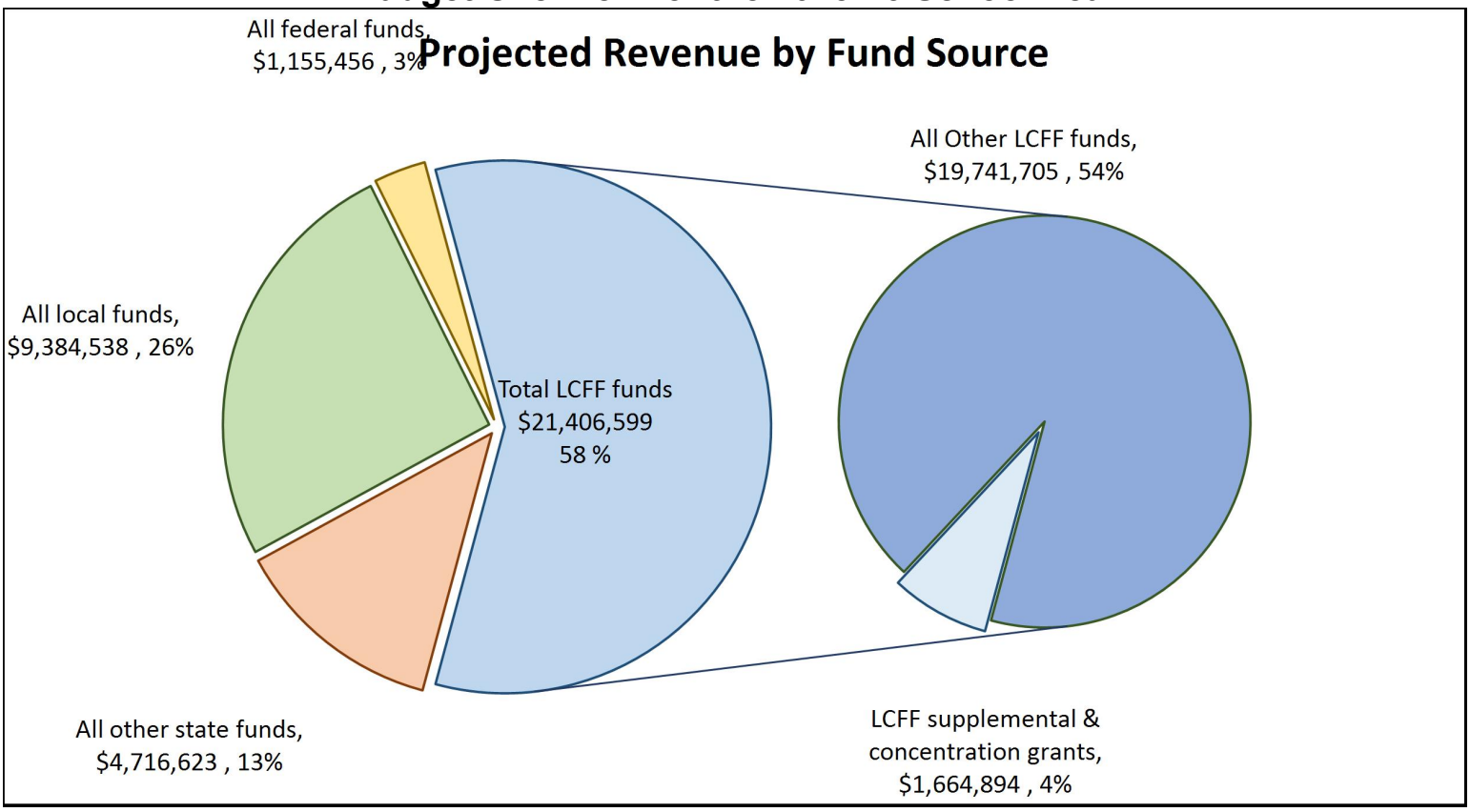
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: West Sonoma County Union High School District
CDS Code: 49706070000000
School Year: 2025-26
LEA contact information:
Chris Meredith
Superintendent
cmeredith@wscuhsd.org
707-824-6412

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 2025-26 School Year

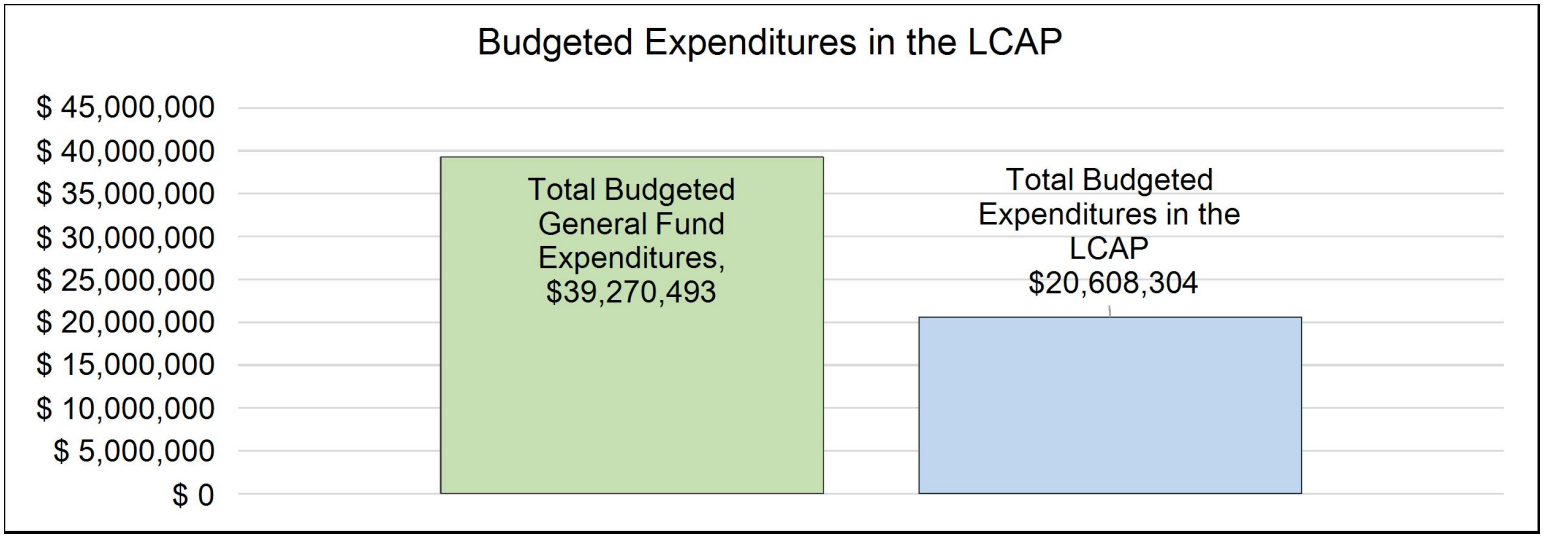


This chart shows the total general purpose revenue West Sonoma County Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for West Sonoma County Union High School District is $36,663,216, of which $21,406,599.00 is Local Control Funding Formula (LCFF), $4,716,623.00 is other state funds, $9,384,538.00 is local funds, and $1,155,456.00 is federal funds. Of the $21,406,599.00 in LCFF Funds, $1,664,894.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much West Sonoma County Union High School District plans to spend for 2025-26. 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: West Sonoma County Union High School District plans to spend $39,270,493.00 for the 2025-26 school year. Of that amount, $20,608,304.00 is tied to actions/services in the LCAP and $18,662,189 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

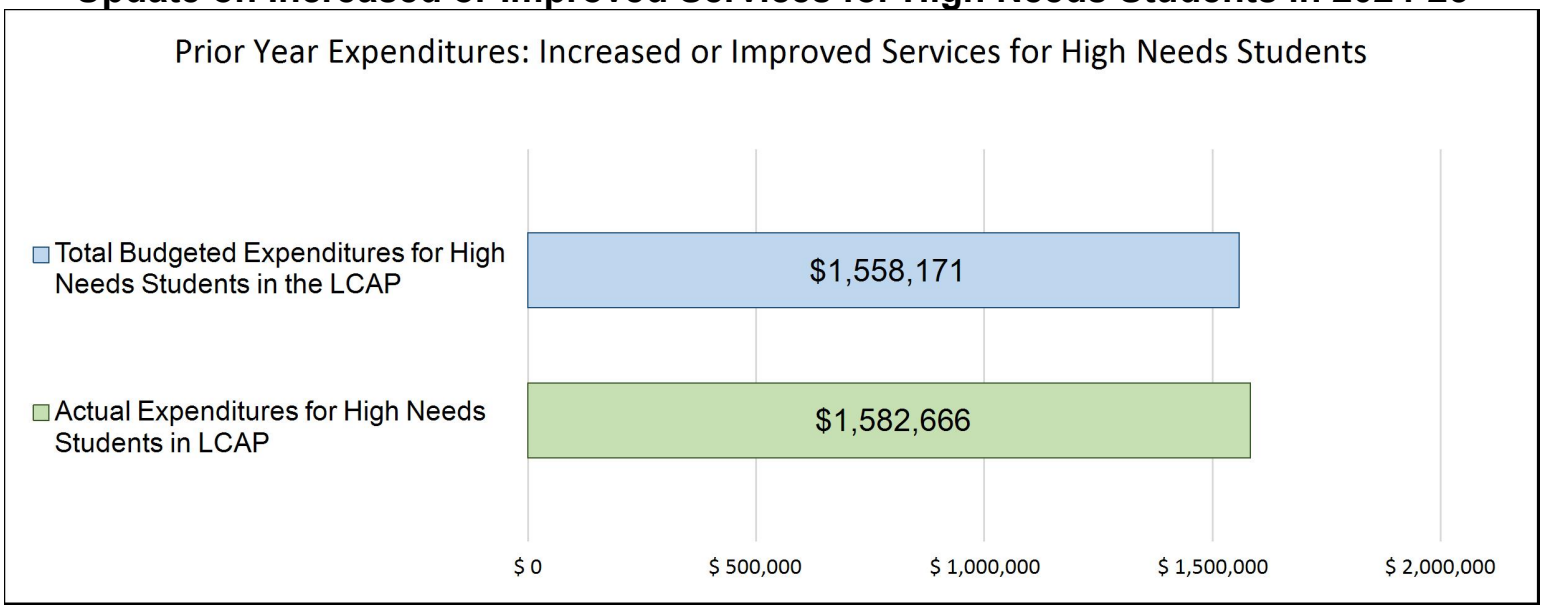
General cost of overhead (i.e., custodial and maintenance services, utilities, data processing). Specialized program funding outside of the LCAP such as the West Sonoma County Consortium, and On-Behalf Payments.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, West Sonoma County Union High School District is projecting it will receive $1,664,894.00 based on the enrollment of foster youth, English learner, and low-income students. West Sonoma County Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. West Sonoma County Union High School District plans to spend $1,664,894.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what West Sonoma County Union High 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 West Sonoma County Union High 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 2024-25, West Sonoma County Union High School District's LCAP budgeted $1,558,171.00 for planned actions to increase or improve services for high needs students. West Sonoma County Union High School District actually spent $1,582,666.00 for actions to increase or improve services for high needs students in 2024-25.

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
West Sonoma County Union High School District	Chris Meredith Superintendent	cmeredith@wscuhsd.org 707-824-6412

Plan Summary [2025-26]

General Information

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

The mission of the West Sonoma County Union High School District (WSCUHSD) is to provide equitable, high-quality instruction and opportunities that ensure all students have the tools they need to thrive. Our student population is diverse, transitioning to WSCUHSD from ten feeder schools in West Sonoma County with 32% of students attending on an interdistrict transfer. WSCUHSD comprises Analy High School with approximately 1,450 students and Laguna High School with approximately 71 students serving grades 9-12. In 2021-2022, the District consolidated El Molino High School and Analy High School. The result has been a much more diverse student population and the need to reimagine the educational program and support systems at Analy. The District has implemented a New School Model in an effort to meet the needs of all students. The New School Model provides transformational coaching for teachers and Analy will be piloting a cohorted learning model within our master schedule integrating CTE pathway programs with core academic sections. Laguna High School has become a Big Picture Learning School, implementing an advisory and internship program with leadership opportunities for students. The District has created a new high school, the Academy of Innovative Arts (AIA), which will serve students in grade 9 during the 2025-2026 school year and growing one additional grade level each year until AIA serves grades 9-12 in 2028-2029. No District schools are eligible for the equity multiplier.

The West Sonoma County Consortium is also part of the WSCUHSD serving approximately 32 students with disabilities in kindergarten through Grade 8. Nearly half of our students are from low-income families with 45.9% socioeconomically disadvantaged, 1.7% African-American, 3.6% Asian, 27.0% Hispanic, 61.9% White, 2.5% English Learners, 15.1% Special Education, and <1% Foster Youth. In an effort to ensure inclusivity, the District’s commitment to Diversity, Equity, and Inclusion is one of our top priorities.

The District's Board represented DEI committee has created a DEI framework and action plan that will guide the District's focus on creating and sustaining an inclusive school culture. The District plans to continue our relaunch our Portrait of a Graduate in 2025-2026, which provides a framework that guides decision-making and program design. Our goal is for all graduates to embody Curiosity, Empathy, Resilience, Balance, Collaboration, and Communication.

Reflections: Annual Performance

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

An analysis of the annual performance on the 2024 California School Dashboard indicates many areas of needed improvements including Yellow for Graduation Rate which decreased by 1.2% to 93.4% in 2024-25. The Academic Indicators in English Language Arts (ELA) and Mathematics are Orange indicating low levels of performance and a significant decrease from 2024 to 2025. Overall, students at WSCUHSD are performing 14.2 points below the standard in ELA which decreased by 42.4 points from last year. In math, students performed 85.6 points below standard and decreased by 31.1 points from last year. Also, the English Learner Progress Indicator (ELPI) indicates that 35.5% of English learners are making progress which decreased by 19.7% from last year.

The following areas of need highlight the RED performance of students overall and significant student groups on the 2023 California School Dashboard. These identified areas require the inclusion of specific actions with the 2024-25 LCAP to address these areas of need.
District level:

RED Suspension Rate: English learners, Homeless
Very Low College/Career: Homeless
RED ELA: SWD
RED Math: SWD

Analy High School:
RED Suspension Rate: English Learners
RED ELA: SWD
RED Math: SWD

Laguna High School:
RED Suspension Rate: Overall, SED, White
Very Low College/Career Indicator: Overall, SED

The following areas of need highlight the RED performance of students overall and significant student groups on the 2024 California School Dashboard. These identified areas require the inclusion of specific actions with the 2025-26 LCAP to address these areas of need.

District level:

RED Suspension Rate: Long Term English Learners
RED ELPI: Long Term English Learners
RED College/Career: SWD
RED Math: SWD

Analy High School:
RED Suspension Rate: English Learners
RED ELA: SWD
RED Math: SWD

Laguna High School:
Very Low College/Career Indicator: SED

2024-2025 Required Actions

DA Required Actions:.
LTEL Required Actions: 1.7, 2.1
SWD Required Actions: 1.3, 1.7, 2.4

LREBG Required Actions: WSCUHSD has carryover LREBG funds. The funds will be utilized for goal and actions: 1.3 staffing for Wellness Coordinator

Based on the input collected through our educational partner engagement and needs assessment processes, these goals and actions align with the appropriate approved expenditures in area C(Integrating evidence based pupil supports to address barriers to learning).

In 2024, WSCUHSD demonstrated several areas of success on the California School Dashboard. The graduation rate remained high at 93.9% overall, with stability among Students with Disabilities (78%) and low-income students (92.1%). The College and Career Indicator improved, with 48.5% of students prepared, representing a 7% increase from the prior year; this included gains for low-income (+7.1%), Hispanic (+8.7%), and White students (+8.7%). Academic achievement also showed highlights: while overall English Language Arts and Math performance were rated Orange, the Advanced Placement pass rate rose significantly to 73.6%, a 22.7% increase, and reclassification for English Learners grew to 38%, surpassing the 25% target. Suspension rates declined overall from 4.0% to 2.5%, with notable reductions among homeless students (down from 11.1% to 0%) and Students with Disabilities (down from 8.9% to 4.4%), reflecting the district's success in restorative practices and wellness supports. School climate measures also showed improvement, with staff connectedness rising by 11% (to 87%) and parent perceptions of school safety increasing from 58% to 67%. Together, these outcomes highlight strong progress in graduation, college and career readiness, AP performance, English learner reclassification, suspension reduction, and school connectedness.

Reflections: Technical Assistance

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

WSCUHSD is eligible for differentiated assistance based on the performance of Special Education and Long Term English Learner (LTEL) students on the 2024 California School Dashboard. On the Math Rate Indicator, SWD (41 students) scored RED at 200 points below the standard. On the suspension indicator Long Term English Learners (32 students) scored Red with 12.5% of students being suspended at least one day which increased by 1.7% compared to 2.5% of the student population overall. On the College/Career Indicator, SWD (62 students) score very low at 8.1%% of the SWD population prepared for college and career compared to 48.5% of the student population overall.

WSCUHSD leaders met with SCOE during the 2024-25 school year to examine the criteria that led to the district's eligibility for differentiated assistance. The discussions focused on the root cause analysis which occurred throughout the school year as part of a broader strategic planning process with the district's Educational Partners team represented by students, teachers, community members, parents, leaders, and board members. The root cause analysis led to a deeper examination of the college/career data elements to understand equity concerns between student groups particularly SWD and Long Term English Learners. Actions continued to be taken during the 2024-25 school year to continue the the implementation of restorative practices and alternatives to suspension. The 2025-26 LCAP will continue to incorporate actions to support the effective implementation of restorative practices and alternatives to suspension to eliminate the suspension rate gap between Long Term English Learners and students overall. In addition, the 2025-26 LCAP will specifically address the Math and ELA CASSPP scores for SWD and students overall. The 2025-26 LCAP will incorporate actions to address the performance gap on the college/career indicators such as an emphasis on expanding CTE pathways and providing Long Term English Learners and other vulnerable student populations with greater one-on-one attention from counselors to ensure they have the support they need to prepare for college and career. The District is committed to implementing targeted cohorts aligning CTE pathway programs with general education courses will promote more access to Long Term English Learners and SWD.

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.

Not applicable.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

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
Teachers	Teachers were represented at the LCAP Educational Partners meetings held on March 26, April 22, and May 13 by teacher committee members; Nicole Ochoa Wilkinson, Heidi Mickelson, and Anita Sandwina. The purpose of the LCAP Educational Partners Committee during the 2024-25 school year was to serve as a broadly represented committee engaged in the strategic planning process to revise year 1 of our 3-year strategic plan driven which was driven by a clear mission and vision for the future of WSCUHSD. Teachers were also engaged in the LCAP development process through staff meetings, leadership team meetings, and the YouthTruth Survey. The priorities teachers communicated include the need for continuous high-quality professional development focused on standards-based grading, literacy, differentiation for multi-lingual learners, and an inclusive culture. Teachers also communicated the need to continue employing two family engagement coordinators, advocated for lower class sizes (specifically in ELA and Math), and new curricular resources such as IXL for the ELA and SPED departments to assist in differentiating content for all learning levels.
Principals/Administrators	Principals and administrators were represented at the LCAP Educational Partners meetings held on March 26, April 22, and May 13 by administrative committee members; Chuck Wade, Greg Alexander, Andrew Soliz, Laura Schmitt and Dan Blake. Principals and administrators were also engaged in the LCAP development process through leadership team meetings and the YouthTruth Survey. Principals and administrators are focused on supporting

Educational Partner(s)	Process for Engagement
	teachers by providing three (3) full-time Teachers on Special Assignment (TOSAs). Principals and administrators are interested in developing student cohorts that align core classes with CTE programs which is the vision of the Golden State Pathways Program. In an effort to provide more early access to college courses, Analy added two additional courses to the CCAP menu in partnership with SRJC. Analy will offer two CTE Agriculture and two Sports Medicine courses that align with our respective pathways. After three years of planning, the District will be opening the Academy of Innovative Arts in the 2025-2026 school year to a freshman cohort. The District identified the need for a small specialized high school educational experience for resident and inter-district students alike. The Academy will offer a personalized, integrated, and project based learning model for high school students.
Certificated Bargaining Unit (WSCTA)	WSCTA was represented at the LCAP Educational Partners meetings held on March 26, April 22, and May 13 by committee members; Joel Stickel, Nicole Ochoa Wilkinson, Heidi Mickelson, and Anita Sandwina; In addition, Lily Smedshammer and Leslie Grassl represent WSCTA during informal meetings with Superintendent Meredith. The certificated bargaining unit members are interested in retaining high-quality certificated staff at WSCUHSD through competitive salaries and benefits. They are also advocating for capping special education caseloads to meet industry standards to ensure adequate student to teacher ratios.
Classified Bargaining Unit (CSEA)	CSEA was represented at the LCAP Educational Partners meetings held on March 26, April 22, and May 13 by committee members; Jannet Vigil. In addition, Brigitte DeLeon and Paul Pomposo represent CSEA during EERC (employer, employee relations committee). The classified bargaining unit members expressed a need for more behavior assistants in special education classrooms, retention of Spanish translation services for Spanish-speaking families, and retention of bilingual paraeducators. CSEA also supported the revamping of the job descriptions of assistants in special education classrooms to improve the alignment of job duties with student needs.
Parents (ELAC & Parent Advisory Committee)	Parents were represented at the LCAP Educational Partners meetings held on March 26, April 22, and May13 by committee members; Maria Luisa Gonzalez Sandoval, Norma Pichardo, Eira

Educational Partner(s)	Process for Engagement
	Luis Francisco, Herendira Figueroa, Hector Espejo. Parent Advisory Committee includes parents who participated in School Site Council for Laguna and Analy. Parents were engaged in the LCAP development process through the WASC progress (Amy and Mike Hudgens, Bonny Danielsen, Matt and Jen O'Donnell, Marisa Taylor, Melissa Jones, Megan Bloom, and Kristi Willis) School Site Council meetings (Gina Macias and Chanel Baker), English Learner Advisory Committee meetings, and the YouthTruth Survey. Parents will also have the opportunity to provide input on the draft 2025-26 LCAP through the public hearing process. Parents are advocating for more dual enrollment, the exploration of early graduation opportunities, and ongoing postsecondary college and career supports; the New School Model and Strong Workforce Program initiatives are providing funding and structures for actualizing this input. Parents of students with disabilities are engaged throughout the year during IEP meetings wherein they are directly involved in creating IEP goals to address the academic needs of their children. Parents are interested in creating more opportunities for students to feel more connected to campus such as strengthening the Tiger Transition for incoming 9th grade students; connectedness to school is an ongoing shared area of focus between teachers and Wellness Center staff. Parents are advocating for greater school safety, a more inclusive school culture, anti-racism initiatives, and restorative practices; all of which are areas of focus in professional development led by the Educational Services TOSA.
Students	Students were represented at the LCAP Educational Partners meetings held on March 26, April 22, and May 13 by committee members; Stephanie Abarca-Sanchez and Damian Carranza. All students were engaged in the LCAP development process through participation in the YouthTruth Survey. Another important opportunity for student involvement was during the visits with the ELD classes. Nicole Ochoa Wilkinson, Educational Services TOSA utlized her time on campus during the Spring semester to further engage students during the Tutorial period and in the ELD classes. To strengthen the district's alignment of services to the needs of students with disabilities, the district, again, strategically analyzed each IEP to identify students' college and career goals. This data was analyzed collaboratively by special education and CTE leaders to ensure

Educational Partner(s)	Process for Engagement
	inclusive and appropriate supports are in place for students with disabilities.
SELPA	The district consulted with SELPA administrator, Marybeth Sande, and Executive Director, Elizabeth Engleken on 1/22 to address special education ELA and math scores for the district. In addition, the district collaborates throughout the year every two weeks with additional SELPA consultation. The goal of this collaboration is to address the development of the the 25-26 CCEIS California Coordinated Educational Intervening Services (CCEIS) Plan and the annual Compliance and Improvement Monitoring metrics were reviewed. The district identified opportunities through a robust root cause analysis process for priorities that can be addressed in the revisions of the 2025-26 LCAP. Through collaboration with the SELPA, the focus in the 2025-26 LCAP for students with disabilities will be increased academic performance in math and college and career readiness based on the RED performance in both areas for students with disabilities on the 2024 California School Dashboard. This focus coordinates with the priorities of the CCEIS plan and ensures that the needs of students with disabilities are addressed within both plans.
Other School Personnel	Other school personnel were represented at the LCAP Educational Partners meetings held on March 26, April 22, and May 13 by committee members; Jannet Vigil and Luymar Mora. All school personnel were also engaged in the LCAP development process through the YouthTruth Survey. Priorities expressed by other school personnel include the reimagining of students' 4-year planning to help determine their post-secondary goals and build deeper connections with adults on campus. Other school personnel also requested more custodial staff, a campus supervisor for Laguna and The Academy of Innovative Arts, and continued efforts to build a more inclusive, welcoming school climate for our increasingly diverse student and staff populations.

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

The aspects of the LCAP that were influenced by the feedback provided by educational partners originated with the development of new LCAP goals aligned to the district's mission "to provide equitable, high quality instruction, and opportunities that ensure all students have the

tools they need to thrive.” Aligned to each goal is a series of actions that reflect the priorities of our educational partners and work to realize these goals.

Goal 1: Provide a responsive, evidenced-based multi-tiered system of supports to maximize student achievement, foster authentic student and family engagement, and create a positive school climate.
Goal 2: Strengthen innovative, equitable opportunities for academic rigor, career preparation, and personal development so all students successfully attain the characteristics of a Portrait of a Graduate.

The actions within the 2025-26 LCAP highlight the district priorities of:

1. Providing a meaningful educational experience for all students within a system that is held accountable to the tenets of diversity, equity, and inclusion.
Action 1.1: MTSS Core Program – Provides access to standards-aligned curriculum and credentialed teachers for all students.
Action 2.1: Diversity, Equity, and Inclusion (DEI) Program – DEI lessons and activities implemented to promote an inclusive learning experience.
Action 1.6: English Learner Program – Offers bilingual paraeducators and ELD supports to ensure meaningful access for ELs.
Action 1.7: Special Education Program – Aligns general and special education to ensure equitable access to learning.

2. Ensuring academic learning opportunities that reflect a diversity of perspectives where all students feel represented and appropriately challenged.
Action 1.4: Professional Development – Focuses on inclusive instruction and culturally responsive practices.
Action 2.1: DEI Program – Curriculum and schoolwide programming reflecting diverse perspectives.
Action 2.2: Community School Model – Encourages integrated student supports that value varied student experiences.

3. Guaranteeing all students have equal access and support to pursue their desired academic tracks including opportunities that close the equity gap for marginalized students.
Action 1.2: Academic Interventions – Provides credit recovery, tutoring, and support for underperforming students.
Action 2.3: Forestville School Development – Creation of an innovative school designed for alternative and equitable learning pathways.
Action 1.5: Professional Learning Support (TOSA) – Supports data-driven instruction and equity-focused decision-making.

4. Creating an inclusive culture where students experience a sense of belonging, students' voices are heard, and students are supported in realizing their full selves.
Action 1.3: Social & Emotional Supports – Wellness Center and mental health outreach to support the whole student.
Action 1.13: Restorative Practices Training – Empowers staff to build inclusive, supportive environments.
Action 1.11: Stakeholder Engagement – Uses surveys and listening sessions to center student and family voice.

5. Fostering individual learning and a positive school culture through restorative and equitable behavioral supports and interventions.
Action 1.13: Restorative Practices & Safe School Ambassadors – Trains staff and students in peer-to-peer and non-punitive responses.
Action 1.4: Professional Development – Focuses on behavior, trauma-informed teaching, and restorative practices.
Action 1.3: Wellness & Behavioral Supports – Provides access to therapists and wraparound services.

6. Providing community activities, leadership activities, and guest speakers to reflect, celebrate, and honor the diversity of our student body and community.
Action 2.1: DEI Program – Includes campus-wide events and assemblies aligned with cultural heritage months.
Action 1.11: Stakeholder Engagement – Includes culturally relevant engagement events and student-led leadership opportunities.
Action 2.5: Technology Integration – Used to support student-created multimedia projects reflecting identity and voice.

Specific investments in the 2025-26 LCAP that were influenced by the feedback provided by educational partners include the continued employment of a four site administrators at Analy, three TOSAs, two family engagement coordinators, retention of high quality certificated staff, lower class sizes, curriculum, professional development, resources to support non-English speaking families and SPED students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide a responsive, evidenced-based multi-tiered system of supports to maximize student achievement, foster authentic student and family engagement, and create a positive school climate.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The District has developed this goal to ensure that we meet the needs of our increasingly diverse student population. Student academic performance on statewide assessments shows a decline in performance results in ELA and in math from 2023 to 2024. Disparities in performance exist for low-income students, English learners, Hispanic youth, and students with disabilities. Indicators of school culture including suspension rates and chronic absenteeism rates show improvements, particularly with regard to suspension rates for homeless youth, foster youth, and students with disabilities. It is the District's priority to provide an inclusive, equitable, student-centered core academic program aligned to the California Content Standards through an integrated, comprehensive multi-tiered system of supports that prioritizes rigorous core instruction, standards-aligned curricular resources, differentiated instruction, and individualized learning opportunities to meet the needs of all students. The system includes a student-centered academic intervention program that offers small group targeted support and intensive individualized interventions. To complete the multi-tiered system of supports, the District is also committed to providing for the social and emotional well-being of students through resources and strategies to support students in forming positive connections with others.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Properly Credentialed Teachers	100%	100%		100%	No Change
1.2	Access to standards-aligned materials	100%	100%		100%	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Facilities in good repair	All facilities rated exemplary on FIT	All facilities rated exemplary on FIT		All facilities rated exemplary on FIT	No Change
1.4	ELA Statewide Assessment	% of students meeting or exceeding standards in ELA Overall: 68.5% SWD: 21.9% Low-Income: 58.6% English learners: 18.2% LTELs: < 11 students Hispanic: 58.0% White: 73.6% Foster: < 11 students	% of students meeting or exceeding standards in ELA Overall: 58.7% SWD: 11.54% Low-Income: 55.56% English learners: 10.29% LTELs: 4.64% Hispanic: 44.71% White: 63.68% Foster: 19.92%		% of students meeting or exceeding standards in ELA Overall: 80% SWD: 40% Low-Income: 80% English learners: 40% LTELs: 40% Hispanic: 80% White: 80% Foster: 80%	% of students meeting or exceeding standards in ELA Overall: -9.8% SWD: -10.36% Low-Income: -3.04% English learners: -7.91% LTELs: 4.64% Hispanic: -13.29% White: -9.92% Foster: 19.92%
1.5	Math Statewide Assessment	% of students meeting or exceeding standards in Math Overall: 36.4% SWD: 0% Low-Income: 23.6% English learners: 9.1% LTELs: < 11 students Hispanic: 25.5% White: 40.6% Foster: < 11 students	% of students meeting or exceeding standards in Math Overall: 25.24% SWD: 4% Low-Income: 17.68% English learners: 10.25% LTELs: 2.21% Hispanic: 11.9% White: 31.25% Foster: 11.15%		% of students meeting or exceeding standards in Math Overall: 60% SWD: 40% Low-Income: 60% English learners: 40% LTELs: 40% Hispanic: 60% White: 60% Foster: 60%	% of students meeting or exceeding standards in Math Overall: -11.16% SWD: -4% Low-Income: -5.92% English learners: -1.15% LTELs: -2.21% Hispanic: -13.6% White: -9.35% Foster: -11.15%
1.6	Science Statewide Assessment	% of students meeting or exceeding standards in Science Overall: 45.6% SWD: 8.8%	% of students meeting or exceeding standards in Science		% of students meeting or exceeding standards in Science	% of students meeting or exceeding standards in Science

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low-Income: 30.0% English learners: 0% LTELs: < 11 students Hispanic: 29.0% White: 52.0% Foster: < 11 students	Overall: 30.7% SWD: 9% Low-Income: 20.73% English learners: 2.36% LTELs: 1% students Hispanic: 19.58% White: 44.89% Foster: 9.62 %		Overall: 60% SWD: 40% Low-Income: 60% English learners: 40% LTELs: 40% Hispanic: 60% White: 60% Foster: 60%	Overall: -14.9% SWD: -0.2% Low-Income: -9.27% English learners: +2.36% LTELs: 1% students Hispanic: -9.42% White: -7.11% Foster: 9.62%
1.7	English Learner Progress Indicator	55.2% English learners making progress	35.5% English learners making progress		60% English learners making progress	-19.7% English learners making progress
1.8	English Learner Reclassification Rate	27% English Learner Reclassification Rate	38% English Learner Reclassification Rate		25%	+11% English Learner Reclassification Rate
1.9	Implementation of CA Content Standards	Priority 2 Local Indicator Self-Assessment: 3	Priority 2 Local Indicator Self-Assessment: 3		Priority 2 Local Indicator Self-Assessment: 4	NA
1.10	English learner access to CA Content and ELD Standards	Priority 2 Local Indicator Self-Assessment: 3	Priority 2 Local Indicator Self-Assessment: 3		Priority 2 Local Indicator Self-Assessment: 4	NA
1.11	Access to a Broad Course of Study	100% of students enrolled in a broad course of study	100% of students enrolled in a broad course of study		100% of students enrolled in broad course of study	No Change
1.12	Access to Programs/Services for Unduplicated Pupils and Individuals with Exceptional Needs	State Seal of Biliteracy Low-Income: 11.1% EL: < 11 students Homeless: < 11 students Foster: 0%	State Seal of Biliteracy Low-Income: 21% EL: 100% students Homeless: 0% Foster: < 11 students		All groups 15% or more	State Seal of Biliteracy Low-Income: +9.9% EL: 100% students Homeless: 0% students Foster: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	Chronic Absenteeism	Overall: 33.6% Low-Income: 40.2% EL: 46.2% Homeless: 76.9% Foster: 58.8% SWD: 52.5%	2024-2025 Data not yet available		All groups less than 20%	2024-2025 Data not yet available
1.14	Attendance Rate	91%	91.9%		95%	+0.9%
1.15	Suspension Rate	Overall: 4.0% Low-Income: 4.5% EL: 12.0% Homeless: 11.1% Foster: 6.3% SWD: 8.9%	Overall: 2.5% Low-Income: 4.5% EL: 8.9% Homeless: 0% Foster: 18.2% SWD: 4.4%		All groups less than 3%	Overall: -1.5% Low-Income: 4.5% EL: 3.1% Homeless: -11.1% Foster: -11.9% SWD: -4.5%
1.16	Expulsion Rate	0.2%	0%		Less than 0.1%	-0.2%
1.17	Connectedness to School	YouthTruth Student Survey 77% try to do their best at school. YouthTruth Parent Survey 39% feel engaged in school. YouthTruth Staff Survey 76% feel their work contributes to the goals of the school.	YouthTruth Student Survey 75% said they try to do their best at school. YouthTruth Parent Survey 44% said they feel engaged at school. YouthTruth Staff Survey 87% said they feel their work contributes to the goals of the school.		YouthTruth Student Survey 90% try to do their best at school. YouthTruth Parent Survey 75% feel engaged in school. YouthTruth Staff Survey 90% feel their work contributes to the goals of the school.	YouthTruth Student Survey -2% said they try to do their best at school. YouthTruth Parent Survey +5% said they feel engaged at school. YouthTruth Staff Survey +11% said they feel their work contributes to the goals of the school.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.18	School Safety	YouthTruth Student Survey 62% of students perceived the school as safe or very safe. 76% of our students report not being harassed. YouthTruth Parent Survey 58% agree their child's learning environment is safe. YouthTruth Staff Survey 62% feel safe from harm while at school.	YouthTruth Student Survey 64% of students perceived the school as safe or very safe. 76% of our students report not being harassed. YouthTruth Parent Survey 67% agree their child's learning environment is safe. YouthTruth Staff Survey 67% feel safe from harm while at school.		YouthTruth Student Survey 80% of students perceived the school as safe or very safe. 90% of our students report not being harassed. YouthTruth Parent Survey 80% agree their child's learning environment is safe. YouthTruth Staff Survey 90% feel safe from harm while at school.	YouthTruth Student Survey +2% of students perceived the school as safe or very safe. No Change in the number of our students report not being harassed. YouthTruth Parent Survey +9% agree their child's learning environment is safe. YouthTruth Staff Survey +5% feel safe from harm while at school.
1.19	Parent Input in Decision Making	YouthTruth Parent Survey 28% agree or strongly agree, "I feel empowered to play a meaningful role in decision-making at my school."	YouthTruth Parent Survey 28% agree or strongly agree that “I feel empowered to play a meaningful role in decision-making at my school”		YouthTruth Parent Survey 50% agree or strongly agree, "I feel empowered to play a meaningful role in decision-making at my school."	No Change
1.20	Promotion of Parent Participation	YouthTruth Parent Survey	YouthTruth Parent Survey		YouthTruth Parent Survey	YouthTruth Parent Survey

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		43% agree or strongly agree, "Parent/family members are included in planning school activities."	44% agree or strongly agree, "Parent/family members are included in planning school activities."		70% agree or strongly agree, "Parent/family members are included in planning school activities."	+1% agree or strongly agree, "Parent/family members are included in planning school activities."

Goal Analysis [2024-25]

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.

Goal 1 emphasizes the implementation of a responsive, evidence-based Multi-Tiered System of Supports (MTSS) to maximize student achievement, foster authentic student and family engagement, and create a positive school climate. The core educational program establishes a strong academic foundation aligned with state standards and supported by inclusive and differentiated instruction. This is further enhanced through targeted academic interventions, such as small group support, credit recovery programs, and tutoring opportunities.

The District's social-emotional support system plays a critical role in addressing student well-being, with wellness centers, counseling, and partnerships providing resources and mental health services to create a safe and inclusive environment. Professional development initiatives equip staff with the skills to deliver equity-focused, culturally responsive, and standards-aligned instruction, fostering a consistent and supportive school climate. Collaborative professional learning opportunities, supported by a Teacher on Special Assignment (TOSA), further enhance instructional practices and ensure data-driven decision-making.

Efforts to meet the needs of English learners include designated and integrated English Language Development instruction, along with family engagement facilitators who address language and cultural barriers. Similarly, students with disabilities benefit from specialized instruction models and collaborative planning between special and general education staff to ensure alignment with rigorous standards. Transportation services ensure all students can access these opportunities, removing barriers to participation.

Overall, the actions under Goal 1 are interconnected, forming a cohesive framework that addresses academic and social-emotional needs while promoting equity and inclusivity. While notable progress has been made, ongoing challenges—such as disparities in outcomes among subgroups—highlight the importance of continuous monitoring and adaptation to fully realize the District's vision.
The district employed a Multi-Tiered System of Supports (MTSS) to address student achievement, engagement, and school climate. Core educational actions, such as differentiated instruction, small group interventions, and tutoring, were executed with strong adherence to state

standards. Social-emotional supports, including wellness centers and counseling services, were instrumental in fostering a positive and inclusive environment

The district employed a Multi-Tiered System of Supports (MTSS) to address student achievement, engagement, and school climate. Core educational actions, such as differentiated instruction, small group interventions, and tutoring, were executed with strong adherence to state standards. Social-emotional supports, including wellness centers and counseling services, were instrumental in fostering a positive and inclusive environment. Professional development for teachers and initiatives targeting English learners and students with disabilities provided targeted and effective support, though resource limitations sometimes constrained full implementation. Efforts were also made to improve family and community engagement, though these actions faced implementation barriers, limiting their overall influence

Implementation Status:
1.1 Properly Credentialed Teachers (Fully Implemented): Ensured compliance with credentialing standards to uphold high instructional quality. Provided a student-centered core academic program aligned with California Content Standards. Integrated differentiated instruction and standards-based curricular resources effectively, offering equitable opportunities for all students. Expanded learning through programs like summer school and tutorial periods, ensuring students met graduation requirements. Successfully prepared for the launch the Academy of Innovative Arts in 2025-2026, offering a specialized high school experience focused on project-based learning.

1.2 Academic Interventions (Fully Implemented) : Effectively implemented MTSS frameworks for academic and behavioral support. Developed a robust academic intervention program with targeted small-group support and individualized interventions. Established credit recovery programs and after-school tutoring, creating pathways for students to catch up on academic goals. Provided a safe and productive learning environment through library-based tutoring and paraeducator support.

1.3 Social-Emotional Support (Fully Implemented): Wellness and counseling services significantly contributed to a positive school climate. Enhanced student well-being through a fully operational Wellness Center offering counseling and access to clinical services. Partnered with West County Health to provide wraparound mental health services, ensuring a comprehensive support system. Focused on creating a safe and inclusive educational environment, leading to measurable improvements in school climate and reduced suspension rates for subgroups like long-term English learners.

1.4 Parental Engagement: (Fully Implemented) Actions targeting family engagement saw modest improvements despite some limitations. Delivered a continuum of professional learning opportunities focused on equity, restorative practices, and culturally responsive teaching. Equipped staff to create inclusive, standards-aligned learning environments that supported diverse student needs. Integrated professional learning with Career Technical Education (CTE) and core content pathways, enhancing instructional practices and outcomes.

1.5 Professional Development (Fully Implemented): Enhanced professional development to integrate restorative practices and equity-focused teaching. Engaged educators in meaningful collaboration through the Teacher on Special Assignment (TOSA) model, supporting instructional improvement and student engagement. Facilitated the use of formative and benchmark assessment data to drive cycles of inquiry and tailor instruction. Empowered teachers to design learning opportunities that embraced inclusivity and diversity, fostering a more supportive educational environment.

1.6 English Learner Programs (Fully Implemented): Specialized instruction for English learners addressed cultural and language barriers effectively. Provided designated and integrated English Language Development (ELD) instruction, ensuring alignment with both ELD and core content standards. Implemented family engagement initiatives, including bilingual paraeducators and facilitators who offered direct support for Spanish-speaking families. Acquired innovative tools like Luvvoice for document translation, supporting both students and families in overcoming language barriers.

1.7 Special Education Program (Fully Implemented): The District provides a robust program to support students with disabilities (SWDs) with a shared responsibility for SWDs within the general education environment by structural implementation of research-based best practice models such as push-in, co-teaching, intensive pull-out, and common prep periods for subject/grade-alike teachers. To address the need for increased rigor and alignment of standards-based curriculums across both general education and special education settings, common planning time for special education and general education teacher teams supports the alignment of ELA and math standards-based instruction. The District employs 5 para educators, 6 Resource Specialists teachers to support SWDs.

1.8 Transportation (Fully Implemented): The District provides transportation services through a partnership with West County Transportation to ensure students have access to sufficient bus routes and reliable home-to-school transportation including after-school programs, sports, events, and clubs.

Challenges Experienced:
Persistent equity gaps in outcomes for subgroups, particularly among economically disadvantaged students and English learners, and SWD's remain a concern. Limited financial resources to increase the New School Model peer coaching theory of practice participation. Goal 1 actions have been implemented as planned, with no material changes. The District maintained access to credentialed teachers, standards-aligned instruction, and wellness supports, and expanded professional development and transportation services. However, mid-year monitoring identified significant challenges impacting effectiveness. Academic achievement remains low, particularly for students with disabilities and English learners, despite core program access. Chronic absenteeism is high, especially among SWDs (52.5%), homeless students (76.9%), and English learners (46.2%), limiting the reach of MTSS supports. YouthTruth data shows limited improvement in student engagement and no change in perceptions of school safety. Underutilization of intervention and coaching funds also constrained the intensity of Tier 2 and Tier 3 supports. While foundational systems are in place, persistent subgroup disparities and attendance barriers signal the need to deepen implementation, intensify academic and social-emotional supports, and strengthen student connectedness for improved outcomes.

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

For Action 1.5 there is a material difference between planned expenditures and estimated actual expenditures. In addition to the four professional development days the District included the teacher induction and internship program expenditures as part of Action 1.5.

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

All actions were implemented under Goal 1 of the West Sonoma County Union High School District's LCAP

Several initiatives have shown positive impact. The implementation of Multi-Tiered Systems of Support (MTSS) and Positive Behavioral Interventions and Supports (PBIS) helped create a more structured and supportive learning environment. The district also made progress in improving school climate and student engagement, with California School Dashboard data indicating improved outcomes in areas such as student achievement and reduced suspensions.

In summary, while some components of Goal 1 were effective in supporting student growth and a safer school climate, progress was constrained by budget limitations and personnel gaps. Continued adjustments and resource alignment will be essential to fully realize the goal's objectives.

Goal 1: Provide a responsive, evidence-based multi-tiered system of supports
Action 1.1: MTSS Core Educational Program (EFFECTIVE)
Effectiveness demonstrated by the following metrics:
Metric 1.1 – Properly Credentialed Teachers: 100% (Baseline: 100%, Target: 100%)
Metric 1.3 – Facilities in Good Repair: All facilities rated exemplary on FIT (Baseline and Target met)
Metric 1.14 – Attendance Rate: 91.9% (Baseline: 91%, Target: 95%)
Data and metrics indicating continued growth and prioritization needed:
Metric 1.13 – Chronic Absenteeism: Overall 33.6%, Low-Income: 40.2%, EL: 46.2%, Foster: 58.8%, SWD: 52.5% (Target: <20%)
The District will continue to prioritize targeted strategies to improve attendance among high-risk subgroups.

Action 1.2: MTSS Academic Interventions and Support System (PARTIALLY EFFECTIVE)
Effectiveness demonstrated by the following metrics:
Metric 1.4 – ELA Statewide Assessment: EL: 10.29%, Reclassified EL: 38%, SWD: 11.54%, Low-Income: 55.56%
Metric 1.5 – Math Statewide Assessment: Overall: 25.24%, SWD: 4%, EL: 10.25%, Low-Income: 17.68%
Data and metrics indicating continued growth and prioritization needed:
Metric 1.13 – Chronic Absenteeism: Subgroups remain significantly above target
Metric 1.7 – ELPI: Dropped from 55.2% to 35.5% (Target: 60%)
Expand academic support classes, credit recovery, and after-school tutoring, particularly for SWDs and ELs.

Action 1.3: MTSS Social and Emotional Support System (EFFECTIVE)
Effectiveness demonstrated by the following metrics:
Metric 1.15 – Suspension Rate: Overall decreased from 4.0% to 2.5%
Metric 1.16 – Expulsion Rate: 0% (Target: <0.1%)
Metric 1.18 – School Safety (Parent Survey): Increased from 58% to 67%
Metric 1.17 – Connectedness to School (Staff Survey): Increased from 76% to 87%
Data and metrics indicating continued growth and prioritization needed:
Metric 1.15 – Suspension Rate (EL): Still at 8.9% (Target: <3%)
Metric 1.18 – Student Perception of Safety: Only 64% report feeling safe or very safe (Target: 80%)

Deepen implementation of trauma-informed counseling and expand restorative practices for LTELs.

Action 1.4: Professional Development (EFFECTIVE)
Effectiveness demonstrated by the following metrics:
Metric 1.17 – Staff Connectedness: +11% increase to 87%
Professional development in inclusive practices and restorative approaches reported by staff as impactful
Data and metrics indicating continued growth and prioritization needed:
Metric 1.4 – ELA Performance (SWD): Decreased to 11.54% (Target: 40%)
Metric 1.5 – Math Performance (SWD): At 4% (Target: 40%)
Intensify PD in special education instructional strategies and formative assessment aligned to High Leverage Practices (HLPs).

Action 1.5: Professional Learning Support (EFFECTIVE)
Effectiveness demonstrated by the following metrics:
Metric 1.11 – Access to Broad Course of Study: 100% of students enrolled (Baseline and Target met)
Metric 1.9 – Implementation of CA Content Standards: Increased to 4 on local indicator
Data and metrics indicating continued growth and prioritization needed:
Metric 1.4 & 1.5 – Statewide Assessments (ELA/Math): Notable performance declines in all subgroups
Enhance use of TOSA and induction supports to facilitate cycles of inquiry focused on subgroup data analysis.

Action 1.6: English Learner Program (SOMEWHAT EFFECTIVE)
Effectiveness demonstrated by the following metrics:
Metric 1.8 – EL Reclassification Rate: Increased from 27% to 38% (Target: 25%)
Metric 1.12 – Access to Programs (State Seal of Biliteracy, EL students): 100% received
Data and metrics indicating continued growth and prioritization needed:
Metric 1.7 – English Learner Progress Indicator (ELPI): Dropped from 55.2% to 35.5% (Target: 60%)
Metric 1.4 – ELA (EL): Dropped to 10.29%; LTELs: 4.64%
Metric 1.5 – Math (EL): Only 10.25% met or exceeded standards
Must prioritize differentiated support, integrated ELD, and coaching on scaffolding content for English learners.

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.

The District will remain committed to Goal 1 by emphasizing MTSS, equity, enhancing bilingual family engagement, integrating a Diversity, Equity, and Inclusion (DEI) framework, and continuing efforts to further develop restorative practices in 2025–26. The will continue to prioritize resources toward impactful initiatives to improve student achievement and school climate. Looking ahead to 2025–26, WSCUHSD plans to expand DEI efforts, increase culturally relevant family outreach, strengthen Multi-Tiered Systems of Support (MTSS), and continue restorative and alternative disciplinary practices. These steps reflect a commitment to continuous improvement and meeting evolving student and community needs.

Goal 1 will remain consistent, but there is an enhanced emphasis on reducing chronic absenteeism and improving school safety, as highlighted by feedback and performance metrics.Targets for metrics related to chronic absenteeism, suspension rates, and expulsion rates have been updated to reflect progress made thus far and align with achievable outcomes. For instance, chronic absenteeism reduction is prioritized with more specific sub-group monitoring. Similarly, more ambitious yet realistic target outcomes for student engagement and school climate have been established, informed by incremental progress in the YouthTruth survey results.

All actions have been analyzed to address ongoing needs and support further improvement. Mental health services and social-emotional supports will be expanded through enhanced wellness programs and additional resources. Professional development efforts will focus more deeply on restorative practices and culturally responsive teaching to enhance teacher engagement and effectiveness. Equity-focused supports for English learners and students with disabilities will be strengthened by increasing access to family engagement facilitators and specialized instructional programs. Further investments in technology will enhance 21st-century learning environments, improving access to digital resources and boosting student engagement.

These adjustments reflect a responsive and strategic approach to addressing identified gaps and building on successes, ensuring continuous improvement in educational equity, student achievement, and school climate. The District remains committed to refining its strategies and implementing data-driven actions that effectively support all students.

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	MTSS Core Educational Program	The District provides an inclusive, equitable, student-centered core academic program aligned to the California Content Standards with high-quality certificated and classified staff through an integrated, comprehensive multi-tiered system of supports that prioritizes rigorous core instruction, standards-aligned curricular resources, digital curricular resources, differentiated instruction, and individualized learning opportunities to meet the needs of all students. The District provides expanded learning opportunities through a summer school program and tutorial periods to ensure students meet graduation requirements. Additional resources work to create equitable opportunities for students including high-quality intervention instructional materials such as translated supplemental curriculum for core classes, student planners, and AP exam costs. The addition of the Academy of Innovative Arts will provide targeted	$13,951,721.00	No

Action #	Title	Description	Total Funds	Contributing
		educational opportunities for students who are seeking a small specialized high school experience.		
1.2	MTSS Academic Interventions and Support System	The District provides an inclusive, equitable, student-centered academic intervention program aligned to the California Content Standards through an integrated, comprehensive multi-tiered system of supports that offers small-group targeted support and intensive individualized interventions. Opportunities such as credit recovery through project-based learning, academic support classes, after-school tutoring, and paraeducator support ensure equitable opportunities for all students to access the core curriculum. The library provides a safe space for tutoring and student learning outside of the classroom.	$391,960.00	Yes
1.3	MTSS Social and Emotional Support System	The District provides a Wellness Center as a hub for the MTSS Social and Emotional Support System with resources and strategies to support students in forming positive connections with others. Counseling and mental health services are provided through individualized support to students who may be experiencing challenges with social and/or emotional well-being. Through the District's partnership with West County Health, students have access to clinical services with licensed therapists, the Wellness Center, academic support classes, three full-time MFT Outreach Therapists, as well as wrap around mental health and other support services. Our priority is to create a safe, inclusive, supportive educational environment that fosters students' overall well-being and success. This action meets the requirement to address the RED status of the 2023 Suspension Rate Indicator for English learner students and homeless students districtwide, for English learner students at Analy High School, and socioeconomically disadvantaged students, white students, and schoolwide at Laguna High School. This action meets the requirement to address the RED status of the 2024 Suspension Indicator for Long Term English learners at Analy High School.	$570,453.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Professional Development	The District provides a continuum of professional learning opportunities for certificated and classified staff including two site directed professional days and two districtwide directed professional development days where staff learn about creating inclusive, equitable, standards-aligned learning environments that honor the diversity of our student population and prepare students for postsecondary education and future careers. Professional development is aligned with the research-based High Leverage Practices in Special Education (HLPs) outlined by the Council for Exceptional Children. HLPs focus on collaborative practices, assessment, social, emotional, and behavioral practices, and instruction of students with disabilities across the general education and special education settings. The continuum of professional learning opportunities also includes a focus on restorative practices, grading, and literacy for all through integration in CTE and core content pathways. The inclusion of classroom-based classified staff in professional development opportunities ensures that all staff providing direct services to students feel prepared and possess the skills needed to effectively support the unique needs of all students.	$188,216.00	No
1.5	Professional Learning Support	The District's commitment to fostering rigorous, inclusive learning for all students is exemplified by providing an Educational Services Teacher on Special Assignment (TOSA) dedicated to empowering educators through improved instructional strategies and the utilization of formative and benchmark assessment data to engage teachers in cycles of inquiry. By facilitating collaboration, the TOSA supports teachers in the design of learning opportunities that meet the unique needs of each student, thereby creating a more equitable and supportive educational environment that celebrates diversity and inclusivity. In addition, the District provided support for the Teacher Induction and Interprogram through paid Induction tuition and paid support providers.	$176,069.00	No
1.6	English Learner Program	The District is dedicated to providing the academic, social, and cultural supports necessary for our English learners to attain high levels of English proficiency and master grade-level standards. The District provides a	$535,723.00	Yes

Action #	Title	Description	Total Funds	Contributing
		comprehensive program to serve English learners including designated ELD and integrated ELD. Designated ELD is a protected time during the regular school day where instruction is explicitly aligned to meet the needs of students' linguistic demands. Integrated ELD occurs in all content courses integrating the California ELD Standards with the CA Content Standards to ensure English Learner students are provided full access to the core curriculum. The District is committed to developing an appreciation of the cultural and linguistic diversity English learners bring to our community. The District provides a full-time ELD Instructor, ELD Coordinator stipends, two bilingual paraeducators, ELD support classes, EL tutoring support, ELD curriculum, and two full-time Family Engagement Facilitators who provide direct support for Spanish-speaking families including districtwide translation services. The District purchased a new comprehensive curriculum for the ELD department. In addition the District is purchasing a Districtwide license for Luvvoice, which is an online tool for document translation which students can also utilize as a listening device translating the documents into verbal form. This action meets the requirement to address the RED status of the 2024 ELPI indicator LTEL's districtwide and at Analy High School.		
1.7	Special Education Program	The District provides a robust program to support students with disabilities (SWDs) with a shared responsibility for SWDs within the general education environment by structural implementation of research-based best practice models such as push-in, co-teaching, intensive pull-out, and common prep periods for subject/grade-alike teachers. To address the need for increased rigor and alignment of standards-based curriculums across both general education and special education settings, common planning time for special education and general education teacher teams supports the alignment of ELA and math standards-based instruction. The District employs 5 para educators, 6 Resource Specialists teachers to support SWDs.	$1,699,419.00	No

Action #	Title	Description	Total Funds	Contributing
		This action meets the requirement to address the RED status of the 2023 ELA and Math Academic Indicators for students with disabilities districtwide and at Analy High School. This action meets the requirement to address the RED status of the 2024 Math Academic Indicators for students with disabilities districtwide and at Analy High School.		
1.8	Transportation	The District provides transportation services through a partnership with West County Transportation to ensure students have access to sufficient bus routes and reliable home-to-school transportation including after-school programs, sports, events, and clubs.	$1,734,622.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Strengthen innovative, equitable opportunities for academic rigor, career preparation, and personal development so all students successfully attain the characteristics of a Portrait of a Graduate.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The District has developed this goal to increase equitable educational opportunities for all students. All students will achieve future readiness preparation including areas as measured by the College and Career Indicator. The College and Career Indicator overall shows 41.5% of students are prepared for college and career. However, there are disparities for low-income students, Hispanic youth, and students with disabilities. The percentage of students who complete A-G requirements is an indicator of readiness for college. The District's overall percentage of students who complete A-G requirements is 46% indicating the importance of this goal to increased equitable educational opportunities for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	A-G Requirement	46% completed A-G Requirements	50.4% completed A-G Requirements		60% completed A-G Requirements	+4.4% completed A-G Requirements
2.2	CTE Pathway	18% completed CTE Pathway	18% completed CTE Pathway		40% completed CTE Pathway	No Change
2.3	A-G and CTE Pathway	6% completed A-G Requirements and CTE Pathway	8.7% completed A-G Requirements and CTE Pathway		40% completed A-G Requirements and CTE Pathway	+2.7% completed A-G Requirements and CTE Pathway
2.4	Graduation Rate	Overall: 94.7% SWD: 78% Low-Income: 92.1%	Overall: 93.9% SWD: 78%		Overall: 97% SWD: 97% Low-Income: 97%	Overall: -.8% SWD: No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: <11 students White: 94.8% Hispanic: 94.6%	Low-Income: 92.1% English Learners: <11 students White: 94.8% Hispanic: 94.6%		English Learners: 97% White: 97% Hispanic: 97%	Low-Income: No Change English Learners: <11 students White: No Change Hispanic: No Change
2.5	Dropout Rate	2.4%	2.4%		<1%	No Change
2.6	Early Assessment Program (EAP)	68.5% determined college ready in ELA 36.4% determined college ready in math	58.3% determined college ready in ELA 25.3% determined college ready in math		80% determined college ready in ELA 60% determined college ready in math	-10.2% determined college ready in ELA -1.11% determined college ready in math
2.7	Advanced Placement Exams	50.9% received a score of 3 or higher on two AP exams	73.6% received a score of 3 or higher on AP exams		75% received a score of 3 or higher on two AP exams	+22.7% received a score of 3 or higher on AP exams
2.8	College and Career Indicator	Overall: 41.5% prepared for college and career SWD: 15.3% Low-Income: 30.4% English Learners: <11 students White: 44.1% Hispanic: 30.4%	Overall: 48.5% prepared for college and career SWD: 8.1% Low-Income: 37.5% English Learners: 6% students White: 52.8% Hispanic: 39.1%		Overall: 65% prepared for college and career SWD: 40% Low-Income: 65% English Learners: 65% White: 65% Hispanic: 65%	Overall: +7% prepared for college and career SWD: -7.2% Low-Income: +7.1% English Learners: 6% students White: +8.7% Hispanic: +8.7%
2.9	Inclusive Culture	Degree to which students believe their school fosters a culture of respect and fairness is	Degree to which students believe their school fosters a culture of respect and fairness is		Degree to which students believe their school fosters a culture of respect and fairness is	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		33rd when compared to other schools.	33rd when compared to other schools.		50th when compared to other schools.	
2.10	Other Pupil Outcomes	Physical Fitness Test participation percentage: 95%	Physical Fitness Test participation percentage: 95%		98% participation percentage	No Change

Goal Analysis [2024-25]

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.

West Sonoma County Union High School District's Goal 2 aims to enhance academic rigor, career readiness, and personal development aligned with the Portrait of a Graduate. According to the 2024 California School Dashboard, the district's performance in English Language Arts and Math is rated at the Orange (medium) level, with notable declines from the previous year. Equity gaps persist, particularly among Hispanic, economically disadvantaged, and female students, and Laguna High continues to face challenges with lower graduation rates and high absenteeism. Despite these issues, the district has made progress by expanding Career Technical Education (CTE) and dual enrollment opportunities, improving test scores in some areas, and increasing teacher pay to support recruitment and retention. Continued efforts are needed to address academic disparities and ensure equitable access to high-quality learning experiences.

Goal 2 focuses on strengthening innovative and equitable opportunities for academic rigor, career preparation, and personal development, ensuring that all students achieve the characteristics of a Portrait of a Graduate. Overall implementation has aligned closely with planned actions, with notable advancements in integrating career and technical education (CTE) pathways, supporting college readiness, and fostering a culture of inclusivity.

Goal 2 implementation has shown positive outcomes and alignment with the District’s vision, ongoing challenges highlight the importance of adaptive strategies to address equity gaps and fully realize the Portrait of a Graduate for all students.The district employed a Multi-Tiered System of Supports (MTSS) approach under Goal 2 to expand academic rigor, career readiness, and personal development. Initiatives included integrated course pathways, increased dual enrollment and AP offerings, and targeted professional development. Efforts emphasized the Portrait of a Graduate competencies—curiosity, empathy, resilience, balance, collaboration, and communication.
CTE and A–G completion were prioritized alongside equitable access to work-based learning opportunities and inclusive instruction. Technology upgrades supported 21st-century learning environments, while DEI efforts created safer, more connected school cultures. Although these efforts led to notable progress, limited partnerships, stagnant CTE pathway completion, and persistent college/career readiness gaps—particularly among SWD, English learners, and economically disadvantaged students—highlighted the need for deeper systemic interventions.

Successful Implementations:
2.1 Diversity, Equity, and Inclusion
Successfully implemented a DEI Coordinator position and expanded professional development in equity-centered practices. Staff received training in restorative practices and inclusively responsive teaching. DEI frameworks were integrated across sites to support all student groups. Increased parent perception of safety and stronger staff sense of inclusion demonstrate progress. Parent “safe learning environment” (YouthTruth) increased from 58% to 67%. Staff connectedness to goals increased from 76% to 87%. Maintained Inclusive Culture percentile rating at 33rd as a foundation for further growth.

2.2 Innovative Community School Programs
Launched the role of Wellness Coordinator through CCSPP funding and completed a comprehensive needs assessment to align services at Laguna High and the new Academy of Innovative Arts. Despite not receiving the full implementation grant, the district maintained community partnerships and laid the foundation for a full community school model. Sustained exemplary FIT facilities rating. Wellness programming maintained through gap funding. Laguna & Academy co-location supported by infrastructure and outreach planning.

2.3 New School Model
Expanded project-based learning and integrated CTE-academic pathways through peer coaching and professional collaboration. The Academy of Innovative Arts was planned to open in 2025–26 with a model grounded in real-world application, career-connected instruction, and the Portrait of a Graduate framework. A–G + CTE pathway completers rose from 6% to 8.7%. Teacher collaboration focused on restorative grading, inclusion, and engagement.

2.4 Strong Workforce Program
Implemented articulated CCAP (dual enrollment) courses in agriculture and expanded offerings into sports medicine. A new CTE Coordinator oversaw pathway alignment and grant development to ensure rigorous transitions to post-secondary options. AP scores (3+) increased from 50.9% to 73.6%. A–G completion increased to 50.4%. CCAP expansion improved early college access.

2.5 Technology
Successfully completed a districtwide Chromebook refresh, ensuring 1:1 access and supporting digital learning strategies. The technology investments also facilitated participation in online platforms for career exploration and independent learning. Digital access supported engagement and equity across subgroups.

Challenges in implementation:
2.1 Diversity, Equity, and Inclusion:
Despite professional development and staff training, student perception of inclusive culture (YouthTruth) remained in the 33rd percentile, showing no improvement toward the 50th percentile target.
Parent engagement metrics (28% feeling empowered in decision-making) show minimal improvement, indicating a need for more targeted and culturally relevant outreach.

2.2 Innovative Community School Programs:
Chronic absenteeism remained alarmingly high for vulnerable populations:
Homeless students: 76.9%

Foster youth: 58.8%
English learners: 46.2%
These rates highlight a need for expanded wraparound support systems and deeper implementation of the Community School model. The district did not receive the CCSPP implementation grant, limiting the full rollout of aligned health and wellness services.

2.3 New School Model:
CTE pathway completion remained flat at 18%, showing no improvement over the prior year. Dual completers (A–G + CTE) only reached 8.7%, far from the 40% target. Implementation of peer coaching and cohort alignment was limited by staffing and financial capacity, constraining the New School Model's full impact.

2.4 Strong Workforce Program:
College/Career Indicator for SWD dropped to 8.1%, down from 15.3%, signaling a worsening gap in postsecondary preparedness. Early Assessment Program (EAP) math readiness declined from 36.4% to 25.3%, showing a significant regression in math skills as related to career readiness. Limited external partnerships with local colleges and industries hindered the scalability of dual enrollment and career exploration opportunities.

2.5 Technology:
While device access was universal, there was limited data demonstrating impact on core academic outcomes, particularly in ELA and math for underperforming subgroups. EAP (ELA) college-ready rate dropped from 68.5% to 58.3%, suggesting digital access alone was insufficient to close readiness gaps.

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.

For Action 2.5 there is a material difference between planned expenditures and estimated actual expenditures. The District invested in surplus chromebooks for the 2024-2025 and 2025-2026. It was originally budgeted that the District would purchase surplus chromebooks for 2024-2025 only.

For Action 2.3 there is a material difference between planned expenditures and estimated actual expenditures. The District New School Model budgeted allocation for transformational coaching will carryover funds for 2025-2026. The District will continue its efforts to recruit additional coaches that will support the instructional capacity of teachers Districtwide in 2025-2026 and will be paid via supplemental utilizing the carryover funds.

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

The actions under Goal 2 were implemented and provided meaningful contributions toward the District's objectives, particularly in inclusivity and technological integration. However, challenges in community partnerships, resource allocation, and equity persist, underscoring the need for continued efforts to fully realize the vision of preparing all students for success in college, careers, and beyond.

Goal 2: Strengthen innovative, equitable opportunities for academic rigor, career preparation, and personal development
Action 2.1: Diversity, Equity, and Inclusion (EFFECTIVE)
Effectiveness demonstrated by the following metrics:
Metric 2.9 – Inclusive Culture (YouthTruth): Maintained 33rd percentile ranking, indicating a starting benchmark and consistency in perception
Metric 1.17 – Connectedness to School (Staff Survey): Increased from 76% to 87%
Metric 1.18 – School Safety (Parent Survey): Increased from 58% to 67%
Data and metrics indicating continued growth and prioritization needed:
Metric 2.9 – Inclusive Culture: No improvement in percentile rank (remains at 33rd; Target: 50th percentile or higher)
Metric 1.19 – Parent Input in Decision-Making: No change from baseline; still at 28% (Target: 50%)
Metric 1.20 – Parent Participation in School Planning: Increased only 1% from 43% to 44% (Target: 70%)
Ongoing focus is needed on family engagement, anti-racism practices, and elevating student voice across all subgroups.

Action 2.2: Innovative Community School Programs (SOMEWHAT EFFECTIVE)
Effectiveness demonstrated by the following metrics:
Metric 1.3 – Facilities in Good Repair: Maintained exemplary status across sites
Metric 1.6 – Science Statewide Assessment (Foster Youth): 9.62% met or exceeded standards; newly reported data
Data and metrics indicating continued growth and prioritization needed:
Metric 1.13 – Chronic Absenteeism: Remains high (Overall: 33.6%, Homeless: 76.9%, Foster: 58.8%)
Metric 2.4 – Graduation Rate (SWD): Flat at 78% (Target: 97%)
Metric 2.8 – College/Career Indicator (SWD): Declined to 8.1% (Baseline: 15.3%, Target: 40%)
Additional support is needed for outreach, wellness, and access to comprehensive services at co-located schools (Laguna and Academy of Innovative Arts).

Action 2.3: New School Model (SOMEWHAT EFFECTIVE)
Effectiveness demonstrated by the following metrics:
Metric 2.3 – Completion of A-G and CTE Pathway: Increased from 6% to 8.7% (Target: 40%)
Metric 2.7 – Advanced Placement (AP) Exams: Increased from 50.9% to 73.6% scoring 3+ (Target: 75%)
Data and metrics indicating continued growth and prioritization needed:
Metric 2.1 – A-G Completion: 50.4% (Baseline: 46%, Target: 60%)
Metric 2.2 – CTE Pathway Completion: Flat at 18% (Target: 40%)
Metric 2.6 – Early Assessment Program (Math): Decreased to 25.3% college-ready (Baseline: 36.4%, Target: 60%)
Increase alignment of CTE and core coursework; enhance work-based learning integration; support professional development for cross-departmental collaboration.

Action 2.4: Strong Workforce Program (EFFECTIVE)
Effectiveness demonstrated by the following metrics:
Metric 2.7 – AP Exams (Scores 3+): +22.7% gain from baseline (50.9% to 73.6%)
Metric 2.3 – A-G and CTE Pathway Completion: Increased +2.7% from baseline
Data and metrics indicating continued growth and prioritization needed:

Metric 2.8 – College/Career Indicator (SWD): Dropped from 15.3% to 8.1% (Target: 40%)
Metric 2.6 – EAP College Readiness in Math: Dropped from 36.4% to 25.3%
Metric 2.1 – A-G Completion (Overall): 50.4% (Target: 60%)
Develop additional CCAP/dual enrollment options across CTE pathways and increase direct supports for SWDs and underserved students.

Action 2.5: Technology (EFFECTIVE)
Effectiveness demonstrated by the following metrics:
Metric 2.7 – AP Exam Scores: Rose to 73.6% with scores of 3 or higher
Metric 2.5 – Dropout Rate: Maintained low at 2.4% (Baseline and Current, Target: <1%)
Metric 2.10 – Physical Fitness Test Participation: 95% (Maintained from baseline, near 98% target)
Data and metrics indicating continued growth and prioritization needed:
Metric 2.6 – EAP (ELA): Dropped from 68.5% to 58.3% college-ready (Target: 80%)
Metric 2.8 – College/Career Indicator (EL): Only 6% reported as prepared (Target: 65%)
Build digital literacy and academic skills via 1:1 device access and blended learning tools, especially to close gaps in ELA readiness and college/career preparation for ELs.

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

Based on a review of the district's progress toward Goal 2, several adjustments have been made for the coming year to address challenges and build on successes. The district has closely reviewed its metrics and target outcomes to place greater emphasis on closing achievement gaps in English Language Arts and Mathematics, particularly for Hispanic, economically disadvantaged, and female students, reflecting the areas where declines were most pronounced. Actions were reviewed to consider how the District can increase the scale and consistency of Career Technical Education (CTE) and work-based learning programs across all schools, with a focus on reducing disparities between campuses such as Laguna High and Analy High. Additionally, professional development has been expanded to deepen educator understanding and integration of the Portrait of a Graduate framework, ensuring it is embedded more uniformly into curriculum and instruction. The district also plans to implement more targeted interventions to reduce chronic absenteeism, a key barrier to student success identified during prior practice reflections. Finally, budget allocations have been reviewed and appropriatley adjusted to support these enhanced efforts, including increased resources for staffing, program expansion, and student support services, aiming to improve both academic outcomes and equitable access to opportunities district-wide. The District remains committed to furthering the implementation of the Goal 2 and Actions 2.1, 2.2, 2.3, 2.4, and 2.5 as outlined in this three-year LCAP.

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	Diversity, Equity, and Inclusion	The District embraces the principles of Diversity, Equity, and Inclusion by acknowledging and respecting the diverse backgrounds, experiences, and perspectives of all students, thereby cultivating an authentically inclusive environment. The District provides a Diversity, Equity, and Inclusion Coordinator to support a districtwide culture of equity and inclusion that builds the capacity of teachers and leaders to create inclusive environments that honor every student's ability, race, ethnicity, gender, socio-economic status, language, and sexual orientation. The DEI Coordinator also implements restorative practices as an alternative to punitive discipline measures. The DEI Coordinator will continue to provide professional development in effective restorative practices to further the capacity of both certificated and classified staff. This action meets the requirement to address the RED status of the 2024 Suspension Indicator for Long Term English learners at Analy High School.	$166,758.00	Yes
2.2	Innovative Community School Programs	The District received the California Community Schools Partnership Program (CCSPP) planning grant to be implemented over the course of two years. The District funded the newly created Wellness Coordinator position with CCSPP grant funds. As required by the CCSPP Implementation Grant, the Wellness Coordinator the District conducted a community mapping needs assessment and gap analysis study. While the District did not receive the CCSPP implementation grant, this does not impact the District's efforts to continuing partnerships with community agencies and local government to align community resources to improve student outcomes. The Wellness Coordinator will continue supporting the District's MTSS Health and Wellness programs and the District's innovative community school programs. The District leveraged the implementation of this goal in its efforts to create a Community School Model on the El Molino Campus. The District will now have two high schools co-located on the El Molino Campus (Laguna and Academy of Innovative Arts) and will continue to invest in the Wellness Coordinator position utilizing various non-contributing funding sources to ensure that this position continues in 2025-2026 in alignment with this action item.	$548,799.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	New School Model	The District will provide an educational experience for all students that ensures integrated, relevant, and career-connected opportunities are at the core of all learning in order to more equitably and holistically prepare youth for future success in college, career, and life. The New School Model is centered on the Portrait of a Graduate, work-based learning, and pathway development. Transformational peer coaches and professional development work to support and retain high-quality teachers with cross-departmental communities of collaboration. Transformational peer coaches provide teacher training focused on curriculum development, standards-based grading, restorative culture, culturally-relevant curriculum, diversity, equity and inclusion, and inclusively-responsive classrooms. Through engaging classroom atmospheres, the District is committed to each student achieving the eight attributes of a Portrait of a Graduate including curiosity, empathy, resilience, balance, collaboration, and communication.	$135,144.00	No
2.4	Strong Workforce Program	The District will develop and implement a high-quality Strong Workforce Program with CTE course sequences, programs, and pathways that facilitate student exploration and selection of career paths, build essential knowledge for college and career, support a successful transition to postsecondary education, and provide partnerships with local colleges and businesses. CTE courses offer a multi-year sequence of courses that integrate core academic knowledge with technical and occupational knowledge to provide students with a pathway to post-secondary education and careers. A CTE Coordinator will support pathway program development, student pathway completion, college and career readiness, and grant development and management. In partnership with Santa Rosa Junior College, the District implemented College and Career Access Pathways (CCAP) courses in alignment with this action. The District offered two CCAP courses as part of our articulated Ag pathway program in 2024-2025. The District will be expanding the CCAP courses to the Sports Medicine pathway program and will offer an additional two CCAP courses to further provide early college access to all students including SWD's. The action meets the requirement to address the very low status of the 2023 College/Career Indicator for homeless students districtwide, and	$259,420.00	No

Action #	Title	Description	Total Funds	Contributing
		homeless students, socioeconomically disadvantaged students, and schoolwide at Laguna High School. The action meets the requirement to address the RED status of the 2024 College/Career Indicator for SWD students districtwide and at Laguna High School.		
2.5	Technology	The District is committed to providing 21st Century learning environments for all students to support interactive learning, higher-level thinking, problem-solving, collaboration, access to relevant content, and student engagement. In a 21st Century learning environment, all students master content while producing, synthesizing, and evaluating information from a wide variety of subjects and sources with an understanding of and respect for diverse cultures. Collaborative planning, investments in technology such as a Chromebook for each student, rich digital content, and effective IT support are elements necessary to support 21st Century learning environments.	$250,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,644,894.00	$0.00

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
8.692%	0.000%	$0.00	8.692%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** MTSS Academic Interventions and Support System **Need:** Although overall performance in ELA and math as measured by statewide assessments is Orange, performance gaps continue to persist for low-income, SWD, and English learner students. Low-income students performed lower than students overall with 55.56% of	By providing timely and targeted interventions through small-group support and intensive individualized interventions, low-income students and English learner students have access to the content they need to close the achievement gap. This action is provided on a districtwide basis because all students who need targeted interventions, benefit from them, however, the interventions are designed to eliminate the achievement gap that exists between low-income	ELA Statewide Assessment Math Statewide Assessment English Learner Progress Indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	low-income students meeting or exceeding standards in ELA compared to 58.36% overall. The gap may be wider for English Learners however there was no data available to disaggregate due to the number of English Learners who tested in 2023-2024. In math, 17.7% of low-income students met or exceeded standards compared to 32% overall. Again, disparity may be present for English Learners as analyzed in 2023-2024 but without data to analyze the District will pay close attention to this data in 2025-2026. **Scope:** LEA-wide	students and English learner students and their higher-achieving peers.	
1.3	**Action:** MTSS Social and Emotional Support System **Need:** The suspension rate for the District improved showing a decrease from 4% to 2.5%, slightly lower than the state's average. However, the suspension rate for English learner students is significantly higher at 8.9% and 12.5% for Long Term English Learners. The suspension rates for homeless students and foster youth improved now in Blue. Chronic absenteeism is also an indicator of student's social and emotional well-being. The District's chronic absenteeism rate is 29.6%, still higher than the state's average of 24.9%. There is also a disparity between the District's overall rate of 29.6% and the rates of low-income students	Students with higher rates of childhood trauma such as low-income students, homeless youth, and foster youth benefit greatly from systems designed to provide access to the services and supports they need, when they need them. The action is provided on a districtwide basis because all students who need access to mental health resources should have access. However, due to the disproportionate suspension rates and chronic absenteeism rates of low-income students, English learner students, homeless youth, and foster youth, the District prioritizes the resources of counseling and mental health services to meet the needs of these student groups with disporportionatly higher rates.	Suspension Rates Chronic Absenteeism Rates Attendance Rate

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
	(36.6%), English learner students (50%), homeless youth (89.5%), and foster youth (75%). **Scope:** LEA-wide		
2.1	**Action:** Diversity, Equity, and Inclusion **Need:** The percentage of students who feel their school fosters a culture of respect and fairness is 33rd when compared to other schools as measured by the YouthTruth Survey. The District is committed to providing a safe, inclusive environment where all students feel they belong. Until the percentage of students who feel their school fosters a culture of respect and fairness is exceedingly greater, the District will continue to prioritize shifting the culture of the District to be more inclusive of the diversity represented in our students. Suspension and chronic absenteeism rates are also measures of a DEI. Disparate suspension rates are an indicator of the need for increased fairness and a culture of respect for all students, and disparate chronic absenteeism is an indicator that some student groups may feel more disenfranchised than other student groups. The suspension rate for the District overall remained constant at 4%, slightly higher than the state's average. However, the suspension rate for English learner students is significantly higher at 12%.	The District is committed to creating a more inclusive culture on our campuses. The Board passed a resolution on January 18, 2023 to form a board-represented DEI Committee. The DEI Committee is composed of one Trustee, District staff (including administrators, teachers, and classified staff), parents, students, and community members. The DEI committee meets monthly and is developing a framework and action plan. The District has invested in a full-time DEI Coordinator and a DEI TOSA to assist in leading this effort. This action is being implemented on a districtwide basis because all students will benefit from an inclusive culture, however, the action is focused on addressing the circumstances of low-income students, English learner students, and homeless and foster youth who have felt disproportionately more disenfranchised from school compared to their peers.	Suspension Rate Graduation Rates College and Career Indicator Inclusive Culture

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The suspension rates for homeless students and foster youth are also higher at 11.1% and 6.3%, respectively. The District's chronic absenteeism rate is 33.6%, still higher than the state's average of 24.9%. There is also a disparity between the District's overall rate of 33.6% and the rates of low-income students (40.2%), English learner students (46.2%), homeless youth (76.9%), and foster youth (58.8%). **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.6	**Action:** English Learner Program **Need:** English learner students (39 ELs) in WSCUHSD were assessed on the English Language Proficiency Assessments for California (ELPAC) in 2024. The English Learner Progress Indicator uses the results of the ELPAC to determine the percentage of	An ELD Instructor will provide direct, targeted designated language instruction for English learner students to increase student access to content standards and ELD standards thereby closing the achievement gap between English learner students and their higher performing peers. Support providing beyond the core content areas through tutoring support will further work to close the achievement gap. Support to the families of English learner students will provide resources	ELA Statewide Assessment Math Statewide Assessment English Learner Progress Indicator Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	ELs making progress toward English language proficiency each year. In 2024, the percentage of ELs making progress is 32%. Although the progress of ELs in the District as measured by the ELPAC is showing that 16.7% of students are proficient and the overall performance in ELA and math as measured by statewide assessments is Orange, performance gaps continue to persist for English learner students as measured by statewide assessments. The Dashboard shows no current data to compare for 2024-2025 due to the number of students who tested as compared to 47% overall. Similarly in math, the number of students who tested resulted in no data for English learner students who met or exceeded standards compared to 35.5% overall. **Scope:** Limited to Unduplicated Student Group(s)	and tools families need to effectibely support their child at home and leverage the educational system to meet the child's individual needs.	

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

Not Applicable.

Additional Concentration Grant Funding

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

Not applicable.

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

2025-26 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	$18,923,709.00	1,644,894.00	8.692%	0.000%	8.692%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$13,938,638.00	$4,482,683.00	$1,755,743.00	$431,240.00	$20,608,304.00	$18,332,520.00	$2,275,784.00

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	MTSS Core Educational Program	All	No			All Schools	Ongoing	$13,786,221.00	$165,500.00	$10,333,809.00	$1,626,151.00	$1,604,593.00	$387,168.00	$13,951,721.00	
1	1.2	MTSS Academic Interventions and Support System	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$387,960.00	$4,000.00	$391,960.00				$391,960.00	
1	1.3	MTSS Social and Emotional Support System	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$570,453.00	$0.00	$570,453.00				$570,453.00	
1	1.4	Professional Development	All	No			All Schools	Ongoing	$188,216.00	$0.00	$188,216.00				$188,216.00	
1	1.5	Professional Learning Support	All	No			All Schools	Ongoing	$131,997.00	$44,072.00	$12,401.00	$119,596.00		$44,072.00	$176,069.00	
1	1.6	English Learner Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$521,325.00	$14,398.00	$535,723.00				$535,723.00	
1	1.7	Special Education Program	Students with Disabilities	No			All Schools	Ongoing	$1,699,419.00	$0.00		$1,699,419.00			$1,699,419.00	
1	1.8	Transportation	All	No			All Schools	Ongoing	$0.00	$1,734,622.00	$1,379,456.00	$355,166.00			$1,734,622.00	
2	2.1	Diversity, Equity, and Inclusion	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$154,758.00	$12,000.00	$166,758.00				$166,758.00	

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	2.2	Innovative Community School Programs	All	No			All Schools	Ongoing	$548,799.00	$0.00	$359,862.00	$37,787.00	$151,150.00		$548,799.00	
2	2.3	New School Model	All	No			All Schools	Ongoing	$108,392.00	$26,752.00		$135,144.00			$135,144.00	
2	2.4	Strong Workforce Program	All	No			All Schools	Ongoing	$234,980.00	$24,440.00		$259,420.00			$259,420.00	
2	2.5	Technology	All	No			All Schools	Ongoing	$0.00	$250,000.00		$250,000.00			$250,000.00	

2025-26 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
$18,923,709.00	1,644,894.00	8.692%	0.000%	8.692%	$1,664,894.00	0.000%	8.798 %	**Total:**	$1,664,894.00
								LEA-wide Total:	$1,129,171.00
								Limited Total:	$535,723.00
								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	1.2	MTSS Academic Interventions and Support System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$391,960.00	
1	1.3	MTSS Social and Emotional Support System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$570,453.00	
1	1.6	English Learner Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$535,723.00	
2	2.1	Diversity, Equity, and Inclusion	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$166,758.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$19,441,476.00	$20,084,681.00

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**	MTSS Core Educational Program	No	$14,180,702.00	$14,387,305.00
1	**1.2**	MTSS Academic Interventions and Support System	Yes	$471,133.00	$446,249.00
1	**1.3**	MTSS Social and Emotional Support System	Yes	$525,485.00	$557,383.00
1	**1.4**	Professional Development	No	$207,780.00	$208,199
1	**1.5**	Professional Learning Support	No	$131,857.00	$246,268.00
1	**1.6**	English Learner Program	Yes	$374,071.00	$390,903.00
1	**1.7**	Special Education Program	No	$1,097,589.00	$1,109,415.00
1	**1.8**	Transportation	No	$1,475,664.00	$1,526,421.00
2	**2.1**	Diversity, Equity, and Inclusion	Yes	$187,482.00	$188,131.00
2	**2.2**	Innovative Community School Programs	No	$178,353.00	$186,897.00
2	**2.3**	New School Model	No	$119,633.00	$101,272.00

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	**2.4**	Strong Workforce Program	No	$244,707.00	$287,274.00
2	**2.5**	Technology	No	$247,020.00	$448,964.00

2024-25 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)
$1,554,968.00	$1,558,171.00	$1,582,666.00	($24,495.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	MTSS Academic Interventions and Support System	Yes	$471,133.00	$446,249.00		
1	1.3	MTSS Social and Emotional Support System	Yes	$525,485.00	$557,383.00		
1	1.6	English Learner Program	Yes	$374,071.00	$390,903.00		
2	2.1	Diversity, Equity, and Inclusion	Yes	$187,482.00	$188,131.00		

2024-25 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)
$18,184,088.00	$1,554,968.00	0	8.551%	$1,582,666.00	0.000%	8.704%	$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 2025-26, 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 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 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 32526(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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