

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Wilsona School District

CDS Code: 19651510000000

School Year: 2025-26

LEA contact information:

Steve Doyle

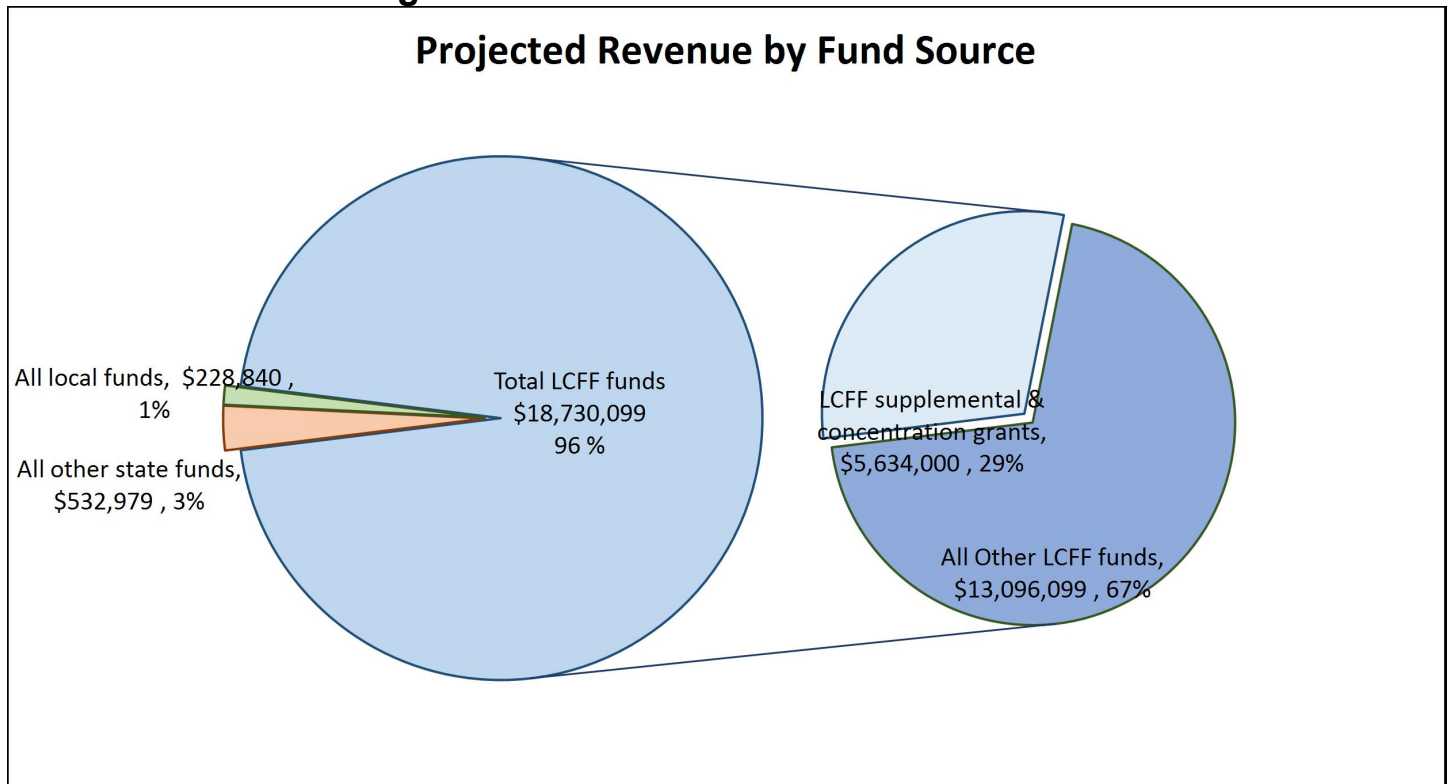
Superintendent

sdoylel@wilsona.k12.ca.us

6612641111

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



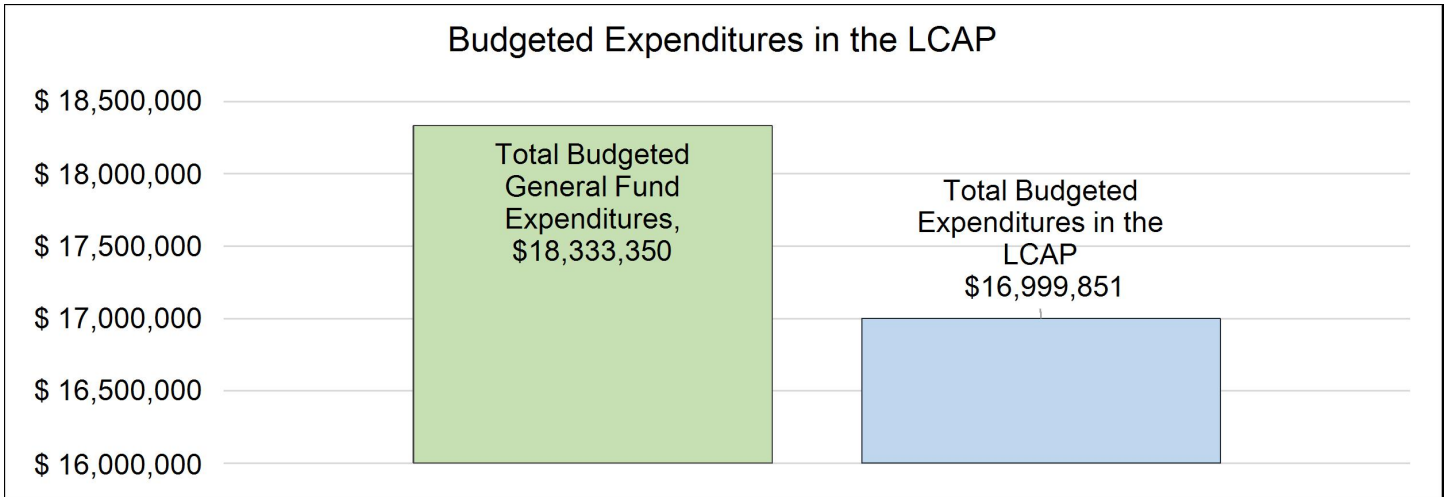
This chart shows the total general purpose revenue Wilsona School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Wilsona School District is \$19,491,918, of which \$18,730,099 is Local Control Funding Formula (LCFF), \$532,979 is other state funds, \$228,840 is local funds, and \$0.00 is federal funds. Of the \$18,730,099 in LCFF Funds,

\$5,634,000 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 Wilsona 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: Wilsona School District plans to spend \$18,333,350 for the 2025-26 school year. Of that amount, \$16,999,851 is tied to actions/services in the LCAP and \$1,333,499 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

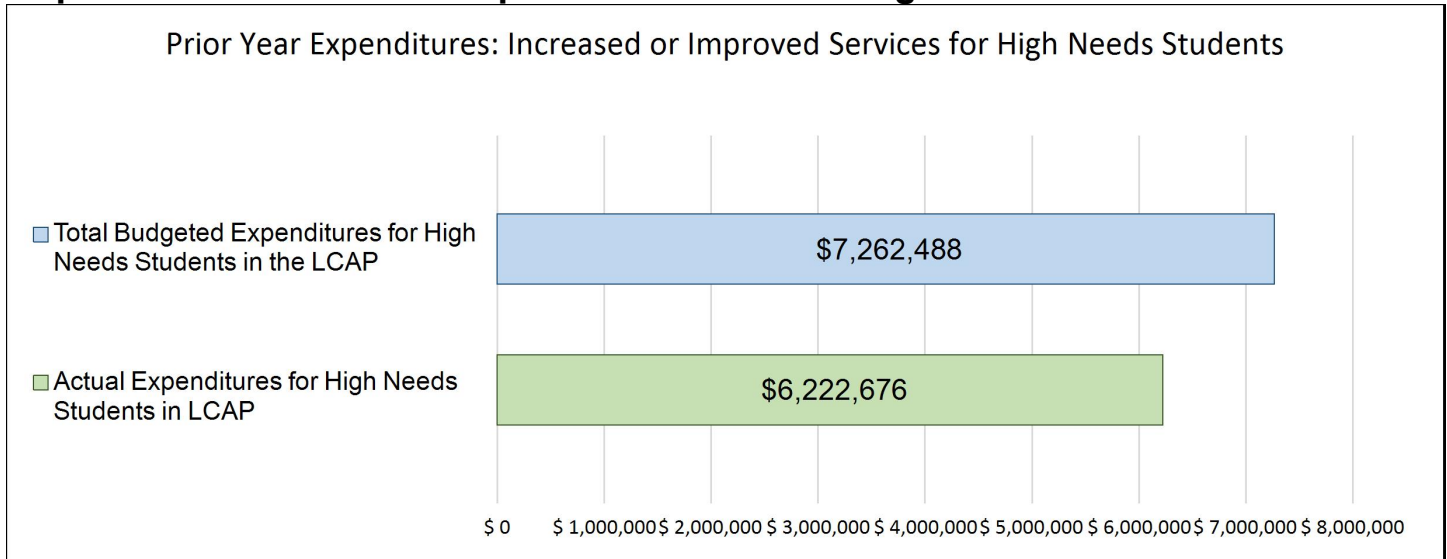
General fund expenditures not included in the LCAP include operational and special program costs such as maintenance and custodial supplies, Other Post Employment Benefits, Categorical and Special Program Costs.

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

In 2025-26, Wilsona School District is projecting it will receive \$5,634,000 based on the enrollment of foster youth, English learner, and low-income students. Wilsona School District must describe how it intends to increase or improve services for high needs students in the LCAP. Wilsona School District plans to spend \$6,059,733 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 Wilsona 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 Wilsona 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, Wilsona School District's LCAP budgeted \$7,262,488 for planned actions to increase or improve services for high needs students. Wilsona School District actually spent \$6,222,676 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$1,039,812 had the following impact on Wilsona School District's ability to increase or improve services for high needs students:

The District experienced challenges in staffing budgeted positions including intervention Teachers and additional TOSA's. Limited services were provided through vendors, and student needs were met in that way.

2025-26 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Wilsona School District
CDS Code:	19651510000000
LEA Contact Information:	Name: Steve Doyle Position: Superintendent Email: sdoylel@wilsona.k12.ca.us Phone: 6612641111
Coming School Year:	2025-26
Current School Year:	2024-25

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2025-26 School Year	Amount Whole Numbers
Total LCFF Funds	\$18,730,099
LCFF Supplemental & Concentration Grants	\$5,634,000
All Other State Funds	\$532,979
All Local Funds	\$228,840
All federal funds	\$0.00
Total Projected Revenue	\$19,491,918

Total Budgeted Expenditures for the 2025-26 School Year	Amount Whole Numbers
Total Budgeted General Fund Expenditures	\$18,333,350
Total Budgeted Expenditures in the LCAP	\$16,999,851
Total Budgeted Expenditures for High Needs Students in the LCAP	\$6,059,733
Expenditures not in the LCAP	\$1,333,499

Expenditures for High Needs Students in the 2024-25 School Year	Amount Whole Numbers
Total Budgeted Expenditures for High Needs Students in the LCAP	\$7,262,488
Actual Expenditures for High Needs Students in LCAP	\$6,222,676

Funds for High Needs Students	Amount [AUTO-CALCULATED]
2025-26 Difference in Projected Funds and Budgeted Expenditures	\$425,733
2024-25 Difference in Budgeted and Actual Expenditures	\$1,039,812

Required Prompts(s)	Response(s) [FIELDS WILL APPEAR IF REQUIRED]
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	General fund expenditures not included in the LCAP include operational and special program costs such as maintenance and custodial supplies, Other Post Employment Benefits, Categorical and Special Program Costs.

The total actual expenditures for actions and services to increase or improve services for high needs students in 2024-25 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2024-25.

The District experienced challenges in staffing budgeted positions including intervention Teachers and additional TOSA's. Limited services were provided through vendors, and student needs were met in that way.

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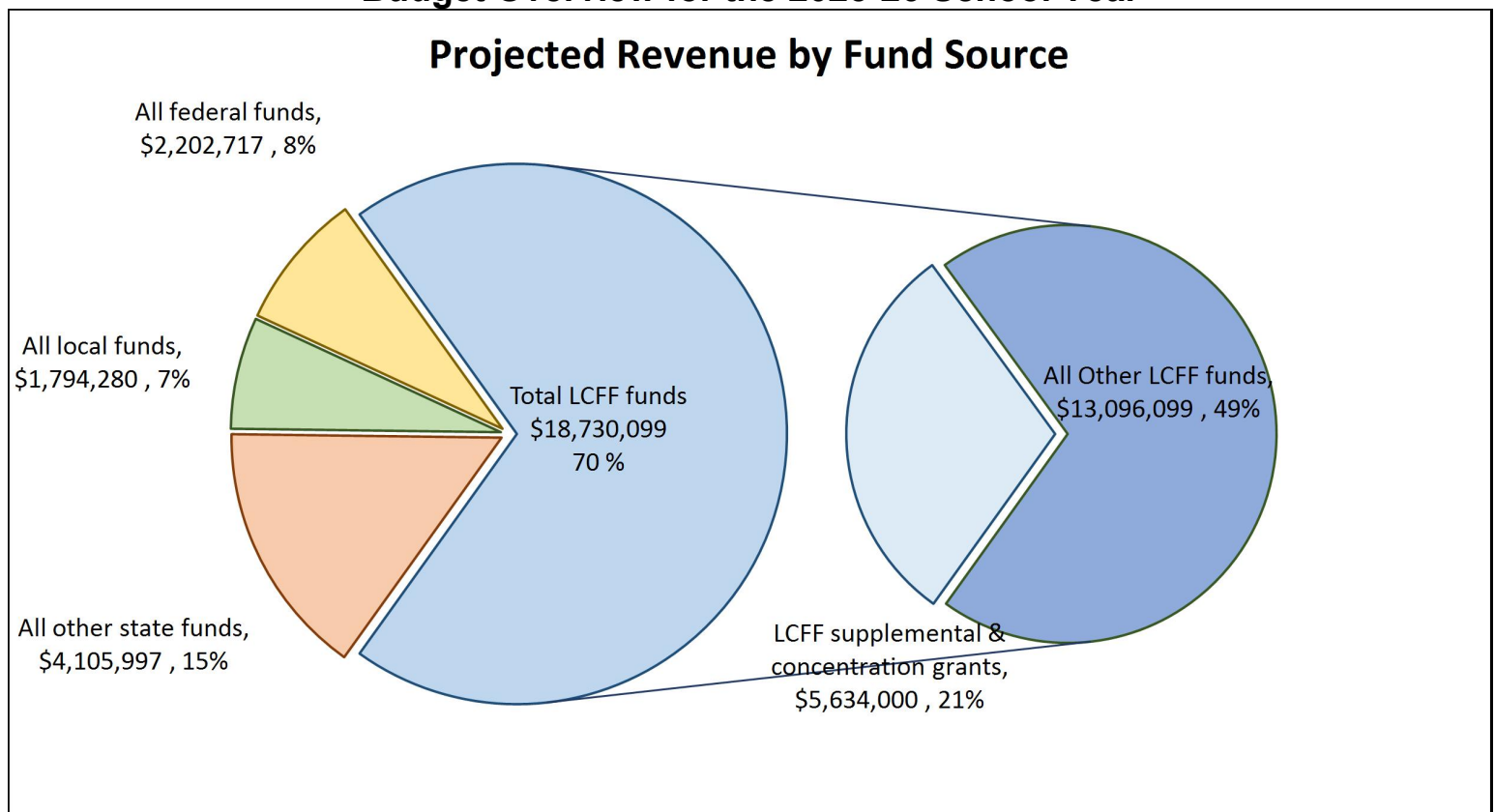
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Budget Overview for the 2025-26 School Year

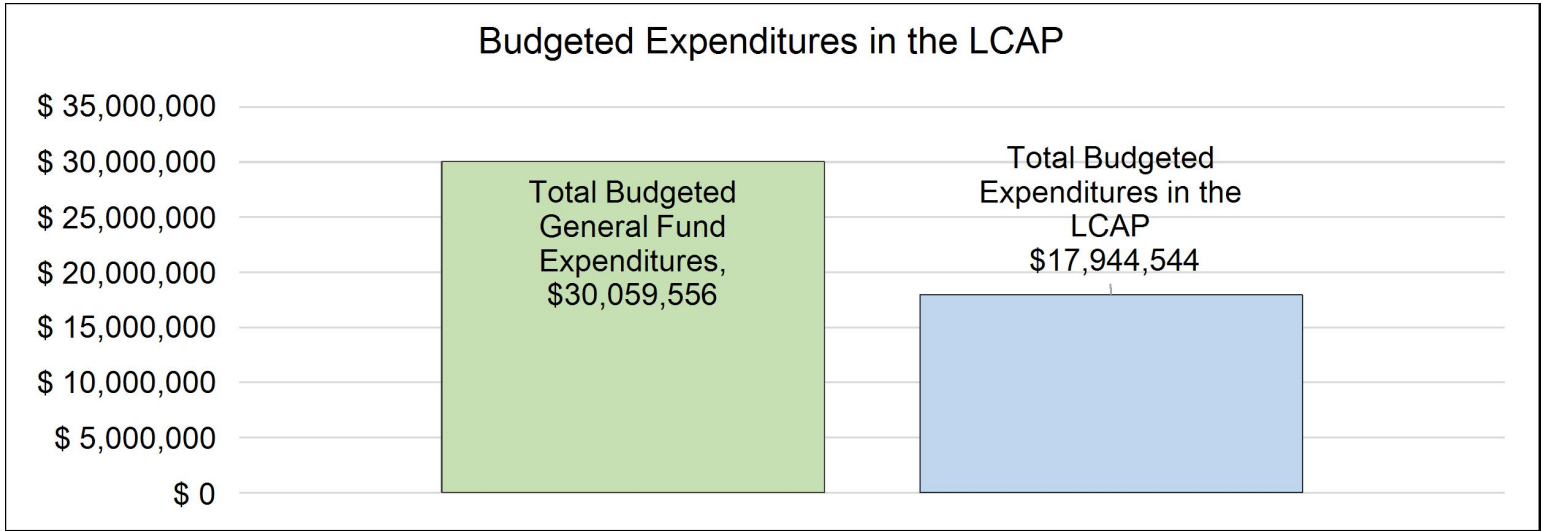


This chart shows the total general purpose revenue Wilsona School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Wilsona School District is \$26,833,093, of which \$18,730,099 is Local Control Funding Formula (LCFF), \$4,105,997 is other state funds, \$1,794,280 is local funds, and \$2,202,717 is federal funds. Of the \$18,730,099 in LCFF Funds, \$5,634,000 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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This chart provides a quick summary of how much Wilsona 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: Wilsona School District plans to spend \$30,059,556 for the 2025-26 school year. Of that amount, \$17,944,544 is tied to actions/services in the LCAP and \$12,115,012 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

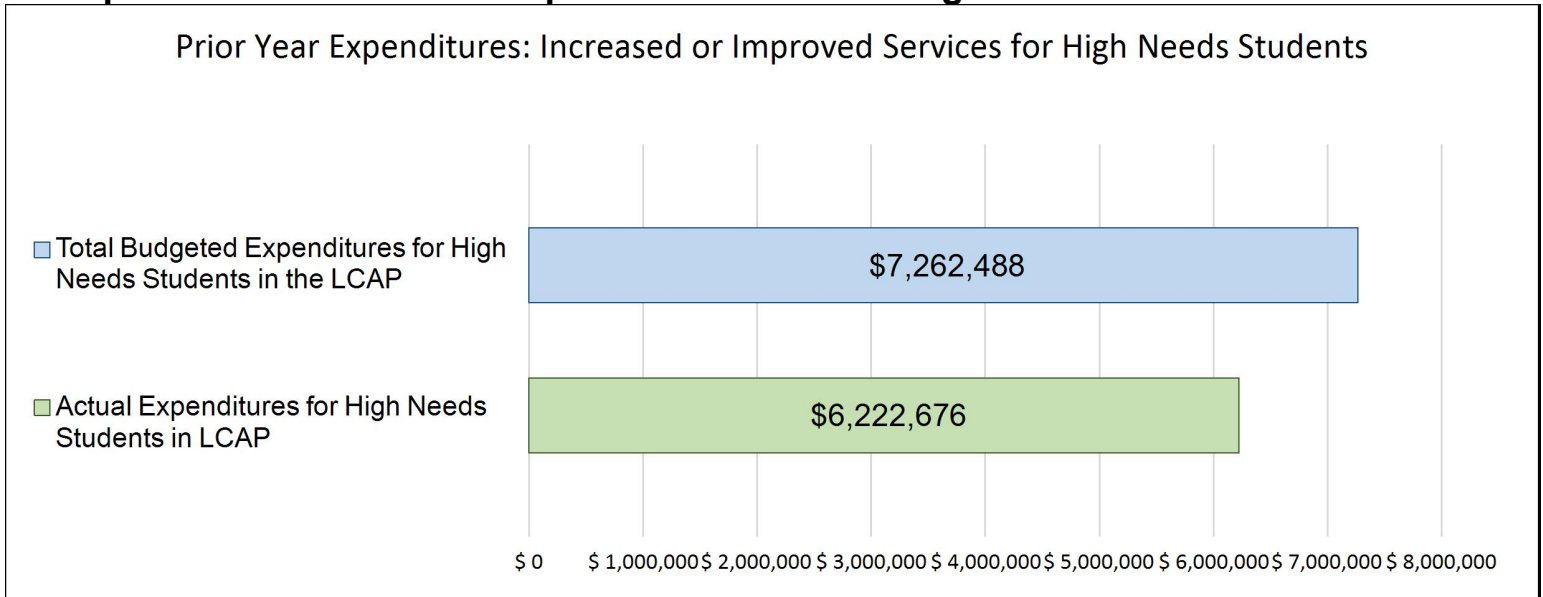
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Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

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LCFF Budget Overview for Parents

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



This chart compares what Wilsona 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 Wilsona 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.

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The difference between the budgeted and actual expenditures of \$1,039,812 had the following impact on Wilsona School District's ability to increase or improve services for high needs students:

The District experienced challenges in staffing budgeted positions including intervention Teachers and additional TOSA's. The impact of hiring 3 out of 4 intervention teachers slightly reduced the time students spent receiving intervention services in 3-5th grade and increased the small group sizes which impacted the amount of targeted differentiation provided to students. Some of the contributing actions not provided by District staff were instead provided by contracted or third party vendors as well.

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
Wilsona School District	Steve Doyle Superintendent	sdoyle@wilsona.k12.ca.us 6612641111

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.

Overview
The Wilsona School District serves the small, rural, high desert community of Lake Los Angeles. The Wilsona School District is an organization which views itself as a family. Tucked in the northeast corner of Los Angeles County, the District provides welcoming campuses and devoted staff to its 1250 plus students. Student achievement and high standards are the focus of our schools. Parent participation is encouraged through volunteers, PTOs, School Site Councils, English Learner Advisory Committees, partnerships with Strength Based Community Change,(SBCC) Save the Children and other site and district committees.

The Wilsona School District has an enrollment of just over 1257 students from Pre School through Eighth Grade. This is based on 2024-2025 CBEDS. In June 2023, the District reconfigured the schools within the District. There is two elementary schools (PK-2nd & 3-5th), and one middle school (6th-8th). The District office is located on the elementary site. Currently there are 60 teachers in the District and 125 support staff. The School District is managed by the Superintendent.

The District covers approximately 100 square miles in the northeast corner of Los Angeles County although most of the region is uninhabited. 90% of the area’s population is located within 20 square miles. The community includes both unincorporated parts of Palmdale and Lancaster as well as Wilsona Gardens and Lake Los Angeles. The District boundaries reach Avenue J to the north, 260th to the east, Avenue S to the south and 142nd to the west. Our high school students attend Littlerock High School which is part of the Antelope Valley Union High School District.

Demographics

96.9% of the children in the district are eligible for free and reduced lunch. 433 English Learners which is 34.4% of the school population. (2023-2024 CBEDS) 20 (1.59%) students are foster and 194 students (15.43%) are homeless and attend the District's schools. The district has an unduplicated count of 96.3%, with the largest group being low socio economic students, then English learners. Ethnicity 83.92% Hispanic, 7.59% White, 7.47% African American, 1.75% Two or more races, .63% American Indian, .16% Other (2023-2024 CBEDS) Some 65% of the students in third grade have been in the district since kindergarten, 39 % of the students who remain in the district from kindergarten through eighth grade. 13.8% are students with disabilities. In addition there are 30 preschool students with disabilities making up 2.3% of the student population. Approximately 34% of parents are high school graduates and 29% are not high school graduates. 21% have some college, 15% are college graduates and 2% have a graduate degree or higher. 20% of the population is transient during the year.

Key specialized programs

Wilsona School District operates its own transportation department. Due to the remote location, it was determined years ago it was more cost effective for the district to house a transportation department and buses to serve the district students.

WSD has implementation of 1:1 devices for all students kindergarten through eighth grade. Due to teacher shortages intervention teachers were not fully staffed across the school District. Each Site has 1 counselor and .67 school psychologist. The Wilsona School District had a turnover of the Social Emotional Learning Specialist in January of 2025. The district also had a change in Social Worker in May of 2025. The district was also able to hire two LVN's to support the health needs of the sites.

WSD previously had numerous electives which included an award winning middle school marching band. Due to fiscal issues over 10 years ago, all electives and after school activities/sports were discontinued. Fortunately with the influx of supplemental/concentration funding, electives have slowly been able to return to 7th and 8th grade . Last year 6th grade was added to the middle school master schedule. In 2019 band, music, art and technology returned as electives. The band was able to engage at the community Cinco de Mayo celebration. College and Career was implemented in the 2021-2022 school year in the form of a Paxton Patterson lab . This lab will support the college and career pathways at the high school.

WSD received an ASES grant in 2012-2013 for the elementary school and one in 2013-2014 for the middle school. Each grant is renewable after 3 years, however it was not renewed for the 25/26 school year. Title I funding has allowed additional after school, specialized Saturday Enrichment Activities and Summer School to return. The District is in need of even more activities for students during and after school. Wilsona School District uses the Expanded Learning Opportunity monies to support extending the school day to nine hours .The additional hours provide enrichment, recreation, leadership, clubs ,sports and technology for students.

WSD is the fiscal agent for the SAVE the Children Early Steps for Student Success that is for parents and children under 5 years of age. The funding is guaranteed through June of 2026. This program includes literacy programs for parents and children birth to 5, a book bag exchange, parent child activities, and home visits and a Kindergarten readiness Ambassador who provides weekly classes to help families prepare their child for kindergarten. The district has also has worked to add some additional support opportunities for families through Strength Based Community Change, Antelope Valley Partners in Health and Freeman Thomas Enterprises.

Staffing

Administrator staffing includes the Superintendent and three school Principals. Ratio of Administrators to students meets the loading standards. In 2024-2025 A Chief Academic Officer level position was changed to an Assistant Superintendent of Educational Services and

the Director of Accountability and Continuous Improvement position was discontinued. Certificated Management includes 1 FTE Assistant Principal, 1 Program Specialist, and 2 Psychologists. Classified Management includes a Chief Business Officer, Accountant, Director of Transportation, Director of Student Nutrition, Director of Maintenance and Transportation, Human Resources Technician (added in 2021) and Confidential Classified include 2 Administrative Assistants.

Certificated staffing: WSD has 60 classroom teachers, with an average classroom ratio of 26:1. In addition, 1 nurse, 2 LVN's, 2 Educational Technology Support Staff, 1 data system support staff, 3 counselors, 3 out of 4 intervention teachers (which 1 of 4 was not filled due to teacher shortages), 2 District Speech Therapists and 1 contracted speech therapist, and 7 specialized academic instructors.

Classified staffing: WSD has 125 regularly employed classified employees ranging in 2.5 hours to 8 hours per day.

Reflections: Annual Performance

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

California Dashboard (2023) results include:

English language arts- All students performing in "red" performance band- 89.6 points below standard (maintained)

The following student groups were performing in "red" performance band District-wide:

English learners

Hispanic students

Homeless students

socially/economically disadvantaged students

students with disabilities

Challenger Middle School :

All students

English learners

Hispanic students

socio/economically disadvantaged students

students with disabilities

White students

Vista San Gabriel Elementary:

All students

English learners

Hispanic students

socio/economically disadvantaged students

Mathematics All students performing in "red" 115.7 points below standard (maintained)

The following student groups performed in the "red" performance band District-wide:

African American students

All students

Hispanic students

socio/economically disadvantaged students

White Students

Challenger Middle School

All students

African American

English learners

Hispanic students

socio/economically disadvantaged students

students with disabilities

white students

Vista San Gabriel

no student groups performed in "red"

English learner progress - English learners performed at the "green" level with 49.3% of students making progress towards English proficiency which was a 10.5% increase. Chronic Absenteeism was reported in the "yellow" range with 36.4% of students identified as chronically absent. This is an improvement with an 8.1% decline. Student Groups performing in "red"

African American students

foster youth

white students

Challenger Middle School

white students

Vista San Gabriel

African American students

White Students

Suspension rate - All students and all student groups were reported in the "red" performance band. 7.4% of all students were suspended at least one day which was a 1.7% increase. Student groups performing in "red":

African American students

All students

English learners

Foster Youth

Hispanic students
Homeless students
socio/economically disadvantaged students
students with disabilities
white students
two or more races

Challenger Middle School:

All students
English learners
Hispanic students
socio/economically disadvantaged students
students with disabilities
white students

Vista San Gabriel Elementary
African American students

The California Dashboard (2024) results include:

English language arts- (District-wide)

All students performing in "orange" performance band- 85.8points below standard (this demonstrates growth with an increase of 3.7 points, moving from "red" to "orange")

The following student groups were performing in "red" performance band District-wide on 2024 Dashboard

- African American - 120.3 points below standard (declined 11.3 points) - (2023 - 109 points below standard)
- Long Term English learners - 147.8 points below standard (maintained) (2023 - not available)
- White -103.4 points below standard (decline 21 points) (2023 - 82.4 points below standard)

Challenger Middle School :(ELA)

- All students - "red" - 91.6 points below standard (maintained) (2023 - 94.1 points below standard)
- African American students - "red" -116.7 points below standard (declined 9.5 Points) (2023 - 107.2 points below standard)
- Long-term English learners - "red" - 147.8 points below standards (maintained) (2023 no Dashboard indicator available)
- socio/economically disadvantaged students - "red"- 92. 2 points below standard (maintained) (2023 - 95.1 points below standard)
- White students -"red" - 106.8 points below standard (declined) (2023 - 98.9 points below standard)

Vista San Gabriel Elementary: (ELA) No student groups in "red"; all students groups demonstrated growth in the number of points below standard.

- All students - "orange" - 73.5 points below standard . (2023 - "Red" - 80.2 points below standard)
- English learners - "orange" - 74.5 points below standard. (2023 - "Red" - 88.2 points below standard)

- Homeless - "orange" - 80.4 points below standard (2023 - No Dashboard indicator available)
- socio/economically disadvantaged students - "orange". 74.8 points below standard (2023 - "Red" 84.1 points below standard)
- students with disabilities - "orange". 102.8 points below standard (2023 - "orange" - 107.5 points below standard)
- Hispanic - "yellow". - 68.4 points below standard (2023 - "Red" - 81.5 points below standard)

Mathematics (District-wide)

All students performing in "Orange)" 111.9 points below standard (this demonstrates growth by 3.8 points and an increase from "red" to "orange")

The following student groups performed in the "red" performance band District-wide:

- Long -term English learners - 198.9 points below standards (8.3 points decline) (2023 - no dashboard indicator available))
- White - 109.8 points below standard (maintained) (2023 109.4 points below standard)

Challenger Middle School (mathematics)

- All students - "yellow" - 138,8 points below standard (increased 8.4 points). (2023 - 143.3 points below standard)
- Long-term English learners - "red" - 198.9 points below standard (declined 8.3 points). (2023 - no Dashboard indicator available)

Vista San Gabriel (mathematics)

-no student groups performed in "red"

The follow student groups performed in the "orange" range in 2024

- English learners - 71.2 points below standard (2023 - 61.6 points below standard)

Hispanic - 64.9 points below standard (2023 - 57.6 points below standard)

Socioeconomically disadvantaged students - 67.7 points below standard. (2023 - .60.6 points below standard)

The following student groups performed in the "yellow" range in 2024

- Homeless - 69.9 points below standard (2023 - no Dashboard indicator available)
- students with disabilities - 71.6 points below standard (2023 - 107.2 points below standard)

English learner progress - (District-wide) - "yellow" - 47.5% making progress (maintained) (2023 - 37.5% making progress towards English proficiency)

- Long-term English learners - "orange" - 48.6% making progress (this is a decline of 19.2% (2023 - No Dashboard indicator available)

Vista San Gabriel (EL Progress)

English learners performed at the "yellow" level with 42.7% of students making progress towards English proficiency. (this is a 5.2% increase). ((2023 - 37.5% making progress towards English proficiency)

Long Term English learners - there are no long-term English learners reported for this school. For the 2024 Dashboard, the school served TK-4th grade students

Challenger (EL Progress)

-English learners performed in the "orange" with 53.2% of students making progress towards English proficiency; this is a decline of 11%

(2023 - 64.3% making progress towards English proficiency)

-Long-term English learners performed in the "orange with 48.6% making progress; this is a 20% decline. (2023 - No Dashboard indicator available)

Chronic Absenteeism:(District-wide)

was reported in the "red" range with 37.4% of students identified as chronically absent. This is an increase from "yellow" to "red" with an 1% increase of students chronically absent. (2023 - 36.4% chronically absent)

Student Groups performing in "red"

-English learners - 37% chronically absent (increased by 1.8%) (2023 - 35.2% chronically absent)

-Long-term English learners -40.4% chronically absent Increased by 5.8%). (2023 -no Dashboard indicator available)

-Hispanic - 37.4% chronically absent (increased by 3.2%) (2023 - 34.2% chronically absent)

-foster youth -40% chronically absent (increased by 7.7% (2023 - 32.3% chronically absent)

-socio-economically disadvantaged students - 38% chronically absent (increased by 1.5%) (2023 - 40.5% chronically absent)

Challenger Middle School (chronically absenteeism)

-All students - "red" - 35.9% of students were chronically absent (increased 3.6%). (2023 - 32.3% chronically absent)

-English learners - "red" -36.4% chronically absent (increased) (2023 - 32.6% chronically absent)

-Hispanic - "red" - 35.1% chronically absent. (2023 - 29.3% chronically absent)

-Long-term English learners - "red" -40.4% chronically absent (increased) (2023 - No Dashboard indicator available)

-Socioeconomically disadvantaged students - "red" -36.1% chronically absent (increased) (2023 - 32.5% chronically absent)

-students with disabilities - "red" - 46.5% chronically absent (increased). (2023 - 41.6% chronically absent)

Vista San Gabriel (Chronic Absenteeism)

-All students - "yellow" with 38.4% of the students chronically absent; this is a decline of 1%. (2023 - 39.3% chronically absent)

The following student groups are "red":

-English learners - 32% chronically absent (0.5% increase). (2023 - 36.7% chronically absent)

-Hispanic -39% chronically absent (1% increase). (2023 - 38% chronically absent)

-Socioeconomically disadvantaged -39.4% chronically absent (maintained). (2023 - 39.4% chronically absent)

Suspension rate - (District-wide) -All students and all student groups were reported in the "yellow" performance band. 5.6% of all students were suspended at least one day which was a 5.6%% decline in suspensions. (2023 - 7.4% suspended)

Student groups performing in "red":

-African American students -14.3% suspended at least one day (maintained) (2023 - 14.1% suspended)

Challenger Middle School: (Suspension)

-All students - "orange- 12.4% students suspended at least one day (declined 2.1%) (2023 - 14.5% suspended)

-African American students - "red" -31.9% suspended at least one day.(increased 8.7%) (2023 - 23.3% suspended)

Vista San Gabriel Elementary (Suspension)

-All students - "blue" with 0.6% of students suspended at least one day; this is a decline of 1.1%. (2023 - 1.7% suspended)

-there are no students groups in "red" in 2024

African American - 2024 - 1.6% suspended "green" (2023 - "red" - 5.8% suspended)

Local indicators (Completed - May 2025 - for 24-25 school year)

Implementation of Academic Standards (Priority 2)- May 2025

Self-reflection tool - Option 1

Wilsona school district tracks student academic progress using the iReady Assessment Platform, which is given three times per year in the academic areas of English Language Arts and Math. State Board adopted Curriculum assessments are given at the end of each unit for all curricular areas. State provided interim block assessments are used in grades 3-8 . Physical fitness goals that are set based on state testing criteria are monitored monthly. A yearly report of student state dashboard data is presented to the school board. School site administrators present their school site's academic data at their yearly Title 1 meeting. - overall implementation level - 3-4 (initial to full implementation)

Access to a Broad Course of Study (Priority 7) - based on a review of the master schedule at Challenger Middle School - all students have access to all core instructional classes and a CTE course; all 7th and 8th graders have access to an elective course. Sixth grade students also have access to band.

Based on a review of grade level schedules, all students in grades K-5 have access to all core instructional classes. Students in these grade levels also are provided with additional intervention support in both ELA and math at Vista San Gabriel and in ELA at Wilsona Elementary.

Parent and family engagement (Priority 3)

-Building Relationships between School Staff and Families - rating range from initial implementation to full implementation

-Building Partnerships for Student Outcomes - rating ranges from initial implementation to full implementation and sustainability

-Seeking Input for Decision Making - rating ranges from initial implementation to full implementation

Daily attendance rate: 91.57% (all students) - this represents no growth or loss of daily attendance in the 24-25 school year

Current suspension rate:3.5% (as of April 2025) - this represents a significant decrease in suspension rate

Current chronic absentee rate:29.34% (as of April 2025) - this represents a significant decrease in chronic absentee rate

Reclassification rate: 10.3% (as of April 2025)

Challenger Middle School had been identified as a Comprehensive Support and Improvement School; The school performed in the "red" performance band in suspension rate, English language arts and math. They performed in the "Yellow" band for Chronic Absenteeism and the "blue" band for English Learner Progress.

The District will provide the following support to address our student groups performing in the "red" performance bands:

-Goal 1, Action 6 - Provide professional development for teachers and instructional assistants in implementing small groups to improve

standards-aligned instruction

- Goal 1, Action 10 - Provide supplemental math materials to support the teaching of standards-aligned math within small groups
- Goal 1, Action 9 - Provide instructional assistants who will support small group instruction during reading to ensure the lowest performing students receive more frequent small group instruction from the teachers in grades K-5
- Goal 2, Action 1 - Provide targeted intervention in math and English language arts to students performing at the lowest performance bands
- Goal 2, Action 2 - Provide social/emotional learning support (includes, social worker, counselors, and SEL specialist) - focusing on alternatives to suspension and mental health support
- Goal 2, Action 8 - Provide services for English learners- the services included in the action will specifically address support teachers with integrated ELD strategies to positively impact math and ELA instruction
- Goal 2, Action 12 - This action includes specific services including priority for online tutoring and counseling outreach to African American parents and students
- Goal 3, Action 10 - Implement an SEL Learning Center at Challenger Middle School - this center is designed to address those students who have the highest behavioral needs, are chronically absent and have mental health concerns.

Positive Reflections:

Based on a review of the California Dashboard and local data the District demonstrated an increase in performance in English language arts. District-wide fewer student groups were identified in the "red" performance band with Vista San Gabriel having no students groups in the "red". This is in part to the implementation of the District's early literacy plan. More consistent efforts to teach foundational reading skills has impacted student performance. At Challenger Middle School, although many student groups are performing in the "red" level, many groups did not decline in this area.

In the area of mathematics, the District is performing in the "orange" performance level with only two student groups performing in the "red". This demonstrates a continued improvement in math district-wide. Challenger Middle School's students performed in the "yellow" demonstrating positive growth. Only one student group continue to perform in the "red". Vista San Gabriel had no student groups in the "red" and two student groups, homeless students and students with disabilities demonstrating significant growth. The District is using supplementary math materials to support math instruction. These materials are in greater alignment with the Mathematics Framework.

Based on iReady diagnostic assessment results (May 2025) - The majority of students groups made good growth in both ELA and math; Homeless students and foster youth did not make progress

English learners are making some progress in gaining proficiency in English with 10.3% reclassified. English learners, district-wide and at Vista San Gabriel are performing at the "yellow" level maintaining a District wide proficiency growth of 47%. Reclassification rate also indicates 10.5%

Suspension rates reported on the 2024 Dashboard also demonstrates a reduction of suspensions for all but one student group and at both schools with Dashboard data. Local suspension rate compiled in May 2025 indicate that all students groups except African American students, showed a decrease The District has implemented many actions to address student behavior. Some staff at Challenger Middle School have received training on restorative practices, the services of a district social worker and an SEL specialist have supported students and families experiencing trauma. Counseling services are provided at all schools to support school wide efforts to implement social/emotional curriculum. This year a Social/Emotional Center has been established at Challenger Middle School. Although not completely

staffed this year, staff reports that the SEL Center has had an impact on suspensions.

Although chronic absenteeism District-wide and at Vista have improved, the Dashboard and current data continue to show a continued challenge in this area for multiple student groups. Daily attendance rates have improved but not to the pre-pandemic levels of attendance.

The District has implemented actions to support students with disabilities both behaviorally and academically, including the training of teachers (both general and special education) and instructional aides in understanding Universal Design for Learning.

Learning Recovery Emergency Block Grant

The District has unexpended LREBG funds for the 2025-26 school year. The District's plan for these funds can be found in Goal 5 , Action 1-3. Our needs assessment revealed significant needs regarding related to the health and safety of our students as well as identifying, coordinating and delivering early intervention services to our youngest learners. In addition to review our chronic absentee and student achievement data, the District received considerable input from parents and the school nurse. Our chronic absentee rate is 37.4% which is a "red" indicator on the California Dashboard. This demonstrated an increase in chronic absenteeism from the 2023 Dashboard. The following student groups are also in the "red" performance band: socioeconomically disadvantaged and Hispanic students, foster youth, English learners and long-term English learners. This pattern is evident in all of our schools and across all grade levels. The chronic absenteeism of our students has an impact on student achievement and is reflected in both our CAASPP and iReady scores in reading and math. Other data received during the needs assessment process from parents, teachers and our school nurse indicated that there has been an increase in the number of students requiring medical follow up. These health needs range from students with seizure disorders to diabetics to students needing their multiple medications to be managed. In part this need is even greater in our community due its rural and isolated location. There is very limited health services in the community. Parents indicated that they are reassured that when they send their children to school they know their health needs will be addressed.

Another area the emerged through our needs assessment was the number of younger children, in particular, experiencing challenges in school. These challenges are reflected in our iReady data with the following student groups at the elementary level performing in "orange" performance level: All students, Hispanic and homeless students, student with disabilities and socioeconomically disadvantaged students. Students' performance on iReady has shown some improvement this year, however there continues to be a concern that children in the younger grades are struggling to achieve grade level standards expectations, which then establishes a weaker foundation for them to build on to achieve success in later grade levels. Suspension rates among some of our student groups remain high even though in general there was a decrease across student groups in the suspension rates. White and African American students as well as foster youth, homeless students and students with disabilities continue to demonstrate higher rates than "all students". The District is beginning to implement a rigorous intervention program especially at Vista San Gabriel (grades TK-2) as well as providing counseling and social/emotional learning support across the entire district. However the need to identify, coordinate and deliver services and supports to student needing early intervention remains high.

The last area identified through our needs assessment was the need at all of our schools to provide increased support during unstructured times during the day by providing an increase in adult to student ratio during these times of the school day. Many of the same data (iReady, suspension, office discipline referrals, chronic absenteeism) as well as input from teachers, administrators and parents, indicated that

students need to have adults to connect and relate to during unstructured as well as classroom time. When the District has had increased adults available the number of negative incidents decrease, students transition in a more positive manner to the classroom and are therefore more ready to learn and the number of safety concerns are reduced. The goals of keeping children safe and developing positive peer to peer and adult to peer relationships is critical for students to learn.

To address these needs the following actions in Goal 5 of this plan will be implemented:

Action 1: The District will provide support for schools to offer services that will allow students to be diagnosed, provide educational support and monitor their progress in a timely manner; this action will increase the effectiveness of the multi-tiered system of support provided at each school in ensuring that the supports and services provided are appropriately targeted; this action, although implemented District wide will primarily focus on early childhood intervention.

This action is aligned to an "allowable expense" identified in LREBG guidance : "Provide early intervention and literacy programs for pupils in pre-school to grade 3, inclusive, including but not limited to school library access" and "additional academic services for pupils, such as diagnostic, progress monitoring and benchmark assessment of pupil learning"

The evidence to support this action: Based on a variety of sources including, The Education Institute for Early Intervention, the American Speech and Hearing Association, the Center for Learning Disabilities, the following is cited as evidence to support the coordination and timely implementation of early intervention: improved academic performance, reduced need for special education, stronger learning foundations, enhanced social skills, improved self-esteem and confidence and better classroom behavior

Action 2: The District will provide additional health services to address the increase in the number of students who are experiencing more significant health issues; these services will support students and their families address health issues while increasing school attendance and reducing chronic absenteeism.

This action is aligned to an "allowable expense" identified in the LREBG guidance: "Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs"

The evidence to support this action: Based on information provided and research conducted by the National Institutes of Health, providing health services in low socioeconomically disadvantaged communities is crucial for students because it directly impacts their ability to learn and succeed in school. Health issues both physical and mental can significantly hinder a student's attendance, academic performance and over well-being. When these health needs are addressed, school can create a more supportive environment for learning and can help students overcome barriers to their educational and future success. Children in poverty are more likely to experience health problems. Poverty is linked to various health issues that affect a child's cognitive abilities and social/emotional development.

Action 3: The District will provide increased staff to support students successfully engaging with peers and ensure that all students are safe. Increasing the number of staff will help students interact with their peers using specific social/behavioral strategies that are being implemented at each school. This will increase students' connectedness to school and therefore increase time students are in class and available to fully participate in learning experiences.

This action is aligned to an "allowable expenses" identified in the LREBG guidance: "Instructional learning time for the 2022–23 through 2027–28 school years by increasing the number of instructional days or minutes provided during the school year, providing summer school or intercessional instructional programs, or taking any other evidence-based action that increases or stabilizes the amount of instructional time or services provided to pupils, or decreases or stabilizes staff-to-pupil ratios, based on pupil learning needs".

The evidence to support this action: According to several studies, including one from the Center for Disease Control. According to this study feeling connected at school is crucial for students' academic success, well being and long term outcomes. When students feel connected they are more likely to attend classes and participate actively. Connectedness is also a factor in increasing engagement and when students feel connected there is increased engagement motivating students to invest more time and effort in learning. When students feel supported and safe, they are better equipped to learn and process information and develop critical thinking skills. (College of Education, University of North Carolina)

Reflections: Technical Assistance

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

The District has been identified for Differentiated Assistance. The following schools and students groups have been identified for Differentiated Assistance:

Wilsona Elementary School District (identification for DA)

Identified in 2024

English language arts: African American, long-term English learners

Math: African American, long-term English learners

Suspension: African American

Chronic absenteeism - long-term English learners

Year 2 support identified 2023

English language arts: African American, English learners, Hispanic, homeless, socioeconomically disadvantaged, students with disabilities, white, all students

Math: African American, English learners, Hispanic, homeless, socioeconomically disadvantaged, students with disabilities, white, all students

Chronic Absenteeism: African American, foster youth, white

Suspension: African American, English learners, foster youth, Hispanic, homeless, socially economically disadvantaged, students with disabilities, two or more races, white, all students

Challenger and Vista San Gabriel have had the following students groups identified in 2023

Challenger Middle School:

ELA: All students, English learners, Hispanic, socioeconomically disadvantaged, students with disabilities

Math: All students, African American, English learners, Hispanic, socioeconomically disadvantaged, students with disabilities, white
Chronically absent: white

Suspension: All students, English learners, Hispanic, socioeconomically disadvantaged, students with disabilities, white

Vista San Gabriel:

English language arts: All students, English learners, Hispanic, socioeconomically disadvantaged

Chronic absent: African American, white

Suspension: African American

The following student groups (District-wide) are performing in the "red" or "orange" performance bands on the California Dashboard (2024) in the following areas:

Student Groups - "Red"

Chronic Absenteeism - English learners, long-term English learners, Socioeconomically disadvantaged students, Hispanic students and foster youth

Suspension - African American students

English language arts- African American students, Long-term English learners, and White students

Math-Long-term English learners and White students

Actions that will address these students include:

Action 1.5 (Collaboration)

Action 1.6 (professional development)

Student Groups -"Orange"

Chronic Absenteeism - African American, Students with Disabilities, White

Suspension - Foster youth, Long-term English learners

English Language Arts -English learners, Hispanic, Homeless, Socioeconomically disadvantaged, students with disabilities

Math- African American, English learners, Hispanic, Homeless, Socioeconomically disadvantaged, Students with Disabilities

English Learn Progress - Long-term English learners

The following has been the focus of our Differentiation:

- implementation of small group instruction - ELA and math performance
- implement leveled supports to address the social/emotional needs of students - suspension, chronic absentee
- provide professional development and implement "Science of Reading" to ensure primary grade students systematically receive phonics and phonemic awareness.
- implement restorative practices and common agreements regarding classroom management
- increase student engagement through more purposeful lesson design and offering a variety of classes at the middle school level

This year, the district re-opened Wilsona Elementary School. As part of the reconfiguration of the District, students in grades 3-5 were

assigned to this school leaving Vista San Gabriel with grades Tk-2 and Challenger Middle School with grades 6-8. This reconfiguration has had positive impact but has also created some challenges, with Wilsona Elementary having to establish their own vision, staff agreements and plans to implement the District initiatives for a grades 3-5 focus. Another challenge has been identified at Vista San Gabriel, where the entire school is composed of students ages 4-7. As with many schools serving our youngest students, the staff has had to place an increased focus on behavior and social/emotional learning. The District's middle school also made changes in their structures by implementing a block schedule. The goal for implementing the block schedule was to increase the opportunities students had to receive small group instruction. The implementation of small group instruction is slowly being implemented with teachers having received training before school started to support their pacing of the standards within a block schedule.

During the 2024-2025 school year the District engaged in a number of initiatives to address areas of need address in our technical assistance.

This year in an effort to reduce the suspension rate and help staff to develop ways to increase positive school climate and find alternatives to suspension, the District provided extensive training in Capturing Kids Hearts, behavior support and restorative practices and classroom behavior management. Administrators, teachers and other staff received coaching in several of these areas throughout the school year.

To address chronic absentee concerns, the District implemented Attention to Attendance, designated staff regularly followed up with parents and students when absences occurred. The District and each school has established a re-engagement plan, however data indicates that chronic absenteeism behaviors for both students and parents continue to be very challenging to change. The District has assigned staff to do personal follow up, transportation is provided in the most remote parts of the district however the District has been unable to reverse the chronic absenteeism trends for many of the students groups.

The District has provided multiple staff to support the social/emotional needs of students. A District wide Social/Emotional Learning Specialist and social worker provided outreach and support to students and their families focusing on African American students, foster youth and homeless students. During this school year, the District's SEL specialist resigned in the middle of the year. For the majority of the school year the District did not have the services of both of these positions. Three counselors, one assigned to each school and two school psychologists (part time) were available throughout the school year to provide services directly at the school level. The middle school has developed and begun to implement a plan to implement restorative practices including the initial implementation of an SEL Center. These efforts are in part responsible for a reduction in the number of suspension. A consistent behavior management plan has not been fully implemented at Vista however will be a focus area in the 25-26 school year. Wilsona Elementary, has developed school wide behavior expectations however as part of developing a cohesive school culture the implementation of these expectations are still continuing.

Academically, the District continued to implement the Literacy Plan developed in the 22-23 school year. The District has implemented a new language arts supplemental program and provided teachers with training and coaching support from the publisher. Agreements were developed however with the inclusion of new teachers, two new principals and the lack of in-house coaching support, these agreements were not consistently implemented. The plan to hire a literacy coach and an instructional coach for the District was not implemented due to a lack of personnel. The curriculum committee had identified a need for supplemental math materials for the 24-25 school year. Math supplemental materials were purchased and piloted at all grade levels with different levels of implementation. Teachers have been provided with collaboration time each week however the development and implementation of common assessments to monitor students' learning is grade/department level dependent.

The District continued to strengthen and implement expectations for the implementation of designated ELD at every grade level. Supplemental instructional materials to support English language development were purchased. There has been greater implementation of designated ELD especially at the middle school where there is the highest concentration of Long-term learners Overall there is increased understanding of the needs of English learners and long-term English learners throughout the District. English learners and long term English learners, however, continue to be student groups who are experience higher levels of chronic absenteeism.

The District was able to implement reading and math intervention at Vista San Gabriel and Wilsona Elementary Schools, with Vista having two intervention teachers and Wilsona having one teacher. The plan was to have two intervention teachers at Wilsona Elementary however due to a lack of available certificated staff, this did not occur this year. The lack of consistent intervention option for students in grades 3-8 continue to be an identified need in reading and math. The District has preliminary iReady data that has demonstrated that providing students with intervention has reduced the number of students who are 1-4 years below grade level.

This year each grade level (K-5) had an instructional assistant provided. The purpose of these aides are to provide additional support in the classroom during English language arts so that small group instruction can be implemented daily. Based on walkthrough data, most classrooms are providing small group instruction. There is a continued need to continue to strengthen the implementation of expectations around the frequency and targets of the small groups.

The focus for professional development this year has been a combination of academic instructional strategies to address the following subgroups: ALL students, Low-Income Students, Hispanic, English Learners/Long-term English Learners, White, Students with Disabilities, and Homeless/Foster Youth in the areas of ELA (reading and writing), ELD (integrated and designated), Math (focus on use of new supplementary program) and Social-Emotional/Behavior (Trauma informed practices) best practices. (Action 1.6 - professional development)

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.

No school were identified as CSI during the 24-25 school year.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

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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
<p>District Leadership Team - includes parents, teachers, administrators, classified staff, and certificated and classified union representatives, student representative</p>	<p>Dates: 11/5/24, 2/11/25, 4/8/25, 5/20/25</p> <p>In person meetings were held. The Team defined their role related to the development of the LCAP. The Team received information about the state priorities, California Dashboard, and data included in the LCAP (academic, attendance, walkthrough data and behavior), and reviewed the budget and the purposes of each of the funds. The Team reviewed the progress on the current LCAP. The Team determined the needs and priorities for the 25-26 LCAP. The Team revised the questions for the surveys that were provided for parents and staff and then reviewed the responses. The DLT had the opportunity to review of draft of the LCAP</p>
<p>Parent Advisory</p>	<p>Dates: 11/5/24, 2/11/25, 4/8/25, 5/20/25</p> <p>The parents provided input on the development of the surveys for parents and identified needs and priorities for the 25-26 LCAP based on review of data and current progress on the current LCAP. The PAC had the opportunity to review a draft of the LCAP; parents had the opportunity to submit their comments throughout the year in writing. No questions or comments were received that required the superintendent's response in writing during the development of the LCAP</p>

Educational Partner(s)	Process for Engagement
Student Interviews	<p>Dates: Fall and Winter 2024-2025</p> <p>District staff met with individual students who were randomly selected and represented a cross-section of the student population.</p>
Surveys:Parents, students and all staff (certificated and classified)	<p>Dates: October - November 2024</p> <p>Students in grade 3-8th were surveyed. All parents and certificated and classified staff had a paper access to the survey (requested by the DLT).</p>
DELAC	<p>Dates: 11/15/24,12/16/24, 2/18/25, 4/30/25</p> <p>The DELAC reviewed the ELPAC data and the EL Progress Dashboard data and iReady diagnostic data related to English learners. The team reviewed the current goals and actions focusing on English learners. The DELAC also had a focus this year on attendance. The DELAC had the opportunity to review a draft of the LCAP.</p> <p>No questions or comments were received that required the superintendent's response in writing during the development of the LCAP</p>
School Leadership Teams and School Site Councils	<p>Dates: Fall and Winter 2024-25</p> <p>Principals shared the LCAP actions with the School Leadership Teams and School Site Councils to discuss progress and priorities.</p>
Board of Education	<p>Date: 2/20/25, 6/18/25, 6/26/25</p> <p>The Board received a mid-year update on the LCAP implementation and provided staff with input regarding the development of the 25-26 LCAP. The Board of Education held a public hearing on the 25-26 LCAP on June 18, 2025. The public hearing was notified in the Antelope Valley Press in May. There were no questions or comments from the public, The Board of Education approved the LCAP and District budget on June 26, 2025 at a regularly scheduled Board of Education meeting.</p>

District Leadership Team:

The following reflects the input from the DLT that influenced the development of the 25-26 LCAP:

- increased support for the classrooms including instructional assistants
- provide increased support for intervention
 - implement an anti-bullying program
- professional development on alternatives to suspension and removal from class
- Desire to increase parent involvement, especially in the area of addressing behavior
- increased opportunities for students to have art and music
- decrease the amount of time students at the middle school are moving between classes
- remove cell phone access during class
- implement PBIS with fidelity (teach students behavior expectations)
- implement one district-wide system for communicating with parents

DELAC:

The following reflects the input from the DELAC that influenced the development of the 25-26 LCAP:

- Continue to provide translations
- Continue to provide parent liaisons
- increase the implementation of SARB and procedures to address attendance issues
- increase incentives for attendance

Parent Advisory Committee:

The following reflects the input from parents that influenced the development of the 25-26 LCAP:

- parents prefer to have workshops that are more connected to academics and how parents can support academics
- develop strategies to increase parent involvement (African American Committee, administrator visibility)
- social and emotional support for their students
- helping parents with addressing student behaviors
- increase academic intervention support for all grade levels

Students:

The following reflects the input from students that influenced the development of the 25-26 LCAP:

- want improved relationships with their teachers
- want more electives
- teachers to have a better understanding of the things that impact their lives
- want students to have consequences for behavior however they don't think suspension works
- want the school to remove the cell phones from school
- decrease fighting on campus

- want the Paxton Patterson Lab to operate as it has in the past
- want more after-school STEM activities

Teachers:

The following reflects the input from teachers that influenced the development of the 25-26 LCAP:

- increase professional development for small group instruction and math
- no cell phones
- want alternatives for suspension to be understood
- more parental involvement
- want to implement more small group instruction

Classified staff:

The following reflects the input from classified staff that influenced the development of the 25-26 LCAP:

- increase the number of instructional assistants in the classroom
- job-related professional development

Administration(including principals):

The following reflects the input from administration that influenced the development of the 25-26 LCAP:

- improve services for English learners
- increase implementation of rigorous standards-aligned lessons

The Board of Education and District staff reviewed all of the Educational Partners' input. Based on a review of current data and the progress on the current LCAP actions, the input from the Educational partners was considered by first determining if there were common themes among the various groups and secondly, if the recommendations addressed specific needs that were identified from the data review. The current successes and challenges related to the implementation of the 2024-15 LCAP were also considered as well as current budget considerations.

The revisions and development of the 2025-26 LCAP based on educational partners' input include:

- provide increased support by increasing aides to support the intervention programs in grades TK-5 - Goal 2 Action 1
- provide intervention support for grades 6-8 - Goal 2 Action 1
- electives were changed to respond to student requests - Goal 2 Action 10
- providing increased opportunities for both staff and parents to receive professional development and parent workshops - Goal 4 Action 1
- other actions that are continuing were affirmed by educational partners

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide all students with an educational program that will increase academic achievement for all students	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Wilsona School District serves a diverse student population with over 95% of the students identified as low income. The District is committed to providing an educational program that supports access to grade level standards to all students. This goal includes a range of actions including providing highly qualified staff, instructional materials, technology and professional development.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA and Math: Percent of students meeting or exceeding grade-level standards	Spring 2023 All students ELA - 17.13% All students Math - 11.51% Low-income students ELA-16.38% Low Income Math - 10.67% English learners ELA-5.18% English learners Math-6.41% African American -ELA - 18.37%	Spring 2024 All students ELA - 17.96% All students Math - 10.81% Low-income students ELA-17.75% Low Income Math - 10.55% English learners ELA-7.63% English learners Math-5.5%		All students ELA-35% All students Math - 20% Low-income students ELA-32% Low-Income Math -20% English learners ELA-15% English learners Math-13% African American - ELA -25%	All students ELA = 0.83% Increase All students Math = 0.7% Decrease Low-income students ELA = 1.37% Increase Low-Income Math = 0.12% Decrease English learners ELA = 2.45% increase English learners Math = 0.91% Decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>African American - Math -6.52%</p> <p>Students with disabilities - ELA - 6.06%</p> <p>Students with disabilities - math- 3.12%</p> <p>White students - ELA - 21.25%</p> <p>White students - math - 13.75%</p> <p>Hispanic students - ELA-15.54%</p> <p>Hispanic students - Math-11.71%</p> <p>Homeless students - ELA -8.34%</p> <p>Homeless students - Math-5.56%</p> <p>Foster - no data available</p>	<p>African American - ELA -14.04%</p> <p>African American - Math -20%</p> <p>Students with disabilities - ELA - 7.07%</p> <p>Students with disabilities - math- 3.03%</p> <p>White students - ELA -13.2%</p> <p>White students - math -14.2%</p> <p>Hispanic students - ELA-18.72%</p> <p>Hispanic students - Math-11.71%</p> <p>Homeless students - ELA -11.51%</p> <p>Homeless students -Math-12.12%</p> <p>Foster Youth -ELA -18.09%</p> <p>Foster Youth - math -10.97%</p>		<p>African American - Math-20%</p> <p>Students with disabilities - ELA-15%</p> <p>Students with disabilities - math-10%</p> <p>White students - ELA -33%</p> <p>White students - math -25%</p> <p>Hispanic students - ELA-25%</p> <p>Hispanic students - Math-21%</p> <p>Homeless students - ELA-15%</p> <p>Homeless students -Math-15%</p>	<p>African American ELA = 4.33% Decrease</p> <p>African American - Math = 13.48% increase</p> <p>Students with disabilities ELA = 1.01% increase</p> <p>Students with disabilities - Math = 0.09% Decrease</p> <p>White students - ELA = 8.05% Decrease</p> <p>White students - Math = 0.45% Increase</p> <p>Hispanic students - ELA = 3.18% increase</p> <p>Hispanic students - Math = 0% no change</p> <p>Homeless students - ELA = 3.17% increase</p> <p>Homeless students - Math = 6.56% increase</p>
1.2	iReady ELA(percent of students at or above grade level)	<p>Spring 2024</p> <p>All Students- 16%</p> <p>Low-income students - 15%</p> <p>English learners 7%</p>	<p>May 2025</p> <p>All Students- 37%</p> <p>Low-income students 36-%</p> <p>English learners 25%</p>		<p>All Students 35%</p> <p>Low-income students -35%</p> <p>English learners 25%</p>	<p>All Students - 21% increase</p> <p>Low-income students - 21% increase</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American students -10% Students with disabilities - 6% White students -16% Hispanic students -16% Homeless students - 31% Foster youth -31%	African American students -29% Students with disabilities - 21% White students - 47% Hispanic students - 36% Homeless students -36% Foster youth -36%		African American students -30% Students with disabilities-15% White students-35% Hispanic students-35% Homeless students -40% Foster youth - 40%	English learners - 18% increase African American students - 19% increase Students with disabilities - 15% increase White students - 31% increase Hispanic students - 20% increase Homeless students - 5% increase Foster youth - 5% increase
1.3	iReady Math (percent of students at or above grade level)	Spring 2024 All Students 10% Low-income students-10% English learners -7% African American students-10% Students with disabilities-6% White students -19% Hispanic students-16% Homeless students - 31% Foster youth -31%	Spring 2025 All Students 27% Low-income students-27% English learners - 20% African American students-20% Students with disabilities-12% White students - 36% Hispanic students-27% Homeless students -27% Foster youth -27%		All Students 30% Low-income students-30% English learners - 22% African American students-30% Students with disabilities -15% White students - 35% Hispanic students-35% Homeless students -35% Foster youth -35%	All Students - 17% increase Low-income students - 17% increase English learners - 13% increase African American students - 10% increase Students with disabilities - 6% increase White students - 17% increase Hispanic students - 11% increase Homeless students - 4% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Foster youth - 4% decrease
1.4	English Language Proficiency Assessments for California (ELPAC)	2023 46.4% progressed one level 2.9% maintained level 4 27.1% - maintained at current levels 23.6% - decreased at least one level	2024 41.5% progressed one level 6.4% maintained level 4 50.8% - maintained at current levels 7.7% - decreased at least one level		55% progressed one level 5% maintained level 4 35% - maintained at current levels 5% - decreased at least one level	progressed one level - 4.9% decrease maintained level 4 - 3.5% increase maintained at current levels - 23.7% increase decreased at least one level - 15.9% decrease
1.5	ELA Dashboard - Distance from grade-level standards	2023 (Red) -80.2 DFS	2024 (Orange) - 85.8 DFS		yellow - 30 points below standard	5.6 DFS increase
1.6	Math Dashboard - Distance from Grade level standards	2023 (Yellow) -57.1 DFS	2024 (Orange) 111.9 DFS		green - at standard	54.8 DFS increase
1.7	Percent of teachers fully credentialed and appropriately assigned	23-24 ALL 88%	24-25 ALL 83% Percent ineffective Vista - 23% Wilsona - 5% CMS - 0.1%, WSD 25% mis-assigned		100%	5% Decrease
1.8	Percent of students with standards-aligned materials	2024 100%	2025 100%		100%	0% no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Williams Sufficiency of Instructional Materials					
1.9	Implementation of State Standards- Local Indicator Self Reflection Tool	<p>(23-24) Self Reflection Tool</p> <p>Recently Adopted Academic Standards Language Arts - full implementation (4)</p> <p>ELD - Initial implementation (3)</p> <p>Math - initial implementation (3)</p> <p>Next Generation Science - Initial implementation (3)</p> <p>History/Social Science - Initial implementation (3)</p> <p>Instructional Materials - all areas - full implementation and sustainability (5)</p> <p>Policy and programs to support staff ELA, Math and History/Social Science- full implementation</p> <p>ELD and Next Generation Science - Initial Implementation(3)</p> <p>Other Adopted Academic Standards</p>	<p>24-25 Self Reflection Tool</p> <p>Recently Adopted Academic Standards Language Arts - full implementation (4)</p> <p>ELD - Initial implementation (3)</p> <p>Math - initial implementation (3)</p> <p>Next Generation Science - Initial implementation (3)</p> <p>History/Social Science - Initial implementation (3)</p> <p>Instructional Materials -all areas - full implementation and sustainability (5)</p> <p>Policy and programs to support staff ELA, Math and History/Social Science- full implementation</p>		<p>Recently Adopted Academic Standards Language Arts - full implementation (5)</p> <p>ELD - Initial implementation (4)</p> <p>Math - initial implementation (4)</p> <p>Next Generation Science - Initial implementation (4)</p> <p>History/Social Science - Initial implementation (3)</p> <p>Instructional Materials -all areas - full implementation and sustainability (5)</p> <p>Policy and programs to support staff ELA, Math and History/Social Science- full implementation</p> <p>ELD and Next Generation</p>	no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CTE, Health, PE and VAPA - initial implementation (3)	ELD and Next Generation Science - Initial Implementation(3) Other Adopted Academic Standards CTE, Health, PE and VAPA - initial implementation (3)		Science - Initial Implementation(4) Other Adopted Academic Standards CTE, Health, PE and VAPA - initial implementation (4)	
1.10	Access to Broad Course of Study - Local Indicator Self Reflection Tool	2023 Self Reflection Tool Based on a review of the master schedule for the middle school - all students in grades 7-8 - have access to all core subjects and to electives; all students; all students in grade 6 have access to all core subjects and have access to CTE Paxton Patterson course (All Moderate/Severely Handicapped students are not included Based on a review of the elementary school's grade level schedules - all TK-5 grade level students have access to	2024 Self Reflection Tool Based on a review of the master schedule for the middle school - all students in grades 7-8 -have access to all core subjects and to electives; all students; all students in grade 6 have access to all core subjects and have access to CTE Paxton Patterson course (All Moderate/Severely Handicapped students are not included		Based on a review of the master schedule for the middle school - all students in grades 7-8 -have access to all core subjects and to electives; all students; all students in grade 6 have access to all core subjects and have access to CTE Paxton Patterson course (All Moderate/Severely Handicapped students are not included Based on a review of the elementary school's grade	no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		all core instructional standards	Based on a review of the elementary school's grade level schedules - all TK-5 grade level students have access to all core instructional standards		level schedules - all TK-5 grade level students have access to all core instructional standards	
1.11	California Science Assessment (CAST)	Spring 2023 9.81% met or exceeded standards	Spring 2024 11.61% met or exceeded standards		25 % met or exceeded standards	1.8% increase
1.12	Attendance rate (Student Information System)	2024 P2 All students - 91.8% English learners- 91.12% low-income students- 91.14% Foster Youth-95.23%	2025 P2 All students - 91.57% English learners- 92.29% low-income students-91.57% Foster Youth- 96.06%		P2- 94-96% All students - 94-96% English learners- 94% low-income students- 94% Foster Youth-96%	All students - 0.23% decrease English learners- 1.17% increase low-income students - 0.43% increase Foster Youth - 0.83% increase

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.

1.1: Provide fully credentialed and appropriately assigned teachers - all classrooms were provided with a teacher. Not all of the teachers were credentialed and in some cases, substitute teachers were needed to provide instruction.

1.2 Provide daily opportunities for small group instruction and student feedback- This action was implemented; two additional teachers were hired to reduce class size at Vista San Gabriel. Students received regular small group instruction primarily during ELA instruction. Many

teachers are at the initial level of implementation with small group instruction. A focus on classroom management and providing appropriate grade level activities for students not receiving small group instruction was also a focus.

1.3: Provide standards aligned core instructional materials - This action was fully implemented. All students received and had access to core instructional materials in all subjects and in all grade levels including English language development included with core adopted materials.

1.4: Students will continue to have access to one to one devices and technology support - This action was implemented. All students received a one to one device in grades 1-8. Technology support was provided throughout the year. Budgeted staff were hired. Middle school students were able to use their devices both at home and school. Students needing access to the internet received hot spots. Students, parents and students needing support with devices and software access were able to receive support.

1.5: Increase middle school students' engagement - This action was partially implemented. Middle school teachers were provided with time weekly to collaborate and plan instruction, however not all teachers (departments) used this time on a consistent basis to plan specific students or groups of students' needs. The purpose of this collaboration time was to provide teachers with opportunities to review data and plan instruction that respond to students' needs while increasing the rigor to achieve grade level standards. Effective collaboration will require increased training for teachers and increased monitoring on the part of school administration.

1.6: Provide professional development on small group instruction and effective instructional strategies. - This action was implemented. This year all teachers had the opportunity to attend 8 days of professional development offered on non-student attendance days during the 24-25 school year. Included in the professional development were, math, ELD and writing training on new supplemental (pilot) programs. Additionally teachers received training on professional learning communities focusing on analyzing and using data. Another focus for training was on Universal Design for Learning. Teachers who participated in the professional development opportunities indicated that the trainings were valuable and in those classrooms there was evidence of implementation. The District continues to have a high number of staff who do not participate in professional development even though teachers not only provided input to the plan and some teachers led the professional development.

1.7: Provide students with transportation - This action was implemented. Transportation was provided this year for those students living in remote areas of the district. If this action was not implemented many students in the District would have no access to attending school.

1.8: Increase student engagement in grades K-5 - This action was implemented. Teachers were asked to meet and collaborate weekly to review common assessments, determine why students were or were not achieving and to determine strategies to increase student engagement in learning. Although, teachers in grades K-5 were provided opportunities on a weekly basis to have dedicated collaboration time, the use of this time was not consistently implemented due to significant challenges with staffing consistency. Since staffing was not consistent, training and administrative follow up was also not consistent.

1.9: Provide instructional assistants - This action was implemented. Each grade level (K-5) received an instructional assistant to support small group instruction during reading language arts instruction. Grade level teachers shared the instructional assistant. Based on classroom walkthrough, there was an increase in small group instruction. Teachers received some training on small group instruction, however the instructional aides did not receive any specific training. Implementation would increase if both teachers and aides receive training and have consistent shared understanding of the role of the instructional aides.

1.10: Provide supplementary math programs. - This action was fully implemented in K-5. All students received instruction using Classroom Mathematics. Teachers participated in the training that was provided to effectively use the materials. Teachers used the materials across grade levels constantly through the school year. Materials that were provided for students in grades 6-8 were published by Carnegie. It was partially implemented in grades 6-8 due to changes in staff and inconsistent use of the materials.

1.11: Provide instructional coaching for teachers in grades 3-8 - This action was not implemented. The District was not able to identify staff to fill the position.

1.12: Provide a literacy coach for grades TK-2 - This action was not implemented. The District was not able to identify staff to fill the position.

1.13: English Language Development - The District implemented a dedicated time for English language development in all grade levels K-8. Materials were provided.

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

1.3 - (Core instructional materials) - There is a material difference in this action. Less was expended than budgeted. Lottery funds were used to provide any replacement core materials that were needed. There was no adoption this year.

1.4 (Technology and support) - There is a material difference in this action. Less was expended than budgeted. This action was over-budgeted. Based on a current inventory the number of devices that were needed was not as great as planned.

1.5 - (Increase engagement in middle school) - There is a material difference in this action. Due to negotiated salary increases the expenses for this action was greater than what was budgeted.

1.8 - (Elementary collaboration) - There is a material difference in this action. There was an increase in the amount expended than budgeted. This is due to an increase in salaries over what was budgeted.

1.9 (Instructional assistants) There is a material difference in this action. There was less expended than budgeted. Not all of the instructional assistants were able to be hired for the entire school year.

1.10 - (Supplementary materials) - There is a material difference in this action. There was less expended than budgeted. Some of the materials that were ordered did not arrive in the district before estimated actuals were calculated. There was adequate funding available for all materials ordered.

1.11 - (Instructional coaching) - There is a material difference in this action. This position was not filled therefore there is less expended than budgeted.

1.12 - (Literacy coach for grades K-2) - There is a material difference in this action. This position was not filled therefore there is less expended than budgeted.

There is no material difference in:

action 1.1 (qualified teachers)

action 1.2 (increase daily opportunities for small group instruction)

action 1.6 (professional development)

action 1.7 (provide low income students with transportation)

action 1.13 (materials for English learners)

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

1.2 Provide daily opportunities for small group instruction and student feedback - This action was effective. Students received small group instruction throughout the week this has provided students with more immediate and specific feedback regarding their learning. Teachers provided more small group instruction during literacy. Many of the teachers in these grade levels are new to teaching and are beginning to learn how to effectively manage small group instruction. The effectiveness of this action is demonstrated through an increases in student achievement on iReady assessments in both math and reading for low income students and English learners. Walkthrough data also indicates that students were more engaged and focused during small group instruction.

ALL Students

iReady ELA - There was a growth of 21% in grades K-2nd demonstrating growth from the previous benchmark of 16% proficiency to Spring 2025 benchmark of 37% proficiency.

iReady MATH - There was a growth of 17% in grades K-2nd demonstrating growth from the previous benchmark of 10% proficiency to Spring 2025 benchmark of 27% proficiency.

LOW-INCOME Students

iReady ELA - There was a growth of 21% in grades K-2nd demonstrating growth from the previous benchmark of 15% proficiency to Spring 2025 benchmark of 36% proficiency.

iReady MATH - There was a growth of 17% in grades K-2nd demonstrating growth from the previous benchmark of 10% proficiency to Spring 2025 benchmark of 27% proficiency.

ENGLISH LEARNER Students

iReady ELA - There was a growth of 18% in grades K-2nd demonstrating growth from the previous benchmark of 7% proficiency to Spring 2025 benchmark of 25% proficiency.

iReady MATH - There was a growth of 13% in grades K-2nd demonstrating growth from the previous benchmark of 7% proficiency to Spring 2025 benchmark of 20% proficiency.

1.4: Students will continue to have access to one to one devices and technology support - This action was effective. All students in grades 1st through 8th grade had a chrome book available. Students were able to use specific software programs that supported increased student engagement. Chrome books were able to used at home in grades 6-8.so students had greater access to curricula resources both at school

and at home. Technology support was provided as planned. The increased engagement as a result of students having access to software applications and other media has been effective based on increased academic achievement for both low income students and English learners in both ELA and math.

LOW-INCOME Students

iReady ELA - There was a growth of 21% in grades 6-8th demonstrating growth from the previous benchmark of 15% proficiency to Spring 2025 benchmark of 36% proficiency.

iReady MATH - There was a growth of 17% in grades 6-8th demonstrating growth from the previous benchmark of 10% proficiency to Spring 2025 benchmark of 27% proficiency.

ENGLISH LEARNER Students

iReady ELA - There was a growth of 18% in grades 6-8th demonstrating growth from the previous benchmark of 7% proficiency to Spring 2025 benchmark of 25% proficiency.

iReady MATH - There was a growth of 13% in grades 6-8th demonstrating growth from the previous benchmark of 7% proficiency to Spring 2025 benchmark of 20% proficiency.

1.5: Increase middle school students' engagement - This action has been partially effective. The current form of teacher planning is addressing all student groups equally. Teachers do not consistently use data to review any possible achievement gaps. In general, there is no inequity among the student groups related to performance, however the lack of understanding and using data to plan instruction at times leads to a lack of understanding why some student groups may not achieve as well as others. Based on a local survey, 92% of staff reported that they spent their collaboration time on prepping for their content area. The English department at the middle school, as a result of stable staffing and having experienced teachers, are collaborating to a greater degree, using data and discussing strategies that potentially will engage students at a higher level. Other departments, however did not have consistent or experienced staff. These departments, in some cases did not have more than one staff member who taught for the entire school year making collaboration challenging. There continues to be a learning gap between English learners and all students; to increase the effectiveness of this action, teachers need to develop a greater understanding of how to use data related to English learner achievement to implement more effective integrated ELD practices. To meet the three year target for this action, the collaboration expectations will continue to be clarified, implemented and monitored with clear outcomes related to teaching and learning outcomes.

ALL Students

iReady ELA - There was a growth of 21% demonstrating growth from the previous benchmark of 16% proficiency to Spring 2025 benchmark of 37% proficiency.

iReady MATH - There was a growth of 17% demonstrating growth from the previous benchmark of 10% proficiency to Spring 2025 benchmark of 27% proficiency.

CAASPP ELA - There was a growth of 0.83% demonstrating growth from the previous benchmark of 17.13% proficiency to prior year of 17.96% proficiency.

CAASPP MATH - There was a decline of 0.7% demonstrating growth from the previous benchmark of 11.51% proficiency to prior year of 10.81% proficiency.

ATTENDANCE - There was a decline of 0.23% demonstrating improved attendance from the previous P2 benchmark of 91.8% to the 2025 P2 benchmark of 91.57%.

LOW-INCOME Students

iReady ELA - There was a growth of 21% demonstrating growth from the previous benchmark of 15% proficiency to Spring 2025 benchmark of 36% proficiency.

iReady MATH - There was a growth of 17% demonstrating growth from the previous benchmark of 10% proficiency to Spring 2025 benchmark of 27% proficiency.

CAASPP ELA - There was a growth of 1.37% demonstrating growth from the previous benchmark of 16.38% proficiency to prior year of 17.75% proficiency.

CAASPP MATH - There was a decline of 0.12% demonstrating growth from the previous benchmark of 10.67% proficiency to prior year of 10.55% proficiency.

ATTENDANCE - There was a growth of 0.43% demonstrating improved attendance from the previous P2 benchmark of 91.14% to the 2025 P2 benchmark of 91.57%.

ENGLISH LEARNER Students

iReady ELA - There was a growth of 18% demonstrating growth from the previous benchmark of 7% proficiency to Spring 2025 benchmark of 25% proficiency.

iReady MATH - There was a growth of 13% demonstrating growth from the previous benchmark of 7% proficiency to Spring 2025 benchmark of 20% proficiency.

CAASPP ELA - There was a growth of 2.45% demonstrating growth from the previous benchmark of 5.18% proficiency to prior year of 7.63% proficiency.

CAASPP MATH - There was a decline of 0.91% demonstrating growth from the previous benchmark of 6.41% proficiency to prior year of 5.5% proficiency.

ATTENDANCE - There was a growth of 1.17% demonstrating improved attendance from the previous P2 benchmark of 91.12% to the 2025 P2 benchmark of 92.29%.

1.6:Provide professional development on small group instruction and effective instructional strategies. This action was effective at different levels depending on the school site. The District provided supplemental programs in both ELA, ELD and math because of the outdated core materials. A focus of the professional development was on the full implementation of these supplemental programs that when used correctly increased the rigor of instruction. Training on professional learning communities supported staff in better identifying and responding more effectively to the needs of student groups. The effectiveness of the implementation of professional leaning communities was site dependent and in some cases grade level/department level dependent. Professional development on small group instruction was well received however implementation at the middle school was less evident than at the elementary level. Student achievement data, although demonstrates some increases, the increases are not consistent. Although professional development was provided and teachers had input into the design of the professional development, teacher attendance was not at a desired level. Based on classroom walkthroughs, it was evident that teachers who attended professional development were beginning to implement strategies that were provided. iReady growth can not be totally attributed to this action since the academic growth is due to a variety of actions that were implemented.

ALL Students

iReady ELA - There was a growth of 21% demonstrating growth from the previous benchmark of 16% proficiency to Spring 2025 benchmark of 37% proficiency.

iReady MATH - There was a growth of 17% demonstrating growth from the previous benchmark of 10% proficiency to Spring 2025 benchmark of 27% proficiency.

CAASPP ELA - There was a growth of 0.83% demonstrating growth from the previous benchmark of 17.13% proficiency to prior year of 17.96% proficiency.

CAASPP MATH - There was a decline of 0.7% demonstrating growth from the previous benchmark of 11.51% proficiency to prior year of 10.81% proficiency.

LOW-INCOME Students

iReady ELA - There was a growth of 21% demonstrating growth from the previous benchmark of 15% proficiency to Spring 2025 benchmark of 36% proficiency.

iReady MATH - There was a growth of 17% demonstrating growth from the previous benchmark of 10% proficiency to Spring 2025 benchmark of 27% proficiency.

CAASPP ELA - There was a growth of 1.37% demonstrating growth from the previous benchmark of 16.38% proficiency to prior year of 17.75% proficiency.

CAASPP MATH - There was a decline of 0.12% demonstrating growth from the previous benchmark of 10.67% proficiency to prior year of 10.55% proficiency.

ENGLISH LEARNER Students

iReady ELA - There was a growth of 18% demonstrating growth from the previous benchmark of 7% proficiency to Spring 2025 benchmark of 25% proficiency.

iReady MATH - There was a growth of 13% demonstrating growth from the previous benchmark of 7% proficiency to Spring 2025 benchmark of 20% proficiency.

CAASPP ELA - There was a growth of 2.45% demonstrating growth from the previous benchmark of 5.18% proficiency to prior year of 7.63% proficiency.

CAASPP MATH - There was a decline of 0.91% demonstrating growth from the previous benchmark of 6.41% proficiency to prior year of 5.5% proficiency.

1.8: Increase student engagement in grades K-5 - This action was partially effective. Although all grade levels were provided with collaboration time, some grade levels in part due to staffing consistency and for one grade level an unwillingness to collaborate had varying levels of challenges effectively using the collaboration time. All grade levels are at a varying level of implementing the PLC model and are beginning to have a better understanding of the purpose and structure for effective collaboration. Moving forward a focus on better understanding the use of data to inform instruction and the instructional strategies needed to engage students in learning rigorous standards. The majority of our student groups' attendance did improve. One of our largest student groups (Hispanic) did not show growth in daily attendance in part due to current challenges for some families related to immigration status. Teachers and other staff are developing a greater understanding of the importance of providing engaging learning opportunities for students that support their achievement of grade level standards to student attendance.

ALL Students

iReady ELA - There was a growth of 21% demonstrating growth from the previous benchmark of 16% proficiency to Spring 2025 benchmark of 37% proficiency.

iReady MATH - There was a growth of 17% demonstrating growth from the previous benchmark of 10% proficiency to Spring 2025 benchmark of 27% proficiency.

CAASPP ELA - There was a growth of 0.83% demonstrating growth from the previous benchmark of 17.13% proficiency to prior year of 17.96% proficiency.

CAASPP MATH - There was a decline of 0.7% demonstrating growth from the previous benchmark of 11.51% proficiency to prior year of 10.81% proficiency.

ATTENDANCE - There was a decline of 0.23% demonstrating improved attendance from the previous P2 benchmark of 91.8% to the 2025 P2 benchmark of 91.57%.

LOW-INCOME Students

iReady ELA - There was a growth of 21% demonstrating growth from the previous benchmark of 15% proficiency to Spring 2025 benchmark of 36% proficiency.

iReady MATH - There was a growth of 17% demonstrating growth from the previous benchmark of 10% proficiency to Spring 2025 benchmark of 27% proficiency.

CAASPP ELA - There was a growth of 1.37% demonstrating growth from the previous benchmark of 16.38% proficiency to prior year of 17.75% proficiency.

CAASPP MATH - There was a decline of 0.12% demonstrating growth from the previous benchmark of 10.67% proficiency to prior year of 10.55% proficiency.

ATTENDANCE - There was a growth of 0.43% demonstrating improved attendance from the previous P2 benchmark of 91.14% to the 2025 P2 benchmark of 91.57%.

ENGLISH LEARNER Students

iReady ELA - There was a growth of 18% demonstrating growth from the previous benchmark of 7% proficiency to Spring 2025 benchmark of 25% proficiency.

iReady MATH - There was a growth of 13% demonstrating growth from the previous benchmark of 7% proficiency to Spring 2025 benchmark of 20% proficiency.

CAASPP ELA - There was a growth of 2.45% demonstrating growth from the previous benchmark of 5.18% proficiency to prior year of 7.63% proficiency.

CAASPP MATH - There was a decline of 0.91% demonstrating growth from the previous benchmark of 6.41% proficiency to prior year of 5.5% proficiency.

ATTENDANCE - There was a growth of 1.17% demonstrating improved attendance from the previous P2 benchmark of 91.12% to the 2025 P2 benchmark of 92.29%.

ELPAC - There was a decline of 4.9% of students that progressed one level from the previous 2023 benchmark of 46.4% to 41.5% following the 2024 ELPAC. An increase of 3.5% of students that maintained level 4 from the previous 2023 benchmark of 2.9% to 6.4% following the 2024 ELPAC. An increase of 23.7% of students that maintained their current level from the previous 2023 benchmark of 27.1% to 50.8% following the 2024 ELPAC. A decline of 15.9% of students that decreased one level from the previous 2023 benchmark of 23.6% to 7.7% following the 2024 ELPAC.

FOSTER YOUTH

ATTENDANCE - There was a growth of 0.83% demonstrating improved attendance from the previous P2 benchmark of 95.03% to the 2025 P2 benchmark of 96.06%.

1.9:Provide instructional assistants - Based on classroom walkthroughs, it was observed that small group instruction occurred more frequently and consistently at all grade levels. In some classes instructional assistants were also leading small group instruction. Training has been provided however not all instructional aides have attended. Student achievement has demonstrated small growth in classrooms where instructional assistants were available to provide support. To increase the effectiveness of this services teachers and instructional

aides will receive some training together so that effective practices can be implemented consistently. In order for this action to support the three year planned outcomes, principals will need to monitor the use of aides in the classroom to support small group instruction.

ALL Students

iReady ELA - There was a growth of 21% demonstrating growth from the previous benchmark of 16% proficiency to Spring 2025 benchmark of 37% proficiency.

iReady MATH - There was a growth of 17% demonstrating growth from the previous benchmark of 10% proficiency to Spring 2025 benchmark of 27% proficiency.

CAASPP ELA - There was a growth of 0.83% demonstrating growth from the previous benchmark of 17.13% proficiency to prior year of 17.96% proficiency.

CAASPP MATH - There was a decline of 0.7% demonstrating growth from the previous benchmark of 11.51% proficiency to prior year of 10.81% proficiency.

LOW-INCOME Students

iReady ELA - There was a growth of 21% demonstrating growth from the previous benchmark of 15% proficiency to Spring 2025 benchmark of 36% proficiency.

iReady MATH - There was a growth of 17% demonstrating growth from the previous benchmark of 10% proficiency to Spring 2025 benchmark of 27% proficiency.

CAASPP ELA - There was a growth of 1.37% demonstrating growth from the previous benchmark of 16.38% proficiency to prior year of 17.75% proficiency.

CAASPP MATH - There was a decline of 0.12% demonstrating growth from the previous benchmark of 10.67% proficiency to prior year of 10.55% proficiency.

ENGLISH LEARNER Students

iReady ELA - There was a growth of 18% demonstrating growth from the previous benchmark of 7% proficiency to Spring 2025 benchmark of 25% proficiency.

iReady MATH - There was a growth of 13% demonstrating growth from the previous benchmark of 7% proficiency to Spring 2025 benchmark of 20% proficiency.

CAASPP ELA - There was a growth of 2.45% demonstrating growth from the previous benchmark of 5.18% proficiency to prior year of 7.63% proficiency.

CAASPP MATH - There was a decline of 0.91% demonstrating growth from the previous benchmark of 6.41% proficiency to prior year of 5.5% proficiency.

1.10: Provide supplementary math programs. - The effectiveness of this action was more limited in grades 5-8 because of the level of implementation. In grades K-4 due to a more consistent implementation of the materials there was increased growth in the percent of students meeting proficiency. In these grade levels due to the implementation of the pilot materials there was an overall increase in the rigor of math instruction and math instruction was more aligned to grade level standards. Classes that consistently used the supplemental programs show gains in math including low income students and English learners.

ALL Students

iReady ELA - There was a growth of 21% demonstrating growth from the previous benchmark of 16% proficiency to Spring 2025 benchmark of 37% proficiency.

iReady MATH - There was a growth of 17% demonstrating growth from the previous benchmark of 10% proficiency to Spring 2025 benchmark of 27% proficiency.

CAASPP ELA - There was a growth of 0.83% demonstrating growth from the previous benchmark of 17.13% proficiency to prior year of 17.96% proficiency.

CAASPP MATH - There was a decline of 0.7% demonstrating growth from the previous benchmark of 11.51% proficiency to prior year of 10.81% proficiency.

LOW-INCOME Students

iReady ELA - There was a growth of 21% demonstrating growth from the previous benchmark of 15% proficiency to Spring 2025 benchmark of 36% proficiency.

iReady MATH - There was a growth of 17% demonstrating growth from the previous benchmark of 10% proficiency to Spring 2025 benchmark of 27% proficiency.

CAASPP ELA - There was a growth of 1.37% demonstrating growth from the previous benchmark of 16.38% proficiency to prior year of 17.75% proficiency.

CAASPP MATH - There was a decline of 0.12% demonstrating growth from the previous benchmark of 10.67% proficiency to prior year of 10.55% proficiency.

ENGLISH LEARNER Students

iReady ELA - There was a growth of 18% demonstrating growth from the previous benchmark of 7% proficiency to Spring 2025 benchmark of 25% proficiency.

iReady MATH - There was a growth of 13% demonstrating growth from the previous benchmark of 7% proficiency to Spring 2025 benchmark of 20% proficiency.

CAASPP ELA - There was a growth of 2.45% demonstrating growth from the previous benchmark of 5.18% proficiency to prior year of 7.63% proficiency.

CAASPP MATH - There was a decline of 0.91% demonstrating growth from the previous benchmark of 6.41% proficiency to prior year of 5.5% proficiency.

1.11: Provide instructional coaching for teachers in grades 3-8 - This action was not implemented

Other Actions in Goal 1 (base funded)

1.1: Provide fully credentialed and appropriately assigned teachers, 1.3: Provide standards aligned core instructional materials , 1.12:: Provide a literacy coach for grades TK-2, 1.13: English Language Development

It continued to be challenging for our district to attract fully credentialed teachers. At one of our elementary schools 33% of the staff was not fully certified. However at the middle school over 95% of the staff was appropriately credentialed and assigned. At the school with the high number of teacher not fully credentialed classroom effectiveness was impacted. All students did receive standards aligned core materials however some of the materials, for example in math, are not as rigorous as they need to be to address the grade level standards expectations; therefore the District provided supplemental materials in math and for some grade levels in reading. English language development was implemented with greater fidelity and the instructional materials that were provided were used with more consistency than in the past.

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

GOAL 1 ACTION 10: This action will be changed from providing only math to other curricula areas, Metrics will change to include ELA data

GOAL 1 ACTION 11: This action will be deleted. Support for teachers will be provided through additional professional development support delivered through contract services in Action 1.6

GOAL 1 ACTION 12 : This action will be deleted; coaching support through the literacy grant will be reflected in Action 1.6

GOAL 1 ACTION 13 This action will be deleted; Expenses for core ELD materials will be reflected in action 1.3

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	Provide fully credentialed and appropriately assigned teachers	The District will provide a highly qualified teacher for each classroom who will be appropriately assigned to provide a high quality educational program for all students; to address the high number of teacher absences, the District has hired two permanent substitute teachers to provide coverage for staff absences. To address the shortage of staff and the retention of teachers, the District will provide mentor teachers who will provide support to new teachers. Additionally human resources will provide on-going support for staff who would like to pursue a teaching credential,	\$4,641,816.00	No
1.2	Provide daily opportunities for small group instruction and student feedback	Students will receive small group instruction, receive increased and frequent feedback on their learning and have multiple opportunities to experience student to student collaboration; this will result in increased student achievement and closing of the achievement gap among low income students and English learners	\$323,720.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Provide standards aligned core instructional materials	All students will be provided with standards aligned instructional materials in all core subjects including ELD that can be accessed both at school and home.	\$115,000.00	No
1.4	Students will continue to have access to one to one devices and technology support	Low income students will continue to receive one to one technology devices and classrooms will be provided with technology that will support student learning; technology will be available for all low income students to use both at home and school who financially are unable to purchase technology. Technology support and hot spots will be provided as needed.	\$1,216,066.00	Yes
1.5	Increase middle school students' engagement	The District will continue to increase the number of teachers at Challenger Middle school that will allow for daily opportunities for staff and teachers to collaborate. Collaboration will include, analyzing student data, developing differentiated lessons and determining instructional strategies to implement during instruction that will increase student engagement in learning. The focus for collaboration will be on the following student groups: Long Term English Learners (ELA , math and chronic absenteeism), African American (ELA, Math and suspensions)	\$444,496.00	Yes
1.6	Provide professional development on small group instruction and effective instructional strategies.	The District will develop and implement a professional development and coaching plan that will provide in-depth training and coaching on the implementation of effective small group instruction, designing lessons to differentiate instruction based on grade level standards and using data to provide targeted progress monitoring of student learning. Staff will receive training on implementing effective professional learning communities, small group instruction and increase evidence based practices implementation for teachers and support staff through coaching support.	\$414,687.00	Yes
1.7	Provide students with transportation	Transportation will be provided for low income students living in the most remote areas of the district to ensure that these students attend school regularly; additionally, to provide opportunities for these students to participate in intervention and other activities supporting social and emotional needs, a late bus will be provided.	\$190,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Increase student engagement in grades TK-5	Elementary teachers will be provided time (2 times per week) within the school day, to collaborate as a grade level. While teachers are collaborating students will receive additional instruction in physical education. This collaboration will impact low-income students, and English learners' academic growth and social and emotional learning by teachers having frequent opportunities to analyze data and identify areas of need specific to high-priority standards and social and emotional needs to plan learning experiences for students that will support their achievement	\$357,204.00	Yes
1.9	Provide instructional assistants	To address the achievement gap in English language arts among unduplicated students in grades K-5, the District will provide an instructional aide for each grade (K-5) level to allow for increased opportunities for students to receive small group instruction specifically during reading.	\$194,374.00	Yes
1.10	Provide supplementary math and ELA programs	The District will provide supplementary math and ELA materials for students in grades K-8 to support the achievement gaps in math, reading and writing. With the delay of the math and ELA adoption, the District's current core materials have not successfully supported students' achievement in math, reading and writing. Teachers will receive training to effectively use these materials with low income students and English learners.	\$285,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Implement Multi- Tiered System of Support throughout the district to address the academic ,social/emotional and behavioral needs of students to reduce the achievement gap	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Current data indicates that a majority of students in the District have identified gaps in academic performance and social/emotional and behavior needs that impede academic success. Therefore the District has determined a need to provide systematic supports in each of these areas to meet students' needs support their access to rigorous academic standards.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP: Student Group Data Percent of students meeting or exceeding grade level standards	2023 All students ELA - 17.13% All students Math - 11.51% Low-income students ELA-16.38% Low Income Math - 10.67% English learners ELA- 5.18% English learners Math- 6.41% African American -ELA - 18.37% African American - Math -6.52%	2024 All students ELA - 17.96% All students Math - 10.81% Low-income students ELA- 17.75% Low Income Math - 10.55% English learners ELA-7.63% English learners Math-5.5% African American - ELA -14.04%		All students ELA-35% All students Math - 20% Low-income students ELA-32% Low-Income Math -20% English learners ELA-15% English learners Math-13% African American - ELA -25% African American - Math-20%	All students ELA = 0.83% Increase All students Math = 0.7% Decrease Low-income students ELA = 1.37% Increase Low-Income Math = 0.12% Decrease English learners ELA = 2.45% increase English learners Math = 0.91% Decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Students with disabilities - ELA - 6.06%</p> <p>Students with disabilities - math- 3.12%</p> <p>White students - ELA - 21.25%</p> <p>White students - math - 13.75%</p> <p>Hispanic students - ELA-15.54%</p> <p>Hispanic students - Math-11.71%</p> <p>Homeless students - ELA -8.34%</p> <p>Homeless students - Math-5.56%</p> <p>Foster - no data available</p>	<p>African American - Math -20%</p> <p>Students with disabilities - ELA - 7.07%</p> <p>Students with disabilities - math- 3.03%</p> <p>White students - ELA -13.2%</p> <p>White students - math -14.2%</p> <p>Hispanic students - ELA-18.72%</p> <p>Hispanic students - Math-11.71%</p> <p>Homeless students - ELA -11.51%</p> <p>Homeless students -Math-12.12%</p> <p>Foster Youth -ELA -18.09%</p> <p>Foster Youth - math -10.97%</p>		<p>Students with disabilities - ELA- 15%</p> <p>Students with disabilities - math- 10%</p> <p>White students - ELA -33%</p> <p>White students - math -25%</p> <p>Hispanic students - ELA-25%</p> <p>Hispanic students - Math-21%</p> <p>Homeless students - ELA-15%</p> <p>Homeless students -Math-15%</p>	<p>African American ELA = 4.33% Decrease</p> <p>African American - Math = 13.48% increase</p> <p>Students with disabilities ELA = 1.01% increase</p> <p>Students with disabilities - Math = 0.09% Decrease</p> <p>White students - ELA = 8.05% Decrease</p> <p>White students - Math = 0.45% Increase</p> <p>Hispanic students - ELA = 3.18% increase</p> <p>Hispanic students - Math = 0% no change</p> <p>Homeless students - ELA = 3.17% increase</p> <p>Homeless students - Math = 6.56% increase</p>
2.2	iReady Student Group Data	<p>April 2024</p> <p>iReady Math All Students 10%</p> <p>Low-income students- 10%</p> <p>English learners -7%</p>	<p>May 2025</p> <p>iReady Math All Students 27%</p> <p>Low-income students-27%</p>		<p>iReady Math All Students 30%</p> <p>Low-income students-30%</p> <p>English learners - 22%</p>	<p>iReady Math All Students - 17% increase</p> <p>Low-income students - 17% increase</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>African American students-10%</p> <p>Students with disabilities-6%</p> <p>White students -19%</p> <p>Hispanic students-16%</p> <p>Homeless students -31%</p> <p>Foster youth -31%</p> <p>iReady ELA All Students- 16%</p> <p>Low-income students -15%</p> <p>English learners 7%</p> <p>African American students -10%</p> <p>Students with disabilities - 6%</p> <p>White students -16%</p> <p>Hispanic students -16%</p> <p>Homeless students -31%</p> <p>Foster youth -31%</p>	<p>English learners -20%</p> <p>African American students-20%</p> <p>Students with disabilities-12%</p> <p>White students -36%</p> <p>Hispanic students-27%</p> <p>Homeless students -27%</p> <p>Foster youth -27%</p> <p>iReady ELA All Students- 37%</p> <p>Low-income students 36-%</p> <p>English learners 25%</p> <p>African American students -29%</p> <p>Students with disabilities - 21%</p> <p>White students -47%</p> <p>Hispanic students -36%</p> <p>Homeless students -36%</p> <p>Foster youth -36%</p>		<p>African American students-30%</p> <p>Students with disabilities -15%</p> <p>White students -35%</p> <p>Hispanic students-35%</p> <p>Homeless students -35%</p> <p>Foster youth -35%</p> <p>iReady ELA All Students 35%</p> <p>Low-income students -35%</p> <p>English learners 25%</p> <p>African American students -30%</p> <p>Students with disabilities-15%</p> <p>White students-35%</p> <p>Hispanic students-35%</p> <p>Homeless students -40%</p> <p>Foster youth -40%</p>	<p>English learners -13% increase</p> <p>African American students - 10% increase</p> <p>Students with disabilities - 6% increase</p> <p>White students - 17% increase</p> <p>Hispanic students - 11% increase</p> <p>Homeless students - 4% decrease</p> <p>Foster youth - 4% decrease</p> <p>iReady ELA All Students - 21% increase</p> <p>Low-income students - 21% increase</p> <p>English learners - 18% increase</p> <p>African American students - 18% increase</p> <p>Students with disabilities - 15% increase</p> <p>White students - 31% increase</p> <p>Hispanic students - 20% increase</p> <p>Homeless students - 5% increase</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Foster youth - 5% increase
2.3	Reclassification Rate (CalPads)	2024 -7%	2025- 10.3%		25%	3.3% increase
2.4	English Language Proficiency Assessments for California (ELPAC)	2023 46.4% progressed one level 2.9% maintained level 4 21.7% - maintained at current levels 23.6% - decreased at least one level	2024 41.5% progressed one level 6.4% maintained level 4 50.8% - maintained at current levels 7.7% - decreased at least one level		50% progressed one level 10 % maintained level 4 25 % - maintained at current levels 15 % - decreased at least one level	progressed one level - 4.9% decrease maintained level 4 - 3.5% increase maintained at current levels - 23.7% increase decreased at least one level - 15.9% decrease
2.5	English Learner Progress Dashboard	2023 Green (49.3% making progress toward English proficiency)	2024 "Yellow" - 47.5% making progress toward English proficiency		55%	1.8% decrease
2.6	Daily Attendance Rate (Student Information System)(P2)	2024 P2- 90.4% (all students) African American - 90.4% Foster Youth -90.7% White students -90.4% English learners - 90.2% Low income - 90.37% Homeless - 88.9% Hispanic -90.46% Students with disabilities - 89.17%	2025 P2 91.98% (all students) African American - 90.07% Foster Youth - 96.06% White students - 91.57% English learners - 92.29% Low income - 91.84%		P2- 94-96% all students - 93-95% African American - 93-95% Foster Youth -93-95% White students - 93-95% English learners - 93-95% Low Income - 93-95%	ALL students - 1.58% increase African American - 0.33% decrease Foster Youth - 5.36% increase White students - 1.17% increase English learners - 2.09% increase Low income - 1.47% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Homeless - 92.34% Hispanic - 92.11% Students with disabilities - 90.48%		Homeless - 90-92% Hispanic - 93-95% students with disabilities - 90 - 92%	Homeless - 3.44% increase Hispanic - 1.65% increase Students with disabilities - 1.31% increase
2.7	SEL screener(Sown to Grow) and (Behavior and Emotional Screener System) (Scale 1-5)	May 2025 (established baseline) Scale 1-5 Sense of Belonging (2.5) Self-awareness (2.75) Self-management (2.6) Social awareness (2.75) Responsible decision-making (2.6) Relationship skills (2.5) Combined scores by student group ALL - 2.5 African Am - 2.4 EL - 2.5 Low-income - 2.5 SWD - 2.5 Foster - 3.15	n/a		Sense of Belonging (3) Self-awareness (3) Self-management (3) Social awareness (3) Responsible decision-making (3) Relationship skills (3) Combined scores by student group ALL - 3 African Am - 3 EL - 3 Low-income - 3 SWD - 3 Foster - 3.5	n/a
2.8	Chronic Absentee Rate(Student Information System) (P2)	2024 P2 All students - 35.04% English learners- 35.32%	2025 P2 All students - 29.34% English learners- 27.30%		P2 All students - 25% English learners- 25%	All students - 5.7% decrease English learners - 8.02% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		low-income students- 36.78% Foster Youth- 33.32% African American students-38.18% White students-37.1%	low-income students- 28.05% Foster Youth- 6.25% African American students- 35.48% White students- 28.43%		Low-income students- 25% Foster Youth-28% African American students -25% White students- 25%	Low-income students- 8.73% decrease Foster Youth - 27.07% decrease African American students - 2.7% decrease White students - 34.67% decrease
2.9	middle school drop out rate(data quest)	0 (local data)	0 (local data)		0	no change
2.10	Chronic absentee dashboard	2023 Yellow (36.4% chronically absent)	2024 Red - 37.4%		25%	1% increase
2.11	Suspension rate (CalPads)	2024 All students - 5.46% low income students - 5.41% foster youth -20% English learners -5.43% African American - 12.6% Hispanic -5.02% Homeless-4.83% Students with Disabilities -8.05% White-2.86%	2025 All students - 3.53% low income students -3.43% foster youth - 17.64% English learners - 2.18% African American - 8.91% Hispanic -2.62% Homeless-5.58% Students with Disabilities -4.26% White-7.77%		All students - 3% low-income students -3% foster youth -10% English learners - 3% African American - 4% Hispanic -3% Homeless-3% Students with Disabilities -5% White-2%	All students - 1.93% decrease low-income students - 1.98% decrease foster youth - 2.36% decrease English learners - 3.25% decrease African American - 3.69% decrease Hispanic - 2.4% decrease Homeless- 0.75% increase Students with Disabilities - 3.79% decrease White - 4.91% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.12	Youth Truth Survey Students (Safety, Engagement, Culture, Relationships)	School Safety - 47.8% Culture-24% Engagement 42% Relationships-29%	*note: Vista has TK-2nd grades (no data) now data is from WES (grades 3-5) School Safety - 48.5% CMS - 36% WES - 61% Culture - 48.9% CMS - 54.4 WES - 43.4 Engagement 56.8% CMS - 59% WES - 54.6% Relationships 57% CMS - 60.6% WES - 53.4%		School Safety - 60% Culture-35% Engagement -50% Relationships-40%	School Safety - 0.7% increase Culture - 24.9% increase Engagement - 14.8% increase Relationships - 28% increase

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.

2.1: Provide Students with academic intervention in English language arts and math in grades K-5 - This action was partially implemented; The District's plan was to have four intervention teachers, two at each elementary school. Three of the four teachers were hired. The intervention program was implemented to serve students at Vista (grades TK-2) to prevent learning gaps from occurring in both ELA and math and at Wilsona Elementary (grades 3-5) for students experiencing achievement gaps focusing on language arts. The lack of the second intervention teacher limited the amount of support students received in math. At TK - grade 2 the intervention teachers provided tier 2 and 3 level support in both math and ELA using a variety of evidence of based programs. Additionally they regularly collaborated with grade level

classroom teachers to review and monitoring data in 6-8 week cycles. In grades 3-5, the intervention teacher implemented the same services only in English language arts. The challenges in implementing an intervention program at both schools has been in creating a master schedule that was conducive to having an intervention program, therefore it was challenging to have adequate flexibility to address the multiple student needs. The most important success is the growth of the student groups in both ELA and math as measured by iReady Diagnostic Assessment.

2.2: Provide services to students to support social/emotional needs - This action was implemented fully for the majority of the school year. SEL services were provided by an SEL specialist, counselors and social worker. One of the challenges this year with the implementation of this action was fully implementing Sown to Grow. Understanding all of the aspects of the program and use of the relevant data was not complete. The District anticipated using BESS (an SEL screener) to help establish a baseline for students' social/emotional and behavior needs. The District was not able to administer this screener. Parents, in particular, have been especially grateful for the SEL services.

2.3: Ensure students have access to timely and relevant academic, behavior and social/emotional support. This action was partially implemented. Due to challenges finding staff to fill the TOSA or coordinator position this position was never filled as plan. Support for Educational Services was provided through contracts. Contracts included support for conducting walkthroughs to ensure implementation of programs and services.

2.4: Increase school engagement and attendance for students in grades 6-8 - This action was fully implemented. Students at the middle school received a variety of non-academic classes to increase engagement. Challenger Middle School has been consistently implementing these classes however, based on student feedback, the focus of these classes will likely change for the 2025-26 school year.

2.5: Provide Multi- tiered System of Support throughout the District - This action was implemented. Supports for implementing a multi-tiered system of support including teacher leaders support and software for assessment and data were implemented. At the elementary level, the focus for MTSS at tiers 2 and 3 have focused on academics, especially in reading. At the middle school the focus of MTSS implementation has been in the social/emotional and behavior tiered support with the on-going implementation of restorative practices and an SEL Center. The District has a mixed results for the implementation of PBIS and Capturing Kids Hearts and each school will examine their practices and determine a program to focus.

2.6: Support for health and social/emotional support to increase attendance - This action was implemented. Three Health and Attendance Clerks were assigned to each school, two LVNS and two psychologists provided services district wide. A challenge moving forward with the implementation of this action is to specifically define the role of the health and attendance clerks so that there is a greater focus on attendance.

2.7: Provide instructional and intervention materials to support student learning - This action was implemented. Teachers in grades K-2 received supplemental reading materials. As part of the District's Early Literacy Initiative, all students were able to receive instruction in foundational reading skills using supplemental reading materials.

2.8: Services for English Learners - This action was fully implemented. Bilingual aides were provided to support English learners at all schools. Although there were staffing changes among the bilingual aides during the year, there was staff available to provide services. English learners received support in their core academic classes as well as providing direct instructional support in preparing for the ELPAC.

Successes can be attributed to have adequate staff to serve students' needs. Students were able to received service time for students as well as differentiate instruction for English learners based on their language proficiency levels. iReady scores for English learners in math and ELA demonstrated double digit increases in proficiency. ELD instruction at the middle school was more targeted and consistent as compared to prior years. The challenge that continues is is the appropriate implementation of integrated English language development and for some of our newer teachers implementing designated ELD on a consistent basis.

2.9: Provide students with after school intervention, summer school and Saturday School (including extended learning opportunities) - This action was implemented. The District held summer school, Saturday School and some after school intervention. Although some students did participate in both summer school and Saturday School, after school intervention was not well supported by teachers and therefore was not available to students as planned. Saturday School did not achieve one of the outcomes of attendance recovery.

2.10: Provide services to address the needs of the "whole child" through implementation of the Arts Integration Program. Students received materials and supplies to support the art elective offered at the middle school. The elementary students also received supplies and materials that teachers used in their classroom to provide visual and performing arts opportunities. The challenge this year was in hiring staff to provide music instruction at the elementary level and to expand the music program at the middle school.

2.11: Provide support for students identified as long term English learners. - This action was fully implemented. A multi week EL Boot Camp and intervention was provided for Long Term English learners. This year EL Boot camp was offered at all three schools and was well attended. Reclassification rates increased. Challenges for our Long term English learners continue to be in meeting their academic and language needs consistently at the middle school. Middle school LTEL students did not attend the boot camp in as great a number as the elementary school level.

2.12: Provide support to African American students - This action was fully implemented through contracted services. African American students were able to participate in multiple extra curricular activities that included a focus on college and career readiness and students were able to meet with innovative and influential African American leaders in the fields of politics (LA mayor) and STEM.

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.

2.1 (Academic Intervention) - There is a material difference in this action. Two positions that were budgeted were not able to be hired therefore there is less expended than budgeted.

2.2 - (SEL support) - There is a material difference in this action. Throughout the year not all of the positions were filled therefore there is less expended than budgeted.

2.3 (Support to ensure students receive services) - There is a material difference in this action. The District was not able to identify a TOSA or a coordinator to fill the planned position. Services were provided through contracted services. Therefore less was expended than budgeted.

2.4 (Engagement for students in grades 6-8) - There is a material difference in this action. Although the action was fully implemented, there was an error in the original budgeted amount to fully implement this action. Therefore there is an increase in expenditures than was budgeted.

2.5 (MTSS) - There is a material difference in this action. There is less expended than budgeted. Some of the funding planned for this action was charged to federal funds.

2.7 - (Instructional and intervention materials) - There is a material difference in this action. There was less expended than budgeted. The projected costs to replace some materials was greater than the actual cost. Therefore there was less expended than budgeted.

2.9 - (After school intervention, summer and Saturday School) - There is a material difference in this action. The costs to operate summer school and Saturday School were greater than planned. More students participated in Saturday School than planned. Therefore there was more expended than budgeted.

2.11 - (Support for Long-Term English learners) - There is a material difference in this action. Although the action was fully implemented, funds from other sources were used and in some expenses were charged to 2.8. Therefore there was less expended than budgeted.

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

2.1: Provide Students with academic intervention in English language arts and math in grades K-5 - This action was effective. The data indicates that where intervention programs were fully staffed and implemented, students made larger growth gains than schools who had partial implementation or had no intervention support. Students receiving intervention support also made gains on all diagnostic assessments provided throughout the time students received intervention. Students receiving intervention support were observed by classroom teachers having more confidence in the classroom. All students, English learners and low incomes students showed growth from the beginning of the year to the end of the year on the iReady assessment.

ALL Students

iReady ELA - There was an increase of 21% demonstrating growth from the previous benchmark of 16% proficiency to Spring 2025 benchmark of 37% proficiency.

iReady MATH - There was an increase of 17% demonstrating growth from the previous benchmark of 10% proficiency to Spring 2025 benchmark of 27% proficiency.

LOW-INCOME Students

iReady ELA - There was an increase of 21% demonstrating growth from the previous benchmark of 15% proficiency to Spring 2025 benchmark of 36% proficiency.

iReady MATH - There was an increase of 17% demonstrating growth from the previous benchmark of 10% proficiency to Spring 2025 benchmark of 27% proficiency.

ENGLISH LEARNER Students

iReady ELA - There was an increase of 18% demonstrating growth from the previous benchmark of 7% proficiency to Spring 2025 benchmark of 25% proficiency.

iReady MATH - There was an increase of 13% demonstrating growth from the previous benchmark of 7% proficiency to Spring 2025 benchmark of 20% proficiency.

2.2: Provide services to students to support social/emotional needs - This action has been effective. Although it has been challenging this year to collect baseline data on Sown to Grow. related to student group data, other indicators such as chronic absentee rate and attendance indicates that students are coming to school more regularly. The District has established a baseline for Sown to Grow data that will be used moving forward to make growth comparisons. The District was not able to implement BESS this year however the plan is to implement this diagnostic assessment in 25-26 school year. The SEL Team had 379 referrals as of mid-May (about 30% of the student population) for all levels of support (Tiers 1-3). The team has worked with students from all three school sites and worked closely with the three counselors. Based on observational data and anecdotal reporting, parents have also benefited from the support of the social worker and the SEL Specialist this year. Parents and students have indicated through their input on surveys that they are grateful for the support they receive and that the resources provided through these staff members help ensure students are able to get to school with their basic needs met as well as address some of the effects of trauma that these students and families have experienced. With this support students are able to more successfully attend and participate in school.

ALL Students

SEL Screener - Baseline established in 2024-2025 School Year. Students scored an overall score of 2.5.

Universal Screener - Baseline not yet established

ATTENDANCE - There was a decline of 0.23% demonstrating improved attendance from the previous P2 benchmark of 91.8% to the 2025 P2 benchmark of 91.57%.

CHRONIC ABSENTEE RATE - There was a decline of 5.7% demonstrating improved attendance from the previous P2 benchmark of 35.04% to the 2025 P2 benchmark of 29.34%.

LOW-INCOME Students

SEL Screener - Baseline established in 2024-2025 School Year. Students scored an overall score of 2.5.

Universal Screener - Baseline not yet established

ATTENDANCE - There was an increase of 0.43% demonstrating improved attendance from the previous P2 benchmark of 91.14% to the 2025 P2 benchmark of 91.57%.

CHRONIC ABSENTEE RATE - There was a decline of 8.73% demonstrating improved attendance from the previous P2 benchmark of 36.78% to the 2025 P2 benchmark of 28.05%.

FOSTER YOUTH

SEL Screener - Baseline established in 2024-2025 School Year. Students scored an overall score of 3.15.

Universal Screener - Baseline not yet established

ATTENDANCE - There was an increase of 0.83% demonstrating improved attendance from the previous P2 benchmark of 95.03% to the 2025 P2 benchmark of 96.06%.

CHRONIC ABSENTEE RATE - There was a decline of 27.07% demonstrating improved attendance from the previous P2 benchmark of 33.32% to the 2025 P2 benchmark of 6.25%.

2.3: Ensure students have access to timely and relevant academic, behavior and social/emotional support - This action has been partially effective. The District was unable to hire either a TOSA or a coordinator to support the full implementation and monitoring of the programs that support MTSS implementation. The District has provided services to support foster youth and homeless students through an identified

foster and homeless liaison. One third of the students have received support from the SEL team. Intervention teachers are providing support on a daily basis to targeted students. Approximately 25% of K-2 students have received intervention and 12.5% of the students in grades 3-5 have received intervention. iReady data for student groups in both math and ELA have shown growth. At the middle school, the assistant principal has supported the SEL center's implementation as well as supporting the implementation of restorative practices. Contracted services have provided support with implementing walkthroughs to monitor implementation of services and programs for students in the classroom. All student groups showed a reduction in the chronic absenteeism and in the number of suspensions throughout the District.

ALL Students

ATTENDANCE - There was a decline of 0.23% demonstrating improved attendance from the previous P2 benchmark of 91.8% to the 2025 P2 benchmark of 91.57%.

CHRONIC ABSENTEE RATE - There was a decline of 5.7% demonstrating improved attendance from the previous P2 benchmark of 35.04% to the 2025 P2 benchmark of 29.34%.

SUSPENSION - There was a decline of 1.93% demonstrating improved suspension rates from the previous benchmark of 5.46% to the 2025 benchmark of 3.53%.

DROP-OUT RATE - There was a no change of the number of drop-outs from the previous benchmark of 0 to the 2025 benchmark of 0.

LOW-INCOME Students

iReady ELA - There was an increase of 21% demonstrating growth from the previous benchmark of 15% proficiency to Spring 2025 benchmark of 36% proficiency.

iReady MATH - There was an increase of 17% demonstrating growth from the previous benchmark of 10% proficiency to Spring 2025 benchmark of 27% proficiency.

ATTENDANCE - There was an increase of 0.43% demonstrating improved attendance from the previous P2 benchmark of 91.14% to the 2025 P2 benchmark of 91.57%.

CHRONIC ABSENTEE RATE - There was a decline of 8.73% demonstrating improved attendance from the previous P2 benchmark of 36.78% to the 2025 P2 benchmark of 28.05%.

SUSPENSION - There was a decline of 1.98% demonstrating improved suspension rates from the previous benchmark of 5.41% to the 2025 benchmark of 3.43%.

ENGLISH LEARNER Students

iReady ELA - There was an increase of 18% demonstrating growth from the previous benchmark of 7% proficiency to Spring 2025 benchmark of 25% proficiency.

iReady MATH - There was an increase of 13% demonstrating growth from the previous benchmark of 7% proficiency to Spring 2025 benchmark of 20% proficiency.

ATTENDANCE - There was an increase of 1.17% demonstrating improved attendance from the previous P2 benchmark of 91.12% to the 2025 P2 benchmark of 92.29%.

CHRONIC ABSENTEE RATE - There was a decline of 8.02% demonstrating improved attendance from the previous P2 benchmark of 35.32% to the 2025 P2 benchmark of 29.34%.

SUSPENSION - There was a decline of 3.25% demonstrating improved suspension rates from the previous benchmark of 5.43% to the 2025 benchmark of 2.81%.

ELPAC - There was a decline of 4.9% of students that progressed one level from the previous 2023 benchmark of 46.4% to 41.5% following the 2024 ELPAC. An increase of 3.5% of students that maintained level 4 from the previous 2023 benchmark of 2.9% to 6.4% following the

2024 ELPAC. An increase of 23.7% of students that maintained their current level from the previous 2023 benchmark of 27.1% to 50.8% following the 2024 ELPAC. A decline of 15.9% of students that decreased one level from the previous 2023 benchmark of 23.6% to 7.7% following the 2024 ELPAC.

HOMELESS Students

iReady ELA - There was an increase of 5% demonstrating growth from the previous benchmark of 31% proficiency to Spring 2025 benchmark of 36% proficiency.

iReady MATH - There was a decline of 4% demonstrating growth from the previous benchmark of 31% proficiency to Spring 2025 benchmark of 27% proficiency.

ATTENDANCE - There was an increase of 3.44% demonstrating improved attendance from the previous P2 benchmark of 88.9% to the 2025 P2 benchmark of 92.34%.

SUSPENSION - There was an increase of 0.75% demonstrating increased suspension rates from the previous benchmark of 4.83% to the 2025 benchmark of 5.58%.

FOSTER YOUTH Students

iReady ELA - There was an increase of 5% demonstrating growth from the previous benchmark of 31% proficiency to Spring 2025 benchmark of 36% proficiency.

iReady MATH - There was a decline of 4% demonstrating growth from the previous benchmark of 31% proficiency to Spring 2025 benchmark of 27% proficiency.

ATTENDANCE - There was an increase of 5.36% demonstrating improved attendance from the previous P2 benchmark of 90.7% to the 2025 P2 benchmark of 96.06%.

CHRONIC ABSENTEE RATE - There was a decline of 27.07% demonstrating improved attendance from the previous P2 benchmark of 33.32% to the 2025 P2 benchmark of 6.25%.

2.4: Increase school engagement and attendance for students in grades 6-8

LOW-INCOME Students

ATTENDANCE - There was an increase of 0.43% demonstrating improved attendance from the previous P2 benchmark of 91.14% to the 2025 P2 benchmark of 91.57%.

CHRONIC ABSENTEE RATE - There was a decline of 8.73% demonstrating improved attendance from the previous P2 benchmark of 36.78% to the 2025 P2 benchmark of 28.05%.

FOSTER YOUTH Students

ATTENDANCE - There was an increase of 5.36% demonstrating improved attendance from the previous P2 benchmark of 90.7% to the 2025 P2 benchmark of 96.06%.

CHRONIC ABSENTEE RATE - There was a decline of 27.07% demonstrating improved attendance from the previous P2 benchmark of 33.32% to the 2025 P2 benchmark of 6.25%.

YOUTH-TRUTH Survey

School Safety - Overall there was an increase of 0.7% in the student responses relating to this category from the score of 47.8% in the 23/24 school year to 48.5% in the 24/25 school year.

Culture - Overall there was an increase of 24.9% in the student responses relating to this category from the score of 24% in the 23/24 school year to 48.9% in the 24/25 school year.

Engagement - Overall there was an increase of 14.8% in the student responses relating to this category from the score of 42% in the 23/24 school year to 56.8% in the 24/25 school year.

Relationships - Overall there was an increase of 28% in the student responses relating to this category from the score of 29% in the 23/24 school year to 57% in the 24/25 school year.

2.5: Provide Multi- tiered System of Support throughout the District - This year with the opportunity to increase services to students both academically and socially/emotionally, the District was able to increase the effectiveness of its multi-tiered system of support. At the T-K - 2 grade level, an effective early reading intervention program was in place with students receiving targeted intervention based on frequent use of data and small group instruction. Additionally a full time counselor provided but in class and pull out support for students needing support for behavior and social and emotional needs. In grades 3-5, although the same model was in place as at the Tk-2 school, the District was only able to hire one intervention teacher therefore limiting the impact on the number of students who were able to receive the intervention support. Students also receiving counseling support. The grades 3-5 school implemented with greater fidelity PBIS and Capturing Kids Hearts, leading to a positive school culture and structures for behavior expectations. At the middle school the emphasis on MTSS as been on the development and implementation of a tiered support for behavior and social/emotional needs. The implementation of an SEL Center with a focus on restorative practices has developed over the course of the school year. Data indicates that all student groups have made growth in reading and math and throughout out the District there has been a decrease in chronic absenteeism and suspension rates among all student groups. Daily attendance has also increased this year. The District has effectively used the services of a social worker and an SEL specialists (not for the full year) to support parents and specifically work with homeless students and foster youth. This level of support has been important in ensuring these two student groups are involved and making progress. We are unable, using ELPAC data, to conclusively determine if the support provided to English learner has been fully effective since 2025 ELPAC data was not available, however English learners did show growth or improvement in the other indicators.

ALL Students

iReady ELA - There was an increase of 21% demonstrating growth from the previous benchmark of 16% proficiency to Spring 2025 benchmark of 37% proficiency.

iReady MATH - There was an increase of 17% demonstrating growth from the previous benchmark of 10% proficiency to Spring 2025 benchmark of 27% proficiency.

ATTENDANCE - There was a decline of 0.23% demonstrating improved attendance from the previous P2 benchmark of 91.8% to the 2025 P2 benchmark of 91.57%.

CHRONIC ABSENTEE RATE - There was a decline of 5.7% demonstrating improved attendance from the previous P2 benchmark of 35.04% to the 2025 P2 benchmark of 29.34%.

LOW-INCOME Students

iReady ELA - There was an increase of 21% demonstrating growth from the previous benchmark of 15% proficiency to Spring 2025 benchmark of 36% proficiency.

iReady MATH - There was an increase of 17% demonstrating growth from the previous benchmark of 10% proficiency to Spring 2025 benchmark of 27% proficiency.

ATTENDANCE - There was an increase of 0.43% demonstrating improved attendance from the previous P2 benchmark of 91.14% to the 2025 P2 benchmark of 91.57%.

CHRONIC ABSENTEE RATE - There was a decline of 8.73% demonstrating improved attendance from the previous P2 benchmark of 36.78% to the 2025 P2 benchmark of 28.05%.

ENGLISH LEARNER Students

iReady ELA - There was an increase of 18% demonstrating growth from the previous benchmark of 7% proficiency to Spring 2025 benchmark of 25% proficiency.

iReady MATH - There was an increase of 13% demonstrating growth from the previous benchmark of 7% proficiency to Spring 2025 benchmark of 20% proficiency.

ELPAC - There was a decline of 4.9% of students that progressed one level from the previous 2023 benchmark of 46.4% to 41.5% following the 2024 ELPAC. An increase of 3.5% of students that maintained level 4 from the previous 2023 benchmark of 2.9% to 6.4% following the 2024 ELPAC. An increase of 23.7% of students that maintained their current level from the previous 2023 benchmark of 27.1% to 50.8% following the 2024 ELPAC. A decline of 15.9% of students that decreased one level from the previous 2023 benchmark of 23.6% to 7.7% following the 2024 ELPAC.

FOSTER YOUTH Students

iReady ELA - There was an increase of 5% demonstrating growth from the previous benchmark of 31% proficiency to Spring 2025 benchmark of 36% proficiency.

iReady MATH - There was a decline of 4% demonstrating growth from the previous benchmark of 31% proficiency to Spring 2025 benchmark of 27% proficiency.

ATTENDANCE - There was an increase of 5.36% demonstrating improved attendance from the previous P2 benchmark of 90.7% to the 2025 P2 benchmark of 96.06%.

CHRONIC ABSENTEE RATE - There was a decline of 27.07% demonstrating improved attendance from the previous P2 benchmark of 33.32% to the 2025 P2 benchmark of 6.25%.

HOMELESS Students

ATTENDANCE - There was an increase of 3.44% demonstrating improved attendance from the previous P2 benchmark of 88.9% to the 2025 P2 benchmark of 92.34%.

2.6: Support for health and social/emotional support to increase attendance - This action has been partially effective. The parent liaison position was not filled for most of the school year. There has been limited accountability for staff to fulfill their roles at all tiers of support and intervention. There was a lack of administrative oversight and full understanding of how to effectively use the Attention to Attendance program. Although chronic absentee rates have decreased and attendance rates have increased, it would be difficult to connect this improvement to this action alone.

ALL Students

ATTENDANCE - There was a decline of 0.23% demonstrating improved attendance from the previous P2 benchmark of 91.8% to the 2025 P2 benchmark of 91.57%.

CHRONIC ABSENTEE RATE - There was a decline of 5.7% demonstrating improved attendance from the previous P2 benchmark of 35.04% to the 2025 P2 benchmark of 29.34%.

LOW-INCOME Students

ATTENDANCE - There was an increase of 0.43% demonstrating improved attendance from the previous P2 benchmark of 91.14% to the 2025 P2 benchmark of 91.57%.

CHRONIC ABSENTEE RATE - There was a decline of 8.73% demonstrating improved attendance from the previous P2 benchmark of 36.78% to the 2025 P2 benchmark of 28.05%.

ENGLISH LEARNER Students

ATTENDANCE - There was an increase of 1.17% demonstrating improved attendance from the previous P2 benchmark of 91.12% to the 2025 P2 benchmark of 92.29%.

CHRONIC ABSENTEE RATE - There was a decline of 8.02% demonstrating improved attendance from the previous P2 benchmark of 35.32% to the 2025 P2 benchmark of 29.34%.

FOSTER YOUTH Students

ATTENDANCE - There was an increase of 5.36% demonstrating improved attendance from the previous P2 benchmark of 90.7% to the 2025 P2 benchmark of 96.06%.

CHRONIC ABSENTEE RATE - There was a decline of 27.07% demonstrating improved attendance from the previous P2 benchmark of 33.32% to the 2025 P2 benchmark of 6.25%.

2.7: Provide instructional and intervention materials to support student learning - This was effective as a result of teachers receiving and effectively using supplemental reading materials in grades K-2. The District has seen an increase in student performance at these grade levels in reading based specifically on iReady current results. Teachers who implemented pilot supplemental materials in math also saw students improved in math. At grade levels not using these supplemental materials there was limited growth. Teachers using the supplemental materials received specific training and coaching in effectively implementing these materials which supported more consistent implementation with teachers using the materials. Intervention materials that were provided for use by the intervention teachers were also effective in providing those students who needed more and/or different materials to address their gaps. All students, English learners, low income students and homeless students receiving intervention using these materials consistently demonstrated growth especially in the area of reading.

ALL Students

iReady ELA - There was an increase of 21% demonstrating growth from the previous benchmark of 16% proficiency to Spring 2025 benchmark of 37% proficiency.

iReady MATH - There was an increase of 17% demonstrating growth from the previous benchmark of 10% proficiency to Spring 2025 benchmark of 27% proficiency.

CAASPP ELA - There was an increase of 0.83% demonstrating growth from the previous benchmark of 17.13% proficiency to prior year of 17.96% proficiency.

CAASPP MATH - There was a decline of 0.7% demonstrating growth from the previous benchmark of 11.51% proficiency to prior year of 10.81% proficiency.

LOW-INCOME Students

iReady ELA - There was an increase of 21% demonstrating growth from the previous benchmark of 15% proficiency to Spring 2025 benchmark of 36% proficiency.

iReady MATH - There was an increase of 17% demonstrating growth from the previous benchmark of 10% proficiency to Spring 2025 benchmark of 27% proficiency.

CAASPP ELA - There was an increase of 1.37% demonstrating growth from the previous benchmark of 16.38% proficiency to prior year of 17.75% proficiency.

CAASPP MATH - There was a decline of 0.12% demonstrating growth from the previous benchmark of 10.67% proficiency to prior year of 10.55% proficiency.

ENGLISH LEARNER Students

iReady ELA - There was an increase of 18% demonstrating growth from the previous benchmark of 7% proficiency to Spring 2025 benchmark of 25% proficiency.

iReady MATH - There was an increase of 13% demonstrating growth from the previous benchmark of 7% proficiency to Spring 2025 benchmark of 20% proficiency.

CAASPP ELA - There was an increase of 2.45% demonstrating growth from the previous benchmark of 5.18% proficiency to prior year of 7.63% proficiency.

CAASPP MATH - There was a decline of 0.91% demonstrating growth from the previous benchmark of 6.41% proficiency to prior year of 5.5% proficiency.

HOMELESS Students

iReady ELA - There was an increase of 5% demonstrating growth from the previous benchmark of 31% proficiency to Spring 2025 benchmark of 36% proficiency.

iReady MATH - There was a decline of 4% demonstrating growth from the previous benchmark of 31% proficiency to Spring 2025 benchmark of 27% proficiency.

CAASPP ELA - There was an increase of 3.17% demonstrating growth from the previous benchmark of 8.34% proficiency to prior year of 11.51% proficiency.

CAASPP MATH - There was an increase of 6.56% demonstrating growth from the previous benchmark of 5.56% proficiency to prior year of 12.12% proficiency.

2.8: Services for English Learners - This year services were designed to be more intentional in providing support for students. Bilingual aides spent more time providing direct services to students. Ellevation has continued to be used to monitor student progress. English 3D /Writeable has been implemented in grades 6-8 as additional support identified students. English learner reclassification increased from 2024 to 2025. This growth can be attributed in part to ensuring that students received designated English language development as planned. English learners also made significant growth in both math and reading based on iReady assessments. Between teachers being more intention in providing integrated English language development as well as more purposeful use of the bilingual aides, students had increased support during core instruction.

ENGLISH LEARNER Students

iReady ELA - There was an increase of 18% demonstrating growth from the previous benchmark of 7% proficiency to Spring 2025 benchmark of 25% proficiency.

iReady MATH - There was an increase of 13% demonstrating growth from the previous benchmark of 7% proficiency to Spring 2025 benchmark of 20% proficiency.

CAASPP ELA - There was an increase of 2.45% demonstrating growth from the previous benchmark of 5.18% proficiency to prior year of 7.63% proficiency.

CAASPP MATH - There was a decline of 0.91% demonstrating growth from the previous benchmark of 6.41% proficiency to prior year of 5.5% proficiency.

ELPAC - There was a decline of 4.9% of students that progressed one level from the previous 2023 benchmark of 46.4% to 41.5% following the 2024 ELPAC. An increase of 3.5% of students that maintained level 4 from the previous 2023 benchmark of 2.9% to 6.4% following the

2024 ELPAC. An increase of 23.7% of students that maintained their current level from the previous 2023 benchmark of 27.1% to 50.8% following the 2024 ELPAC. A decline of 15.9% of students that decreased one level from the previous 2023 benchmark of 23.6% to 7.7% following the 2024 ELPAC.

RECLASSIFICATION RATE - There was an increase of 3.3% demonstrating growth the previous 2024 benchmark rate of 7% to the 2025 benchmark rate of 10.3%.

2.9: Provide students with after school intervention, summer school and Saturday School (including extended learning opportunities) - Students who participated in after school, summer school and/or Saturday School maintained similar growth increases as their peers who did not participate. Without this support it is likely that these students would not have maintained a similar growth. However the number of students who participated in these activities was less than expected. Attendance data did not indicated significant difference in attendance for those students who attended either Saturday or Summer School. After school intervention was not consistently implemented and therefore it is not possible to draw a conclusion on the impact of this action on student achievement. The services provided through this action will be now provided through the District's expanded learning opportunities program.

2.10: Provide services to address the needs of the "whole child" through implementation of the Arts Integration Program.

LOW-INCOME Students

ATTENDANCE - There was an increase of 0.43% demonstrating improved attendance from the previous P2 benchmark of 91.14% to the 2025 P2 benchmark of 91.57%.

CHRONIC ABSENTEE RATE - There was a decline of 8.73% demonstrating improved attendance from the previous P2 benchmark of 36.78% to the 2025 P2 benchmark of 28.05%.

2.11: Provide support for students identified as long term English learners. - This action is at the beginning implementation stage. Compared to past years, there have been increased participation of students in both the EL Boot Camp and after school intervention. Full impact of the effectiveness is not able to be made at this time since key data is not yet available.

ENGLISH LEARNER Students

ELPAC - There was a decline of 4.9% of students that progressed one level from the previous 2023 benchmark of 46.4% to 41.5% following the 2024 ELPAC. An increase of 3.5% of students that maintained level 4 from the previous 2023 benchmark of 2.9% to 6.4% following the 2024 ELPAC. An increase of 23.7% of students that maintained their current level from the previous 2023 benchmark of 27.1% to 50.8% following the 2024 ELPAC. A decline of 15.9% of students that decreased one level from the previous 2023 benchmark of 23.6% to 7.7% following the 2024 ELPAC.

RECLASSIFICATION RATE - There was an increase of 3.3% demonstrating growth the previous 2024 benchmark rate of 7% to the 2025 benchmark rate of 10.3%.

Other Actions in Goal 2:

2.12: Provide support to African American students - this action was although funded with federal funds was highly effective, Students who participated in this support demonstrated greater attendance and fewer suspensions.

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

GOAL 2 ACTION 1 - Based on effectiveness of the intervention program, this support will be expanded to all K-8 students identified for intervention. Instructional aides will also be added to the intervention support to expand the number of students who are able to be serviced.

GOAL 2 ACTION 7 - Action will be eliminated. Expenses are now included in Actions 2.1 and 1.10 which include student intervention materials and supplemental ELA and math materials for classroom teacher use.

GOAL 2 ACTION 9 -This action will be deleted- Saturday school is not cost effective and is not meeting a primary goal of recovering attendance, if school believes that after school tutoring will be beneficial they will include it in their school plan using Title 1 funds, Summer school will be included in ELOP

GOAL 2 ACTION 10 - This action will be eliminated. With the District receiving Prop. 28 funding this action is no longer needed.

GOAL 2 METRIC 7 - This Metric's target year 3 outcome and baseline data were added to the metric table.

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	Provide Students with academic intervention in English language arts and math in grades K-8	Low income students and English learners in grades K-8 who have been identified as having significant learning gaps in math and English language arts based on iReady diagnostic assessments, will receive targeted intervention; intervention teachers will work collaboratively with classroom teachers to provide more intensive intervention for students using evidence based programs in a small group setting to close the achievement gap.	\$126,560.00	Yes
2.2	Provide services to students to support social/emotional needs	Low income students and foster youth in grades K-8 will receive services from school counselors, a school social worker, an SEL Learning Specialist and other contracted services to provide different levels of support to address the social and emotional needs of students.	\$577,871.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Ensure students have access to timely and relevant academic, behavior and social/emotional support	One assistant principal, specific classified staff and a contracted consultant will ensure that a multi-tiered system of support will be implemented at each school; Staff will monitor the implementation of the programs and services based on established agreements. Staff will conduct walkthroughs and review data on a scheduled basis based on the program/service offered. These will include programs that support academic, behavior and social/emotional needs of unduplicated students.	\$384,332.00	Yes
2.4	Increase school engagement and attendance for students in grades 6-8	Additional classes will be offered at Challenger Middle School to increase student engagement; these classes will include, art, music, college and career readiness.	\$415,000.00	Yes
2.5	Provide Multi- tiered System of Support throughout the District	<p>The District will empower leadership teams at both the school and district levels to create and implement a process for analyzing data, determine high priority needs and make recommendations related to decisions that impact identified unduplicated students.</p> <p>Providing leadership teams (teachers, support staff and administrators) who will collaborate in making decisions about the successful implementation of MTSS, will provide improved services to identified unduplicated students that will ensure that academic, behavioral and social/emotional programs and services are meeting their needs and that modifications to programs and services are made to respond as quickly as possible to identified students' needs.</p> <p>All students will receive one additional hour of instruction weekly to provide academic support for students. At the elementary level, students will receive this support with one additional hour added to one day a week. At the middle school, each instructional period will be extended on the weekly minimum day.</p>	\$906,080.00	Yes
2.6	Support for health and social/emotional	As part of the implementation of Multi-tiered System of Support, school psychologists will provide social/emotional and behavioral support at each	\$180,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	support to increase attendance	<p>school specifically for low income students, foster youth and English learners experiencing trauma that specifically impacts their school attendance and behavior. Students will be identified using multiple data sources along with the implementation of a specific referral process; as part of the overall system of support psychologists will develop and implement behavior support plans, provide individual counseling and work with counselors to implement social and emotional learning groups.</p> <p>The Attendance/Health clerk will have primary responsibility for monitoring and following up on student attendance including chronic absentee. These clerks will monitor, on a weekly basis the Attention to Attendance reports and will provide follow up with parents, support the School Attendance Review Teams and work with the parent/community liaisons to conduct parent outreach.</p>		
2.8	Services for English Learners	<p>Site ELD coordinators, under the direction of the principal and District administration, will provide professional development on a monthly basis to all staff. Professional development will include training on integrated English language development strategies and to continue to develop staff's understanding of the EL Roadmap.</p> <p>Bilingual aides will be provided to support students during ELD instruction; students can be grouped based on their language fluency will be provided with extra support. Additionally, the bilingual aides will provide those students with limited English proficiency with support in accessing their core instruction which is provided in English.</p> <p>Software (Ellevation) will be purchased to support the management of data for English learners to improve the coordination and implementation of services.</p>	\$250,721.00	Yes
2.11	Provide support for students identified as	Based on a review of long-term English learners and students at risk to become long term English learners data, the majority of students who are identified in these categories are performing below grade level on CAASPP	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
	long term English learners.	<p>and other local academic measures in reading and math. In grades 4 and 5, these students will receive additional support in reading and math provided by intervention teachers in the Learning Center. Long-term English learners at the middle school will receive academic tutoring in math and/or language arts. Students who are not making progress in language acquisition will receive additional targeted English language instruction.</p> <p>Long-term English learners at the middle school will receive priority for attending the ELPAC Boot Camp, that will be designed to prepare students for successfully taking this assessment.</p> <p>As part of the professional development provided for staff every month, staff will receive professional development quarterly on specific strategies to address long-term English learners, Implementing accountable talk structures will be a focus to raise the level of oral language rigor. and use of academic vocabulary will support LTELs with improvement in the area of writing.</p>		
2.12	Provide support to African American students	In addition to services that are being provided for low income students and all students in the Wilsona School District, African American students will also receive specific academic and social/emotional support to address needs that have been identified for this student group. These services include priority for tutoring, student and family support by the District's social worker and parent outreach to African American families.	\$30,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide a safe and secure learning environment that supports student connectedness and engagement in school	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The Wilsona School District highly values the need to provide a safe and positive school climate that encourages student achievement through students being engaged and connected to their peers and the staff at each school. Encouraging excellent attendance, positive behavior among students and the resources to ensure schools are safe, clean and well operated are among the actions found in this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Suspension Rate (CalPads)	2024 All students - 5.46% low income students - 5.41% foster youth -20% English learners -5.43% African American - 12.6% Hispanic -5.02% Homeless-4.83% Students with Disabilities -8.05% White-2.86%	2025 All students - 3.53% low income students -3.43% foster youth - 17.64% English learners - 2.18% African American - 8.91% Hispanic -5.02 2.62% Homeless-5.58% Students with Disabilities -4.26%		All students - 3% low-income students -3% foster youth -10% English learners - 3% African American - 4% Hispanic -3% Homeless-3% Students with Disabilities -5% White-2%	All students - 1.93% decrease low-income students - 1.98% decrease foster youth - 2.36% decrease English learners - 3.25% decrease African American - 3.69% decrease Hispanic - 2.4% decrease Homeless- 0.75% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			White-7.77%			Students with Disabilities - 3.79% decrease White - 4.91% increase
3.2	Suspension Dashboard	CDE Dashboard - suspension (2023) All students - red - 7.4% SWD - red - 12.1% AA - red - 14.1% White - red - 9.6% Foster - red - 18.9% EL - red - 8.1% SED - 7.5% Hispanic - 6.6% Homeless - 8.9% Mixed Race - 10.8%	CDE Dashboard - suspension (2024) All students - red - 5.6% SWD - yellow - 7.7% AA - red - 14.3% White - green - 2.8% Foster - orange - 11.1% EL - yellow - 5.3% SED - Yellow - 5.3% Hispanic -yellow - 5.1% Homeless -yellow- 5.3% Mixed Race - 3.6%		CDE Dashboard - suspension - yellow All students -3% SWD -6% AA - 5% White - 4% Foster - 7% EL - 4% SED - 4% Hispanic - 3% Homeless - 4% Mixed Race - 5%	All students - 1.8% decrease Students with Disabilities - 4.4% decrease African American - 0.02% increase White - 6.8% decrease foster youth - 7.8% decrease English learners - 2.8% decrease low-income students - 2.2% decrease Hispanic - 1.5% decrease Homeless - 3.6% decrease Mixed Race - 7.2% decrease Mixed Race - %
3.3	Expulsion Rate (Data Quest)	0 - 2023	0 - 2024		0	no change
3.4	Chronic absentee rate (Student Information System)	2024 P2 All students - 35.04% English learners- 35.32%	2025 P2 All students - 29.34% English learners- 27.30%		P2 All students - 25% Foster Youth-25% Low-income students- 25%	All students - 5.7% decrease English learners - 8.02% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		low-income students-36.78% Foster Youth- 33.32% African American students-38.18% White students-37.1%	low-income students- 28.05% Foster Youth-6.25% African American students-35.48% White students - 28.43%		Foster Youth-28% African American students -25% White students-25%	Low-income students- 8.73% decrease Foster Youth - 27.07% decrease African American students - 2.7% decrease White students - 34.67% decrease
3.5	Chronic Absenteeism Dashboard	CDE Dashboard -2023 All students - yellow - 36.4% SWD - yellow 43.1% AA - red - 50% Foster - red -32.3%	CDE Dashboard - 2024 All students -36.4 % SWD -43.1 % AA - 50% Foster -32.3%		CDE Dashboard - green All students - 25% SWD -20% AA - 20% Foster - 25	All students - 0% no change SWD - 0% no change AA - 0% no change Foster - 0% no change
3.6	Attendance Rate (Student Information System)	2024 P2- 90.4% (all students) African American - 90.4% Foster Youth -90.7% White students -90.4% English learners - 90.2% Low income - 90.37% Homeless - 88.9% Hispanic -90.46% Students with disabilities - 89.17%	2025 P2 91.57%% (all students) African American - % Foster Youth - 96.06% White students -% English learners - 92.29% Low income - 91.57% Homeless -92.34 % Hispanic -92.11%		P2- all students - 93-95% African American - 93-95%% Foster Youth -93-95% White students - 93-95%% English learners - 93-95% Low Income - 93-95% Homeless - 90-92% Hispanic - 93-95%	ALL students - 1.58% increase African American - 0.33% decrease Foster Youth - 5.36% increase White students - 1.17% increase English learners - 2.09% increase Low income - 1.47% increase Homeless - 3.44% increase Hispanic - 1.65% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with disabilities - 90.48%		students with disabilities - 90 - 92%	Students with disabilities - 1.31% increase
3.7	Youth Truth Survey Students (Safety, Engagement, Culture, Relationships)	School Safety - 47.8% Culture-24% Engagement 42% Relationships-29%	*note: Vista has TK-2nd grades (no data) now data is from WES (grades 3-5) School Safety - 48.5% CMS - 36% WES - 61% Culture - 48.9% CMS - 54.4 WES - 43.4 Engagement 56.8% CMS - 59% WES - 54.6% Relationships 57% CMS - 60.6% WES - 53.4%		School Safety - 60% Culture-35% Engagement -50% Relationships-40%	School Safety - 0.7% increase Culture - 24.9% increase Engagement - 14.8% increase Relationships - 28% increase
3.8	Youth Truth Survey Staff (Safety, Engagement, Culture, Relationships)	Culture -3% Engagement -22% School safety-9% Relationships-27%	Culture -63.13% Engagement - 73.6% School safety-67.73% Relationships-73.01%		Culture - 25% Engagement-40% School safety 20% Relationships - 40%	Culture - 60.13% increase Engagement - 51.6% increase School safety - 58.73% increase Relationships - 46.01% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.9	Facilities (Facilities Inspection Tool) FIT	Good repair - Baseline will be determined (report not currently available 100% in good repair in 2023)	Good repair - Baseline will be determined		excellent Repair	n/a
3.10	Office Discipline Referrals (Power School)	To be established in the 24/25 school year (Spring 2025) All students Foster Youth Low-income students	Spring 2025 CMS -719 occurrences 165 ALL students 120 Low income 3 Foster youth WES - 85 occurrences 34 ALL students 27 low income 1 Foster youth VSG - 357 occurrences 295 ALL students OTHER Student group data unavailable		CMS -350 occurrences 100 ALL students 60 Low income 1 Foster youth WES - 45 occurrences 20 ALL students 15 low income 1 Foster youth VSG - 150 occurrences 100 ALL students	n/a
3.11	Number of School Attendance Report Team Meetings held	25	185		75	160 increase

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.

The following actions reflect "base" funded operations for the school district; all actions were implemented:

3.1: Basic Instructional Support - The District was able to provide all basic instructional support. Each school had a principal assigned, The superintendent's office was staffed as planned. Contracts including the District's student information system and basic operational services that directly impact the overall function of schools are included in this action.

3.2: Support for Students with Disabilities - Services for students with disabilities were provided as described in students' IEPs. There services include special education teachers, speech therapists, school psychologists and contracts for services such as occupational therapy. Other support that was provided were instructional materials or equipment directly related to addressing students' disability needs.

3.3: Maintenance and Facilities. - This action was implemented. To maintain safe facilities that are in good repair the District hired custodians, maintenance workers, a Director of Maintenance and Operations and a mechanic.

3.4: Transportation - The District operated a transportation department to provide some home- to- school transportation and transportation of special education. This action included salaries for bus drivers, a dispatcher and a part time mechanic. As a result of the District providing transportation students were able to attend school regularly and participate in extra-curricular activities.

3.5: Implement Playworks- This action was implemented at the three school sites. Training for campus supervision staff was provided and activities were planned and implemented at each school on a regular basis. Implementation of PlayWorks has provided structured play activities for students and supported their learning of specific games and playground activities. Student behavior, in general, during unstructured lunch and recess times, has improved.

3.6: Implement Attention to Attendance to resolve chronic absentee challenges and increase attendance - This action was implemented. A to A meetings were held quarterly with health /attendance clerk, social worker, district data technician and parent liaisons.

The following actions were implemented and funded with federal funds:

3.7: Implement Homeless Information Management System - This software, which is primarily used by the District's social worker, has supported the monitoring and tracking of services provided for homeless students. It has helped to ensure that identified needs for each homeless child has been implemented.

3.8: School Pass - This program has been implemented at all schools. It has helped in maintaining a safe campus by identifying parents and other visitors and their purpose for visiting campuses. It has also provided staff with tracking students' movement on campus to ensure their safety.

3.9: Positive school climate - Capturing Kids Hearts and PBIS were implemented at all three schools with different levels of implementation and success.

3.19: Implement Social/Emotional Learning Center (grades 6-8) - this action was partially implemented. The instructional assistants were assigned have been implementing parts of the SEL/restorative programt under the direction of the counselor and administrator. The District was unable to identify an SEL teacher until the end of the school year to begin work during the 25-26 school year.

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

3.2 - (Special Education) - There is a material difference in this action. The budgeted amount only reflected certificated personnel coats. The estimated actuals include, contracts, supplies and materials which increased the reported amount.

3.5 -(Play Works) - There is a material difference in this action. There were many staff changes of staff who supported this action. There were times during the school year that not all staff were hired. Therefore there was less expended than budgeted.

3.9 - (Positive School Climate) - There is a material difference in this action. The implementation of PBIS was not consistent at 1 school and the middle school's focus in this action was through the implementation of restorative practices. There was less expended than budgeted.

3.10 - (SEL Center) - There is a material difference in this action. A teaching position that was planned for this action was unable to be filled therefore there was less expended than budgeted.

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

3.5: Implement PlayWorks - This action was effective. PlayWorks provided structure and a framework for classified staff to implement. On-going professional development that was provided supported for increased consistency in the implementation of this program . Although this is the first year the District is tracking office discipline referrals and there are no official comparisons able to be made all three schools report there were fewer playground office discipline referrals. At CMS there has been a dramatic change in ODRs during unstructured settings. Suspension rates have also decreased this year, in part due to the implementation of the program.

Office Discipline Referrals - Baseline established in the 24/25 school year.

ALL Students - 1,161 occurrences

LOW-INCOME students - 442 occurrences

Suspension rate

ALL Students - There was a decline of 1.93% demonstrating improved suspension rates from the previous benchmark of 5.46% to the 2025 benchmark of 3.53%.

LOW-INCOME students - There was a decline of 1.98% demonstrating improved suspension rates from the previous benchmark of 5.41% to the 2025 benchmark of 3.43%.

FOSTER YOUTH Students - There was a decline of 2.36% demonstrating improved suspension rates from the previous benchmark of 20% to the 2025 benchmark of 17.64%.

ENGLISH LEARNER Students - There was a decline of 3.25% demonstrating improved suspension rates from the previous benchmark of 5.43% to the 2025 benchmark of 2.81%.

HOMELESS Students - There was an increase of 0.75% demonstrating increased suspension rates from the previous benchmark of 4.83% to the 2025 benchmark of 5.58%.

3.6: Implement Attention to Attendance to resolve chronic absentee challenges and increase attendance - Due to multiple staffing changes within the attendance team, the effectiveness of this action was not as impactful as we believe it can be. The inconsistency in the staffing created challenges in training staff to use the platform effectively. Although daily attendance has improved, chronic absenteeism has not declined as much as desired. The Attention to Attendance Program has reports, strategies and communication strategies connected to the program and if the program is used more effectively we believe it could have an impact on chronic absentee rates. There has been an increase in the number of School Attendance Review Team meeting held this year was has raised the awareness of our families to the chronic absenteeism concerns and the impact this has on students' success in school.

ALL Students

ATTENDANCE - There was a decline of 0.23% demonstrating improved attendance from the previous P2 benchmark of 91.8% to the 2025 P2 benchmark of 91.57%.

CHRONIC ABSENTEE RATE - There was a decline of 5.7% demonstrating improved attendance from the previous P2 benchmark of 35.04% to the 2025 P2 benchmark of 29.34%.

LOW-INCOME Students

ATTENDANCE - There was an increase of 0.43% demonstrating improved attendance from the previous P2 benchmark of 91.14% to the 2025 P2 benchmark of 91.57%.

CHRONIC ABSENTEE RATE - There was a decline of 8.73% demonstrating improved attendance from the previous P2 benchmark of 36.78% to the 2025 P2 benchmark of 28.05%.

FOSTER YOUTH

ATTENDANCE - There was an increase of 0.83% demonstrating improved attendance from the previous P2 benchmark of 95.03% to the 2025 P2 benchmark of 96.06%.

CHRONIC ABSENTEE RATE - There was a decline of 27.07% demonstrating improved attendance from the previous P2 benchmark of 33.32% to the 2025 P2 benchmark of 6.25%.

Number of SART meetings held - There was an increase of 160 meetings held when compared to the previous years baseline of 25 meetings held to this years baseline of 185 meetings.

3.9: Positive school climate - Capturing Kids Hearts has been effective on one of our elementary schools based on classroom and school walkthrough data. PBIS was not fully implemented the elementary schools until later in the year, therefore the impact has had with mixed results. The middle school is implementing restorative practices rather than PBIS or CKH. The school has been systematically training a variety of staff in restorative practices to gain greater consistency with implementation. Many of the behavior/school climate procedures have been revised over the past two years and this has had a positive impact overall in school discipline. The school has been identifying activities for students to participate in with the purpose of developing a positive environment for students and staff . As a result of the implementation of this action, the District and specifically Challenger Middle School has seen a decrease in suspensions. some improvement in chronic absentee rates and an increase in attendance rates, especially among our foster youth. There were no expulsions this year. This is the first year for collecting office discipline referral data, therefore this is considered baseline and comparisons will be made moving

forward. Attendance rates for all student groups have increased and although they remain lower than pre-pandemic rates, this year's increases have been encouraging. At all of our schools, especially Wilsona Elementary and Challenger, the impact of all of the school climate efforts are beginning to have a positive effect on positive student engagement, attendance and behavior.

Office Discipline Referrals - Baseline established in the 24/25 school year.

ALL Students - 1,161 occurrences

Suspension dashboard - The overall suspension rate declined 1.8% when comparing the 2023 Dashboard rate of 7.4% to the 2024 rate of 5.6%

Expulsion rate - There was no change to the overall expulsion rate when comparing the 2023 and 2024 DataQuest figure of 0 total expulsions.

Chronic absentee dashboard - There was an overall increase of 1% when comparing the 2023 Dashboard rate of 36.4% to the 2024 rate of 37.4%

ALL Students

ATTENDANCE - There was a decline of 0.23% demonstrating improved attendance from the previous P2 benchmark of 91.8% to the 2025 P2 benchmark of 91.57%.

CHRONIC ABSENTEE RATE - There was a decline of 5.7% demonstrating improved attendance from the previous P2 benchmark of 35.04% to the 2025 P2 benchmark of 29.34%.

SUSPENSION - There was a decline of 1.93% demonstrating improved suspension rates from the previous benchmark of 5.46% to the 2025 benchmark of 3.53%.

LOW-INCOME Students

ATTENDANCE - There was an increase of 0.43% demonstrating improved attendance from the previous P2 benchmark of 91.14% to the 2025 P2 benchmark of 91.57%.

CHRONIC ABSENTEE RATE - There was a decline of 8.73% demonstrating improved attendance from the previous P2 benchmark of 36.78% to the 2025 P2 benchmark of 28.05%.

SUSPENSION - There was a decline of 1.98% demonstrating improved suspension rates from the previous benchmark of 5.41% to the 2025 benchmark of 3.43%.

FOSTER YOUTH

ATTENDANCE - There was an increase of 0.83% demonstrating improved attendance from the previous P2 benchmark of 95.03% to the 2025 P2 benchmark of 96.06%.

CHRONIC ABSENTEE RATE - There was a decline of 27.07% demonstrating improved attendance from the previous P2 benchmark of 33.32% to the 2025 P2 benchmark of 6.25%.

SUSPENSION - There was a decline of 2.36% demonstrating improved suspension rates from the previous benchmark of 20% to the 2025 benchmark of 17.64%.

HOMELESS Students

SUSPENSION - There was an increase of 0.75% demonstrating increased suspension rates from the previous benchmark of 4.83% to the 2025 benchmark of 5.58%.

3.10: Implement Social/Emotional Learning Center (grades 6-8) - This action was partially effectively because the District was unable to hire an SEL teacher. This teaching position serves an important role in the SEL Center and an impact of not having the position in place is that

some of the on-going and more intense social/emotional learning lessons and interventions were not available for those students needing that level of support. An SEL teacher has been hired for the 25-26 school year. Over the past two years there has been a consistent focus on using restorative practices throughout the school as well as in the SEL center. This is important part of the implementation of restorative practices so that the SEL Center does not operate in isolation. The suspension rate at the middle school has declined and the Youth Truth Survey (students) demonstrate growth in the areas of culture, engagement and relationships.

Office Discipline Referrals - Baseline established in the 24/25 school year.

ALL Students - 1,161 occurrences

LOW-INCOME students - 442 occurrences

YOUTH-TRUTH Survey

School Safety - Overall there was an increase of 0.7% in the student responses relating to this category from the score of 47.8% in the 23/24 school year to 48.5% in the 24/25 school year.

Culture - Overall there was an increase of 24.9% in the student responses relating to this category from the score of 24% in the 23/24 school year to 48.9% in the 24/25 school year.

Engagement - Overall there was an increase of 14.8% in the student responses relating to this category from the score of 42% in the 23/24 school year to 56.8% in the 24/25 school year.

Relationships - Overall there was an increase of 28% in the student responses relating to this category from the score of 29% in the 23/24 school year to 57% in the 24/25 school year.

LOW-INCOME Students

CHRONIC ABSENTEE RATE - There was a decline of 8.73% demonstrating improved attendance from the previous P2 benchmark of 36.78% to the 2025 P2 benchmark of 28.05%.

SUSPENSION - There was a decline of 1.98% demonstrating improved suspension rates from the previous benchmark of 5.41% to the 2025 benchmark of 3.43%.

FOSTER YOUTH

CHRONIC ABSENTEE RATE - There was a decline of 27.07% demonstrating improved attendance from the previous P2 benchmark of 33.32% to the 2025 P2 benchmark of 6.25%.

SUSPENSION - There was a decline of 2.36% demonstrating improved suspension rates from the previous benchmark of 20% to the 2025 benchmark of 17.64%.

ENGLISH LEARNER Students

CHRONIC ABSENTEE RATE - There was a decline of 8.02% demonstrating improved attendance from the previous P2 benchmark of 35.32% to the 2025 P2 benchmark of 29.34%.

SUSPENSION - There was a decline of 3.25% demonstrating improved suspension rates from the previous benchmark of 5.43% to the 2025 benchmark of 2.81%.

Other Actions included in Goal 3: 3.1: Basic Instructional Support, 3.2: Students with Disabilities, 3.3: Maintenance and Facilities, 3.4: Transportation, 3.7: Implement Homeless Information Management System, 3.8: School Pass

Overall these actions funded through either base or federal funds were effective in meeting District outcomes. Services intended to provide a safe and orderly school environment were provided in a timely manner. Materials and supplies that students and teachers needed were effectively used in the classroom. Some textbooks that are outdated have been supplemented with new support materials that will impact the effectiveness of having materials that are more aligned to the rigor of the grade level standards. In the area

The District's provision of basic instructional supports and the maintenance and facilities operations continued to effectively provide the services necessary to operate. Students and staff were supported through the purchase of supplies and materials, and contracted services that allowed the schools and the District office to operate to service families, students and staff. Facilities needs were addressed even though one school reopened and another school is undergoing modernization and classrooms were disrupted throughout the year. With limited staff the District continues to maintain "good" rating on the Facilities Implementation Tool (FIT).

Special Education services effectiveness was impacted by the number of teachers who did not hold either a clear teaching credential or a special education credential. This created a need to focus on basic classroom and student management rather than understanding the full extent of all of the services both in special and general education settings. Special education services were provided as described in students' IEPs. The shortage of credentialed special education teachers created challenges in maintaining a high level of instructional practices throughout the District, however the District provided regular support and professional development for special education certificated and classified staff throughout the year which has increased staff's capacity to be more effective.

Transportation has been effective. Transportation for special education and some home to school is critical for students attendance in school. Parents don't have transportation available and students often live in locations that are that prohibits safe passage to and from school. Without the transportation available to students, attendance rates would not be as high as they are currently.

Homeless Management System has been highly effective and is primarily used by the District's social worker and counselors. This system helps to manage and track the needs of our homeless students. School Pass has been effective in helping staff monitor students' location on campus and visitors coming to and from our schools. It has created a safer school environment.

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

GOAL 3 ACTION 11 - this new action is included to incorporate technology support for base operations

GOAL 3 ACTION 8 - the change in this action is only a name change: from School Pass to Raptor - this is due to the company providing services changing their name

GOAL 3 METRIC 10 - the metric table was updated to include the target year 3 metric data.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Basic Instructional Support	Provide for the basic instructional needs for all students in the District; this action includes principals for each school, a portion of the assistant superintendent's salary, basic classroom materials and supplies and contracts including the student information system (Power School)	\$1,674,928.00	No
3.2	Support for Students with Disabilities	Provide for the instructional and social/emotional needs of students with disabilities	\$2,060,876.00	No
3.3	Maintenance and Facilities	Ensure that the District's facilities are well maintained and safe. This action includes the maintenance and operations staff, materials, supplies and equipment to ensure the facilities are clean and safe, contracts for services that District staff cannot provide to maintain safe and clean facilities and furniture replacement.	\$1,040,569.00	No
3.4	Transportation	Provide home to school transportation and transportation for students with disabilities.	\$349,248.00	No
3.5	Implement Playworks	Play Works will continue to be implemented in grades K-8; to fully implement Play Works the District will continue to provide training for noon duty staff who will be responsible for implementing Play Works. The implementation of Play Works will support low income students during unstructured time to understand rules of games/sports so that they can successfully participate with their peers. Designated campus supervisors will work with Junior Mentor (students) to implement the structured play activities. Students will will have fewer office discipline referrals as a result of having having more structure and training.	\$138,639.00	Yes
3.6	Implement Attention to Attendance to resolve chronic absentee challenges	Attention to Attendance is a program that provides the District with software to track students' attendance and informs parents of both positive attendance and patterns of attendance that are a concern. A review of attendance and chronic absenteeism data indicates that low-income	\$35,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
	and increase attendance	students and foster youth have developed poor attendance habits. This program provides re-engagement strategies for students with attendance patterns ranging from students with minor attendance issues to chronically absent students. This program will also provide increased opportunities to communicate with parents while providing specific data to assist them in better understanding the challenges.		
3.7	Implement Homeless Information Management System	Homeless Information Management System for Students a software programs that will support the District in tracking all services provided to homeless students and their families. The program allows student records to be shared from school to school. This program will assist the District in reporting requirements of McKinney Vento.	\$5,000.00	No
3.8	Raptor	The District's rural and remote location causes continuous concern for students safety. Many of our students currently are homeless and are foster youth. There has been an increase in people unfamiliar to the school staff who make attempts to come on campus and to check these students out of school. The Raptor software will allow staff to screen visitors to ensure that they have a purpose for visiting and that they do not present any safety danger to students and staff. The program also will allow the school to manage the students checking in and checking out as well as attendance and tardy information. As a result of purchasing and implementing this program, students and staff will be safer, the district will have an improved system for monitoring attendance and tardies so that staff can respond and provide the necessary service and support for students.	\$10,000.00	No
3.9	Positive school climate	The District will continue to implement multiple strategies to ensure that all schools have a safe and positive school climate for students to learn and grow socially and emotionally. At the TK-5 levels, staff will implement Capturing Kids Hearts and implement the PBIS framework. Incentives for supporting positive behavior will be provided. Counselors will provide SEL lessons using Second Step within the classrooms on a scheduled basis. In grades 6-8, staff will focus on implementing restorative justice practices	\$71,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and specific classroom behavior management strategies provided through professional development.		
3.10	Implement Social/Emotional Learning Center (grades 6-8)	<p>The District will continue to implement a Social/Emotional Learning Center at Challenger Middle School. This center will address the increased need for more intensive support for students including low income students and foster youth who have been identified as specifically having increased needs in this area. The SEL Center will be staffed with an SEL teacher and the support of the District's social worker and/or the SEL Specialist. Two behavior support aides will also be available to support the implementation of students' behavior plans. Students will be identified based on referrals and SEL screening data for services in the SEL center.</p> <p>As a result of this service, there will a reduction in the suspension rate at Challenger Middle School, a decrease in chronic absenteeism and a reduction in major office discipline referrals.</p>	\$197,382.00	Yes
3.11	Technology	The District will provide technology and infrastructure support for District wide operations to be implemented. Equipment for clerical and other support staff will be included in this action.	\$97,400.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Increase parent and community involvement to create strong home /school/community partnerships	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

The Wilsona School District values parent and community involvement. Providing opportunities for parents and community members to participate through parent workshops and leadership opportunities is important. Staff that specifically is responsible for providing parent outreach and translation services are included in this goal. This goal addresses State Priority 3 (parent involvement)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Youth Truth Survey (Parents) (Engagements, Safety, Relationships)	Culture - 42.5% VSG -70 % CMS -15 % Engagement - 48% VSG - 71% CMS -25 % Safety - 39.5% VSG -48% CMS-31 % Relationships - 74% VSG-84% CMS-64%	Culture - 68.9% VSG - 70.6% CMS - 63.6% Wilsona- 72.6% Engagement - 67.3% VSG - 68% CMS - 66.4% Wilsona - 67.6% Safety - 70.7% VSG - 71.2% CMS - 72.8% Wilsona - 68.2% Relationships - 76.5%		Culture - 70% VSG - 75% CMS - 50% Wilsona- 75% Engagement - 75% VSG - 75% CMS - 50% Wilsona - 75% Safety - 80% VSG - 75% CMS - 50% Wilsona - 75% Relationships - 85%	Culture - 26.4% increase Engagement - 19.3% increase Safety - 31.2% increase Relationships - 2.5% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			VSG- 78.4% CMS- 72.8% Wilsona - 78.4%		VSG- 90% CMS-75% Wilsona - 90%	
4.2	Local Indicator Priority 3 - Parent Involvement in Decision Making) Participation in District/School Teams	"3" - "4" initial to full implementation Building relationships Building Partnerships Seeking Input for Decision Making	"3" - "4" initial to full implementation Building relationships Building Partnerships Seeking Input for Decision Making		"4"- "5" full implementation to full implementation with sustainability Building relationships Building Partnerships Seeking Input for Decision-Making	no change
4.3	Number of Parents attending workshops	parents attending workshops and classes 120	parents attending workshops and classes 150		parents attending workshops and classes 240	30 increase

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.

4.1: Provide opportunities for parents to participate in parent education activities - This action was partially implemented. At the beginning of the school year, the provider, who the district had planned to contract with to provide parent workshops, informed the district that they would not be available to provide services. As a result of the late notification, the District was unable to find a replacement to provide these services. Therefore this action was not fully implemented. Some parent training was provided at each school site according to their school plans.

4.2: Provide opportunities for parent voice to be included in District decisions about students - This action was implemented. Parents were involved in key decision making committees including DELAC/ELAC and School Site Councils. There is a continuing challenge in recruiting parents to participate in these leadership roles.

4.3: Improve school readiness for pre-school, TK and Kindergarten students - The District has developed a partnership with Save the Children. This partnership has specifically assisted parents with making a positive transition from pre-school to TK/K.

4.4: Increase parent involvement to impact student achievement and engagement - This action has been inconsistently implemented this year. Although parent liaison and a community liaison positions were hired to support communication and parent involvement at both the district and school sites, the staff filling these positions were not consistent. The change in employees during the school year made consistent implementation of the plans to increase parent involvement challenging. Plans included the implementation of parent/school activities and parent trainings. The primary purpose of the parent liaison role at the school is to develop relationships between teachers and parents and provide important connections. With staffing changes developing those relationships took a longer time.

4.5: Provide a variety of strategies to increase communication and provide outreach to parents - The District has implemented this action. The District employs several strategies to increase two way communication between parents and the school. The District has contracted with "Bright Arrow" which provides a robust platform that encourages two way communication.

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.

4.1 (Parent education) - There is a material difference in this action. Parent Education was funded this year through the use of Title 1 at the school level. A contract to provide services for parent education was not implemented due to the contractor canceling services. Therefore there was less expended than budgeted.

4.2 (Parents included in decision making) - There is a material difference in this action. Although the action was implemented the costs budgeted for this action were not needed for implementation at the level budgeted. Therefore less was expended than budgeted.

4.3 (Pre-school- TK transition) - There is a material difference in this action. This year due to funds received by Save the Children, the "in kind" match that is required did not include any fiscal contribution from the district. Therefore there was less expended than budgeted.

4.4 (Parent involvement) - There is material difference in this action. Due to increases in salaries, there was more expended than budgeted.

4.5 (Strategies for communications) - There is a material difference in this action. There was less expended than budgeted. The contract for some of the services was less than anticipated.

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

4.1: Provide opportunities for parents to participate in parent education activities - This action was partially effective. Schools provided some parent workshops however with the loss of a contracted service provider at the beginning of the school year and challenges in replacing the contractor, it was difficult to fully implement this action. Additionally, the number of parents who are attending these workshops is very limited. Parents do attend events when their students are engaged in activities or when parents are invited to attend student centered

activities such as assemblies. Although parents have been included in providing input related to workshop topics, and they favorably report on their engagement on the Youth Truth Survey, the District will continue to seek ways of increasing attendance at workshops.

Parents attending workshops - There was an increase of 30 participants in the number of parents attending workshop classes from the 23/24 baseline of 120 to the 24/25 baseline of 150 participants.

Youth Truth Survey (parents)

CULTURE - There was an increase of 26.4% in the positive rating for this category when comparing the 23/24 rating of 42.5% to the 24/25 rating of 68.9%

ENGAGEMENT - There was an increase of 19.3% in the positive rating for this category when comparing the 23/24 rating of 48% to the 24/25 rating of 67.3%

SAFETY - There was an increase of 31.2% in the positive rating for this category when comparing the 23/24 rating of 39.5% to the 24/25 rating of 70.7%

RELATIONSHIPS - There was an increase of 2.5% in the positive rating for this category when comparing the 23/24 rating of 74% to the 24/25 rating of 76.5%

LOW-INCOME Students

CHRONIC ABSENTEE RATE - There was a decline of 8.73% demonstrating improved attendance from the previous P2 benchmark of 36.78% to the 2025 P2 benchmark of 28.05%.

FOSTER YOUTH

CHRONIC ABSENTEE RATE - There was a decline of 27.07% demonstrating improved attendance from the previous P2 benchmark of 33.32% to the 2025 P2 benchmark of 6.25%.

ENGLISH LEARNER Students

CHRONIC ABSENTEE RATE - There was a decline of 8.02% demonstrating improved attendance from the previous P2 benchmark of 35.32% to the 2025 P2 benchmark of 29.34%.

4.2: Provide opportunities for parent voice to be included in District decisions about students - This action was effective. Parents did participate in key leadership committees and provided valuable input during the planning and review of the LCAP process. It continues to be challenging to recruit parents to participate in leadership roles. As indicated on the Youth Truth Survey and the Local Indicator Priority 3 parents do believe they have a voice in decisions related to their children and the direction of the district.

Parents attending workshops - There was an increase of 30 participants in the number of parents attending workshop classes from the 23/24 baseline of 120 to the 24/25 baseline of 150 participants.

Local Priority 3 - self reflection survey - There was no change in the rating for this category when comparing the 23/24 to the 24/25 baselines.

Youth Truth Survey (parents)

CULTURE - There was an increase of 26.4% in the positive rating for this category when comparing the 23/24 rating of 42.5% to the 24/25 rating of 68.9%

ENGAGEMENT - There was an increase of 19.3% in the positive rating for this category when comparing the 23/24 rating of 48% to the 24/25 rating of 67.3%

SAFETY - There was an increase of 31.2% in the positive rating for this category when comparing the 23/24 rating of 39.5% to the 24/25 rating of 70.7%

RELATIONSHIPS - There was an increase of 2.5% in the positive rating for this category when comparing the 23/24 rating of 74% to the 24/25 rating of 76.5%

LOW-INCOME Students

CHRONIC ABSENTEE RATE - There was a decline of 8.73% demonstrating improved attendance from the previous P2 benchmark of 36.78% to the 2025 P2 benchmark of 28.05%.

FOSTER YOUTH

CHRONIC ABSENTEE RATE - There was a decline of 27.07% demonstrating improved attendance from the previous P2 benchmark of 33.32% to the 2025 P2 benchmark of 6.25%.

ENGLISH LEARNER Students

CHRONIC ABSENTEE RATE - There was a decline of 8.02% demonstrating improved attendance from the previous P2 benchmark of 35.32% to the 2025 P2 benchmark of 29.34%.

4.3: Improve school readiness for pre-school, TK and Kindergarten students - This action was effective. The partnership with Save the Children continues to provide parents and the community with many valuable parent outreach services including support for children and their families transitioning to TK/K. The staff from Save the Children are very knowledgeable about the District's early childhood programs and support parents in making the transition to school and the expectations for children attending TK or K. Parents reported on the Youth Truth Survey that they feel supported by the school district. Parents provided input that they were appreciative of the support that they received especially in transitioning their children from pre-school to TK/K.

Youth Truth Survey (parents)

CULTURE - There was an increase of 26.4% in the positive rating for this category when comparing the 23/24 rating of 42.5% to the 24/25 rating of 68.9%

ENGAGEMENT - There was an increase of 19.3% in the positive rating for this category when comparing the 23/24 rating of 48% to the 24/25 rating of 67.3%

SAFETY - There was an increase of 31.2% in the positive rating for this category when comparing the 23/24 rating of 39.5% to the 24/25 rating of 70.7%

RELATIONSHIPS - There was an increase of 2.5% in the positive rating for this category when comparing the 23/24 rating of 74% to the 24/25 rating of 76.5%

4.4: Increase parent involvement to impact student achievement and engagement - Parent and community liaisons were effective in increasing the communication between staff and families. They provided important information about school and community resources to families and were able to support communication between teachers and parents. Although the positions were not consistently filled for the entire year, the effectiveness of their work continues to be valued. Parents specifically voiced their on-going support for the parent/community liaisons through both the Youth Truth Survey (are parents valued) and in their input.

Youth Truth Survey (parents)

CULTURE - There was an increase of 26.4% in the positive rating for this category when comparing the 23/24 rating of 42.5% to the 24/25 rating of 68.9%

ENGAGEMENT - There was an increase of 19.3% in the positive rating for this category when comparing the 23/24 rating of 48% to the 24/25 rating of 67.3%

SAFETY - There was an increase of 31.2% in the positive rating for this category when comparing the 23/24 rating of 39.5% to the 24/25 rating of 70.7%

RELATIONSHIPS - There was an increase of 2.5% in the positive rating for this category when comparing the 23/24 rating of 74% to the 24/25 rating of 76.5%

LOW-INCOME Students

CHRONIC ABSENTEE RATE - There was a decline of 8.73% demonstrating improved attendance from the previous P2 benchmark of 36.78% to the 2025 P2 benchmark of 28.05%.

FOSTER YOUTH

CHRONIC ABSENTEE RATE - There was a decline of 27.07% demonstrating improved attendance from the previous P2 benchmark of 33.32% to the 2025 P2 benchmark of 6.25%.

ENGLISH LEARNER Students

CHRONIC ABSENTEE RATE - There was a decline of 8.02% demonstrating improved attendance from the previous P2 benchmark of 35.32% to the 2025 P2 benchmark of 29.34%.

4.5: Provide a variety of strategies to increase communication and provide outreach to parents - This action has been effective. The systems that the district has implemented to increase communication has improved two-way communication. Parents indicated during Educational Partner meetings that they felt that the District uses a variety of strategies to communicate with them and that if parents wanted to engage with the school/district, staff was generally available and responsive.

Youth Truth Survey (parents)

CULTURE - There was an increase of 26.4% in the positive rating for this category when comparing the 23/24 rating of 42.5% to the 24/25 rating of 68.9%

ENGAGEMENT - There was an increase of 19.3% in the positive rating for this category when comparing the 23/24 rating of 48% to the 24/25 rating of 67.3%

SAFETY - There was an increase of 31.2% in the positive rating for this category when comparing the 23/24 rating of 39.5% to the 24/25 rating of 70.7%

RELATIONSHIPS - There was an increase of 2.5% in the positive rating for this category when comparing the 23/24 rating of 74% to the 24/25 rating of 76.5%

LOW-INCOME Students

CHRONIC ABSENTEE RATE - There was a decline of 8.73% demonstrating improved attendance from the previous P2 benchmark of 36.78% to the 2025 P2 benchmark of 28.05%.

FOSTER YOUTH

CHRONIC ABSENTEE RATE - There was a decline of 27.07% demonstrating improved attendance from the previous P2 benchmark of 33.32% to the 2025 P2 benchmark of 6.25%.

ENGLISH LEARNER Students

CHRONIC ABSENTEE RATE - There was a decline of 8.02% demonstrating improved attendance from the previous P2 benchmark of 35.32% to the 2025 P2 benchmark of 29.34%.

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

GOAL 4 METRIC 1 - Metric updated to include the WES data, which was not apart of the baseline data.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Provide opportunities for parents to participate in parent education activities	The District, in partnership with School Based Community Change, will provide parents with workshops and classes, based on topics that they have requested, that will help them to support their children, specifically focusing on regular attendance and school engagement. This action, when implemented, will improve unduplicated students' engagement in school, increase regular school attendance and increase parents' level of comfort participating in school activities. Other parent outreach services will also be provided.	\$15,000.00	Yes
4.2	Provide opportunities for parent voice to be included in District decisions about students	Parents will be encouraged and supported to participate in parent leadership roles throughout the District. Child care for parents wishing to attend committees has been identified as a barrier, therefore child care will be available in order to attend and be involved in committees such as the District Leadership Team, the Parent Advisory, School Site Councils and the District and School levels of the English Language Advisory Committees. Parents will also be offered opportunities to participate in mini-CABE events offered in the Antelope Valley.	\$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.3	Improve school readiness for PK, TK, and Kindergarten students.	The District has developed a partnership with Save the Children. Save the Children and the Wilsona School District have a common interest in increasing children's literacy. Early childhood literacy is important for school success of low income students. Therefore the school and district administrators will continue to collaborate with Save the Children focusing on our incoming TK and Kindergarten unduplicated students and their literacy readiness. Through this partnership, families of low income students will receive support for literacy activities at home	\$25,000.00	Yes
4.4	Increase parent involvement to impact student achievement and engagement	The District will support unduplicated students and their families with a variety of educational, health and social services needs. A District community liaison and 3 school ambassadors will provide outreach to parents in a variety of ways. The Community Liaison will, among other duties, coordinate parent services, serve as a bridge between parents and teachers and provide access to District and community services. Parent ambassadors will work in each school office providing daily support for parents when they come to the school or call the school. They will work with the District Community Liaison to ensure parents needs and requests are addressed.	\$357,294.00	Yes
4.5	Provide a variety of strategies to increase communication and provide outreach to parents	The District will implement a variety of strategies to increase two way communication between parents and staff. The District will continue to develop ways to provide outreach to our parents who live the more remote areas of our District and are often unable to come to the schools or District office for information. The District will provide a platform that allow parents to communicate as well as receive information.	\$11,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	This action reflects the District's plans to implement the Learning Recovery Emergency Block Grant	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes) Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The District conducted a needs assessment with staff and other Educational Partners and an external consultant . As part of this process, data was reviewed to determine barriers for students academically achieving. Data reviewed included: academic achievement data (iReady, CAASPP), attendance and chronic absentee rates, office discipline referrals and suspension rates. The District, through the process for developing the LCAP, also reviewed classroom and school walkthrough data and survey results from staff and parents. The use of the LREBG funds is in alignment with the District's LCAP to address these needs in a comprehensive manner.

The District has identified the following needs for this goal based on a needs assessment conducted during the development of the 25-26 LCAP. The following are identified needs:

- The District continues to have many students who are experiencing health challenges which have an impact on student learning; students, due to the rural nature of the community and the lack of accessible health services, the District needs to provide increased health services that will support increased attendance and decrease chronic absenteeism

-The District has identified a need to respond to the high number of students, especially early childhood students (TK-2), who are experiencing multiple challenges in successfully participating in school. Therefore there is a need to provide additional staff to diagnose, provide services and progress monitor these students to ensure they are receiving the necessary support to be successful in school.

-The District has identified a need to provide additional support for students during unstructured times of the school day; the District implements Play Works to provide increased structures and has determined that additional staff is needed to increase students' connectedness to school and learning

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Chronic Absenteeism	2025 P2 All students - 29.34%			P2 All students - 25%	n/a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English learners- 27.30% low-income students- 28.05% Foster Youth- 6.25% African American students- 35.48% White students-28.43%			English learners- 25% Low-income students- 25% Foster Youth-28% African American students -25% White students- 25%	
5.2	Daily attendance	2025 P2 91.98% (all students) African American - 90.07% Foster Youth - 96.06% White students - 91.57% English learners - 92.29% Low income - 91.84% Homeless - 92.34% Hispanic - 92.11% Students with disabilities - 90.48%			P2- 94-96% all students - 93-95% African American - 93-95%% Foster Youth -93-95% White students - 93-95%% English learners - 93-95% Low Income - 93-95% Homeless - 90-92% Hispanic - 93-95% students with disabilities - 90 - 92%	n/a
5.3	iReady Math and ELA	All students ELA - 17.96% All students Math - 10.81% Low-income students ELA-17.75%			iReady Math All Students 30% Low-income students-30% English learners - 22%	n/a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low Income Math - 10.55% English learners ELA- 7.63% English learners Math- 5.5% African American -ELA - 14.04% African American - Math -20% Students with disabilities - ELA - 7.07% Students with disabilities - math- 3.03% White students - ELA - 13.2% White students - math - 14.2% Hispanic students - ELA-18.72% Hispanic students - Math-11.71% Homeless students - ELA -11.51% Homeless students - Math-12.12% Foster Youth -ELA - 18.09% Foster Youth - math - 10.97%			African American students-30% Students with disabilities -15% White students - 35% Hispanic students- 35% Homeless students -35% Foster youth -35% iReady ELA All Students 35% Low-income students -35% English learners 25% African American students -30% Students with disabilities-15% White students- 35% Hispanic students- 35% Homeless students -40% Foster youth - 40%	

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.

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Support for diagnostic, instructional support and progress monitoring	<p>Using the Learning Recovery Emergency Block Grant available, the District will provide support for schools to offer services that will allow students to be diagnosed, provide educational support and monitor their progress in a timely manner; this action will increase the effectiveness of the multi-tiered system of support provided at each school in ensuring that the supports and services provided are appropriately targeted.</p> <p>There is a great amount of research to support the implementation of the implementation of a Multi-tiered System of Support Framework. (MTSS Center and Renaissance Learning). Providing a comprehensive system that is proactive, preventative and data driven has proven to be successful in responding in a timely manner to students' needs, academically,</p>	\$564,373.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>behaviorally and social/emotional. The continuous use of data is a critical aspect of the Framework for both identification and progress monitoring. There is also research to support early intervention. Early intervention is critical in address developmental delays and when support is provided to students who are younger during critical periods of growth, significant improvements can be observed. Long term impact of early intervention in a systemic manner includes high cognitive performance, improved language and communication skills and a decrease in grade retention. Students demonstrate better academic achievement and social integration.</p> <p>The District will use the following metrics to determine the impact of this action:</p> <ul style="list-style-type: none"> • reduction in chronic absenteeism rate and an increase in daily attendance especially for younger students • an increase in both reading and math performance for all student groups using iReady assessments administered three times per year to all students <p>All funds identified to support this action will be Learning Recovery Emergency Block Grant funds.</p>		
5.2	Increase health services	<p>Using the Learning Recovery Emergency Block Grant, the District will provide additional health services to address the increase in the number of students who are experiencing more significant health issues; these services will support students and their families address health issues while increasing school attendance and reducing chronic absenteeism.</p> <p>The Centers for Disease Control have addressed the need for comprehensive health services in school. Their research indicates that schools often service as a primary source of healthcare for children especially in underserved communities. School-based health care provides access that might otherwise not be available for services such as vaccines and screenings. Having health care services available at school addresses barriers that many families in these communities experience. such as transportation. The early intervention to health concerns benefits students</p>	\$123,560.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>in a number of ways. The American Nurses Association and the American Public Health Association indicate through their research a reduction in absenteeism, improved concentration and engagement and increase in student learning. Additionally for some students providing students with chronic health conditions help these students manage their conditions and reduces the amount of time they are out of school and/or class.</p> <p>The District will use the following metrics to determine the impact of this action:</p> <ul style="list-style-type: none"> • reduction in chronic absenteeism rate and an increase in daily attendance • an increase in both reading and math performance for all student groups using iReady assessments administered three times per year to all students <p>All funds identified to support this action will be Learning Recovery Emergency Block Grant funds.</p>		
5.3	Provide staff to increase student connectedness to school and learning	<p>Using the Learning Recovery Emergency Block Grant, the District will provide increased staff to support students successfully engaging with peers and ensure that all students are safe. Increasing the number of staff will help students interact with their peers using specific social/behavioral strategies that are being implemented at each school. This will increase students' connectedness to school and therefore increase time students are in class and available to fully participate in learning experiences.</p> <p>A variety of organizations and agencies have compiled evidence and research to support increasing staff to increase student safety and engagement. Some of these include: The Centers for Disease Control, the National Association of School Psychologists, the National Center on Safe Supportive Learning Environments and the Learning Policy Institute. Research indicates that improved supervision with increased staff presence deters disruptive behavior, conflicts can be intervened more quickly and students feel safer. Increasing the number of caring adults can help foster a positive school climate which includes relationship development and a</p>	\$102,348.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>sense of belonging. This supportive environment can reduce bullying, violence and other negative behaviors and can support positive strategies such as restorative practices which has been shown to reduce school violence.</p> <p>The District will use the following metrics to determine the impact of this action:</p> <ul style="list-style-type: none"> • reduction in chronic absenteeism rate and an increase in daily attendance <p>All funds identified to support this action will be Learning Recovery Emergency Block Grant funds.</p>		

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
\$5,634,000	\$751,063

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
44.340%	7.984%	\$991,669.71	52.324%

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	<p>Action: Provide daily opportunities for small group instruction and student feedback</p> <p>Need: Teachers, administrators and parents have all indicated that students continue to need smaller class sizes. The District has identified that to increase and improve services for English learners and low-income students, the District will continue to provide smaller class</p>	<p>Low-income students and English learners in grades TK-2 who receive small group instruction will have increased opportunities to be fully engaged in learning. Students will receive more immediate feedback and teachers will be able to respond to learning needs more immediately. The impact of this action will continue to be demonstrated in both student achievement growth and based on classroom walkthroughs, increased engagement, as teachers become more skilled in</p>	<p>iReady ELA - all students, low-income students, and English learners (1.2) iReady Math - all students, low-income students, and English learners (1.3)</p>

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
	<p>sizes in grades K-2 to provide daily small group instruction throughout the school day. The emphasis on small group instruction in the primary grades is to provide intensive instruction and intervention during English language arts and English language development. Providing this support for the youngest students will prevent the achievement gaps that have been the trend in the past.</p> <p>The District considered the needs of low income students and English learners when determining the need for this action due to the achievement gap that exists currently for low income and English learners in third grade. The District determined if students in grades K-2 received more focused instruction and intervention then the number of low-income students and English learners with achievement gaps would be reduced by grade 3.</p> <p>Based on a review of current iReady achievement data in both ELA and math, low income students and English learners continue to perform below grade level standards. Teachers have continued to receive professional development using visible learning strategies, including the development of standards aligned learning intentions and success criteria. During the 24-25 school year there was an increased expectation for small group instruction that promoted more differentiated instruction. Based on the current student achievement data and the District's</p>	<p>providing small group differentiated instruction and frequent feedback.</p> <p>This action is a school-wide action that is principally directed to English learners and low-income students in grades K-2, This action will also benefit the following groups of students in these grade levels: Hispanic and All students</p>	

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
	<p>continued focus for professional development in differentiation, it was determined that English learners and low income students would continue to benefit from increased opportunities to receive differentiated instruction and feedback in small group settings throughout the instructional day.</p> <p>Scope: Schoolwide</p>		
<p>1.5</p>	<p>Action: Increase middle school students' engagement</p> <p>Need: Teachers and administrators indicated a continuing need to have time for regular time to collaborate with each other as well as other staff working with students at Challenger Middle School through the Educational Partner process.</p> <p>The needs of low-income students and English learners were considered when creating this action. The two student groups who consistently are performing lower than other students are these two groups. Teachers need time to thoroughly examine data to determine what prerequisite skills students need to be successful with new content. Teachers also need time to develop with their colleagues lessons with specific strategies that will engage low-income students with the grade level standards and strategies to make the content more accessible for English learners.</p>	<p>Teachers will continue to have the opportunity to meet at least twice a week to review student formative assessment data, determine effective instructional strategies to implement and share resources. Challenger is a small middle school where collaboration across content is necessary to most effectively support students' learning successfully and increase engagement. This collaboration time will also allow support staff (counselor, social worker, school psychologist) to meet and collaborate with teachers related to individual students who may be experiencing social/emotional and/or behavioral needs.</p> <p>The need for this action is particularly high at the middle school, where students have multiple teachers and in some cases teachers are teaching more than one content area. This schoolwide action is principally directed to English learners and low income students. The following student groups will also benefit from this action are the following: All students, Hispanic, students with disabilities and white students</p>	<p>iReady ELA (1.2) and math(1.3) - all students, low-income students, and English learners, CAASPP ELA and math (1.1) - all students, low-income students, and English learners Attendance (1.12)- all students, low-income students, and English learners.</p>

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
	<p>Low-income students and English learners continue to perform lower than grade level standards expectations at Challenger Middle School. Students need to receive targeted instruction driven by an analysis of data and teachers using the most current evidence-based instructional strategies and programs. Many of these students also receive support from other staff. Teachers and support staff need opportunities to collaborate with each other to coordinate support for students.</p> <p>Scope: Schoolwide</p>		
1.6	<p>Action: Provide professional development on small group instruction and effective instructional strategies.</p> <p>Need: Teachers and administrators indicated through the Educational Partner process a need for ongoing professional development. Through this input, teachers and administrators identified continuing needs for professional development in the area of writing in grades 3-8, foundational reading skills in grades K-2, math concept development in grades K-8 and small group instruction.</p> <p>Based on a review of current student data (iReady math and reading) and the District needs assessment (conducted during the</p>	<p>To address this need the District will implement five days of professional development throughout the school year for all teachers. Paraprofessionals will receive 10 (2) hour sessions for instructional support staff. These days will focus on grade-level/content specific professional development on writing, foundational reading, math conceptual understanding in the context of small group instruction. This action will be implemented LEA-wide to address the needs of low income students and English learners throughout the District. The following student groups will also benefit in this action: All students, Hispanic, students with disabilities and African American and white students.</p>	<p>iReady ELA and Math (1.2)- all students, low-income students and English learners. CAASPP ELA and Math(1.1)- all students, low-income students and English learners.</p>

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
	<p>Educational Partners input), English learners and low income students LEA wide have significant gaps in the achievement of high priority standards in English language arts and math. Therefore there is a need for low income students and English learners to receive small group instruction on a daily basis in both ELA and math where lessons are designed based on students' needs related to the gaps in grade level standards. When teachers have implemented small group instruction over the past two years, student achievement has improved.</p> <p>Scope: LEA-wide</p>		
<p>1.8</p>	<p>Action: Increase student engagement in grades TK-5</p> <p>Need: Teachers and administrators indicated a continuing need to have time for regular time to collaborate with each other as well as other staff working with students at the elementary level through the Educational Partner process.</p> <p>The needs of low-income students and English learners were considered when creating this action. The two student groups who consistently are performing lower than other students are these two groups. Teachers need time to thoroughly examine data to determine what prerequisite skills students need to be successful with new content. Teachers also</p>	<p>Grade level collaboration two times per week will impact low income students', foster youth and English learners' academic growth and social and emotional learning by teachers having frequent opportunities to analyze data and identify areas of need specific to high priority standards and social and emotional needs in order to plan learning experiences for students that will support their achievement and increase their engagement. This LEA wide action is principally directed to unduplicated students at the District's two elementary schools where students are in self-contained classrooms. At the middle school level teachers will provide 6 periods of instruction on the weekly minimum day however as a result of this action each of those periods for that day will have increased instructional minutes. This action is LEA wide as it will also impact the following</p>	<p>iReady ELA (1.2)- All students, English learners, foster youth, low-income students iReady math(1.3)-all students, low-income students and English learners ELPAC(1.4) - English learners Attendance(1.12) - All students, English learners, foster youth, low-income students (attendance will increase if students' needs are instructionally supported)</p>

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
	<p>need time to develop with their colleagues lessons with specific strategies that will engage low-income students with the grade level standards and strategies to make the content more accessible for English learners. The data indicates that Low-income students are more frequently receiving counseling services. Teachers and counselors need time to collaborate related to effective ways to address behavior and social/emotional needs.</p> <p>The majority of low-income students and English learners in grades K-5 are performing below grade level in ELA and math. Many of these students are also experiencing the impact of trauma which causes the students to have poor impulse control, poor planning skills and short attention span.</p> <p>There is a need for teachers and other staff (school psychologist, counselors, social worker, and administration) to have time weekly to collaborate to plan lessons that are engaging and that respond to the formative assessment data.</p> <p>Scope: LEA-wide</p>	<p>student groups: All students, Hispanic, students with disabilities, white and African American students and Homeless students</p>	
1.9	<p>Action: Provide instructional assistants</p> <p>Need: Teachers, administrators and parents all indicated through the Educational Partner</p>	<p>This action will continue to support daily small group instruction for English Learners and Low-Income students in each grade level. Small group instruction allows for students to receive immediate feedback. Students' errors can be quickly identified and corrected in a small group</p>	<p>iReady ELA(1.2)- All students, English learners, low-income students CAASPP ELA(1.1) -All students, English learners, low-income students</p>

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
	<p>process, that having instructional assistants in the classroom at the elementary level, would provide needed support for students, especially during English language arts instruction.</p> <p>The needs of English learners and low-income students were considered when creating this action. Low income students have limited experiences to help them connect with the academic content. With the support of instructional assistants, small group instruction will be able to be implemented in grades K-5 during ELA daily supporting students in making important real-world connections to reading. Additional instruction support will be able to be provided for English learners by the classroom teacher while an instructional aide is present. Low-income students and English learners are two student groups experiencing achievement gaps in grade-level standards.</p> <p>Students, including low income students and English learners, at the elementary level are not meeting grade level standards in ELA based on both iReady and CAASPP assessments. Students need to receive immediate feedback while learning both foundational reading skills and the use of effective reading comprehension strategies. Therefore there is a need to provide students with more opportunities for small group instruction especially in the area of reading.</p> <p>Scope:</p>	<p>instruction setting. With the support of an instructional assistant assigned to each grade level students will be able to receive more small group instruction. As a result, elementary students will demonstrate growth in reading on the District's local measures and state assessments.</p> <p>This LEA wide action is principally directed to low income students and English learners at the District two elementary schools. The following student groups will also benefit from this action: All students and Hispanic students</p>	

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	LEA-wide		
1.10	<p>Action: Provide supplementary math and ELA programs</p> <p>Need: Teachers and administrators indicated a high need for additional math, reading and writing instructional materials to address the persistent gap and slow progress in achievement in math and English language arts. The needs of low-income students and English learners were considered when developing this action. Current core instructional materials in math and English language arts have not supported growth in math, reading and writing with English learners or low-income students. Current texts do not provide adequate and/or effective practice opportunities; supplementary materials provide for the important small group instruction that is a successful strategy for low-income students and English learners.</p> <p>Based on a review of CAASPP and iReady data, students in grades K-8 are not making adequate progress in meeting grade level standards in math and reading. Specifically low income students and English learners have consistent achievement gaps in math and reading. This trend has been consistent over the past three years. Based on this current data, the math curriculum that has been used for the past 8 years and the ELA program adopted over 8 years ago has not</p>	<p>Providing supplemental instructional materials for math and English language arts instruction will provide resources for teachers in designing lessons that will reduce the achievement gap. The supplemental materials will provide students with increased and appropriate practice opportunities. These materials also provide a support for students receiving small group instruction multiple times per week, ensuring students have the opportunities to clear up any misconceptions in their understanding of math concepts and provide additional and more engaging materials for extended practice in English language arts. The math supplemental materials provide real-world examples that appear to be more relevant to the targeted groups. The English language arts materials support current research related to teaching foundational reading. Currently, the District does not have such materials or needs to provide replacement for materials purchased in the 24-25 school year. This action is principally directed toward English learners and low-income students district-wide. The following student groups will also benefit from this action: All students, Hispanic, African American and white students</p>	<p>iReady math(1.3) - All students, English learners, low-income students CAASPP math(1.1) All students, English learners, low-income students iReady reading (1.2 - All students, English learners, low income students CAASPP reading(1.1) - All students, English learners, low income students</p>

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	<p>adequately supported the needs of low income students and English learners. Therefore there is a need to provide supplemental materials that will help our low income students and English learners. in closing the achievement gap in math, reading and writing.</p> <p>Scope: LEA-wide</p>		
2.1	<p>Action: Provide Students with academic intervention in English language arts and math in grades K-8</p> <p>Need: Low income students and English learners have continued to identified as needing additional intervention support in both ELA and math in grades K-8. Both teachers and parents have identified this as a need. Reclassification for English learners has been impacted as a result of poor performance in reading and math. Low-income students need the small group setting provided during intervention to receive the specific feedback needed to improve skills and reduce the achievement gap.</p> <p>These students are performing significantly below grade level and need more intensive intervention than can be provided by classroom teachers. Students need intensive support to "fill in" the many gaps that exist. There is a need for this intensive service because many low income</p>	<p>Identified students will receive targeted intervention in ELA and math. Students will receive this intervention from dedicated intervention teachers, with the support of instructional aides, will provide small group instruction and/or individual instruction 4-5 times weekly. This intervention will be in addition to the support students receive in their classrooms. Intervention teachers will use evidence based strategies and programs to address the specific gaps in learning. This intervention will be provided to students in grades K-8.</p> <p>This is a District wide need. Elementary students have been placed on two separate campuses. One school serves Tk-2nd graders and the other school I serves students in grades 3-5. The District's only middle school has students (grades 6-8) who are identified long term English learners and low income students who have more than 2 years of identified achievement gaps. Therefore this is a LEA-wide action that is principally directed to low-income learners and English learners. This action will also benefit the following student groups: All students and .Hispanic students</p>	<p>iReady Student group data ELA(2,2) - All students, English learners, long term English learners, Low-income students iReady student group data Math(2.2)- English learners, long term English learners, Low-income students</p>

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	<p>students and English learners are performing two or more years below their grade level peers. Staff has also has identified students in grades K-1 who have begun to demonstrate a need for additional instructional support to prevent increased gaps in learning.</p> <p>Scope: LEA-wide</p>		
2.2	<p>Action: Provide services to students to support social/emotional needs</p> <p>Need: Based on social/emotional learning data (Sown to Grow) and office discipline referrals, there continues to be an need identified, LEA wide, in the area of social/emotional learning. All of the Educational Partners identified social emotional and behavior needs a priority. Many of our low-income students and foster youth have experienced trauma, ranging from foster youth living with mulitple foster families to low-income students who are experiencing homelessness at a greater level that in past years. Many of our low-income students live in remote areas with few resources. Low-income students often experience issues with having a safe home and adequate food. All of these factors lead to students who are dealing with many issues other than learning. Low income students in Wilsona have a greater number of referrals for services to address these needs. Social/emotional needs are often</p>	<p>This action includes counselors to provide small group and individual counseling services. Counselors will also provide social/emotional lessons within the classroom on topics that need additional attention. The District will provide one Social/Emotional Learning Specialist and one social worker who will specifically provide services for students and their families who also may need more mental health services and need access to community resources. The Social/Emotional Learning Specialist will also be responsible for ensuring that foster youth receive coordinated services. Due to the widespread need, this is an LEA wide action that is principally directed to low income students and foster youth. The following student groups will also benefit from this action: All students and African American and white students</p>	<p>SEL Screener(Sown to Grow)(2.7) - All students, foster youth, low-income students (grades 6-8)</p> <p>Universal Screener(2.7)- BESS (Behavioral and Emotional Screening System (TK-5) All students, foster youth, low-income students</p> <p>K-8Chronic Absentee rate (2.8) - All students, foster youth, low-income students</p> <p>Attendance (K-8)(2.6)- All students, foster youth, low-income students</p>

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	<p>seen in students through their maladaptive behaviors. Low income students and foster youth have increased office discipline referrals that reflect this increased maladaptive behavior.</p> <p>As a result there is a continued need to provide a range of services to support low income students and foster youth at the schools.</p> <p>Scope: LEA-wide</p>		
2.3	<p>Action: Ensure students have access to timely and relevant academic, behavior and social/emotional support</p> <p>Need: District wide, there have been an increase in the number of services being provided to support students socially and behaviorally in school. The District is implementing MTSS to address academic, behavior and social/emotional needs; to ensure these services are implemented in a coordinated manner with the effective use of data to identify the needs of students and ensure that students receive the services as planned, there is a need for dedicated staff at the school and district levels to implement these services with fidelity and in a timely manner.</p> <p>Scope:</p>	<p>One assistant principal at the middle school and two part time classified staff with the support of a contracted consultant will specifically ensure that tiers 2 and 3 levels of services/intervention such as counseling support, academic intervention pullout and push in services and behavior support are being implemented as planned and that the students receiving services are meeting the established goals and outcomes. This is an LEA wide action that is principally directed to unduplicated students. This action will also benefit the following student groups: All students, African American, Hispanic, students with disabilities and homeless students.</p>	<p>Chronic Absenteeism(2.7)- All students, low-income students, foster youth, English learners and homeless students</p> <p>suspension rate(2.11) - All students, low-income students, foster youth, English learners and homeless students</p> <p>ELPAC (2.4)- English learners</p> <p>Middle school dropout rate (2.9)- All students</p> <p>Attendance (2.6) - All students, low-income students, foster youth,</p>

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	LEA-wide		<p>English learners and homeless students</p> <p>iReady math and ELA (2.2) - low-income students, foster youth, English learners and homeless students</p>
2.4	<p>Action: Increase school engagement and attendance for students in grades 6-8</p> <p>Need: Parents and students indicated through our Educational Partners input that there is a continuing need to provide students at the middle school with opportunities that will increase engagement in school and better prepare students for high school. Low-income students and foster youth living in the Wilsona school district have very limited access to a variety of experiences. As a result of the remote location of the community, the primary way in which low-income students and foster youth can receive these opportunities is at school.</p> <p>In grades 6-8 students including low- income students and foster youth continue to demonstrate poor attendance that has also increased the chronic absenteeism rate. Students indicate on the Youth Truth Survey indicate there are challenges with student connectedness and engagement in learning.</p>	<p>The District will provide additional classes at Challenger Middle School that will increase student engagement in school. Opportunities for students to participate in art, music, and college and career readiness will be offered to students in 7th and 8th grade. Students taking these classes will be more engaged in attending school regularly and their participation in these classes will increase their engagement in school.</p> <p>This schoolwide action is principally directed to low-income students and foster youth specifically at Challenger Middle School. This action will also benefit the following student group: white students</p>	<p>Attendance (2.6)- foster youth, low-income students</p> <p>Chronic Absenteeism (2.8)- foster youth, low-income students</p> <p>Youth Truth survey (students) (2.12)- foster youth, low-income students</p>

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	<p>There is need to provide students with relevant and engaging learning experiences in grades 6-8.</p> <p>Scope: Schoolwide</p>		
<p>2.5</p>	<p>Action: Provide Multi- tiered System of Support throughout the District</p> <p>Need: Based on a review of current data (iReady, chronic absenteeism, office discipline referrals, attendance) for low-income students, foster youth and English learners there is a need to continue to implement a cohesive Multi-tiered System of Support at each school. To ensure these services continue to be effective for the identified students and to ensure that services are being provided with fidelity and based on student data, there is a need to provide a consistent protocol for monitoring and decision making. There is also a need for staff to consistently review the services that are being provided to ensure they are meeting student needs.</p> <p>Scope: LEA-wide</p>	<p>To address this need a District MTSS committee and school level leadership teams will meet on a regular basis. The District MTSS committee will be comprised of District and school level staff. The committee will review the impact of services being provided and determine if modifications need to be made. The committee will also discuss the needs of students who have been identified as not meeting their goals and determine possible actions to address these students' needs. Through this process, intervention and other supports will be constantly evaluated for effectiveness; students who are not making progress will be addressed by District and school staff collaborating with each other to develop and/or revise the plan. This LEA wide action is principally directed towards unduplicated students. This action will also benefit All students, Hispanic, white and African American students and students with disabilities.</p>	<p>iReady student (2.2)-All students, English learners, foster youth, low-income students,</p> <p>Attendance rate(2.6) - All students, English learners, foster youth, low-income students, Homeless</p> <p>Chronic absentee rate(2.8)- English learners, foster youth, low-income students, All students, and Homeless</p> <p>ELPAC (2.4)- English learners</p>

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<p>2.6</p>	<p>Action: Support for health and social/emotional support to increase attendance</p> <p>Need: Based on a review of attendance and chronic absentee data as well as information provided by the school nurse, many low income students and foster youth have experienced significant attendance and health concerns over the past several years. These attendance and health concerns have impacted the chronic absenteeism rate. The District has also identified that many unduplicated students' attendance issues are related to trauma. School psychologists and school counselors have indicated that there has been an increase in students' self-referrals as well as parents' and teachers' referrals for trauma-related concerns. Due to the location of our District, foster youth are frequently moved to different foster families during the school year. This frequent movement is often traumatic for our foster youth. Although the chronic absenteeism rate has improved, it is still significantly higher than pre-pandemic rates. Therefore there is a need to provide adequate staff to address the mental health trauma and health concerns among unduplicated students.</p> <p>Scope: LEA-wide</p>	<p>To address these needs the health and attendance clerks at each school to focus specifically on monitoring, reporting and following up on attendance issues.</p> <p>The District has two school psychologists, a portion of each of these two positions will be used to support those students whose social and emotional issues are impacting their attendance in school or in particular classes.</p> <p>This LEA wide action is principally directed to low income students and foster youth. This action will also benefit the following student groups, African American and white students.</p>	<p>chronic absentee rate (2.8)-All students, English learners, foster youth, low-income students daily attendance rate (2.6)-All students, English learners, foster youth, low-income students</p>

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<p>3.5</p>	<p>Action: Implement Playworks</p> <p>Need: Based on SWIS data, including office discipline referrals, there is an increase in behavior referrals when students at both the elementary and middle school levels are in unstructured settings (recess, nutrition and lunch). Students have a lack of understanding of how to play with other students, follow the rules of games and sports and resolve conflict. There is a need to provide students with age appropriate activities in a structured manner during these unstructured times. 2024 Dashboard suspension data indicates for the following student groups: African American (14.3%) Long Term English Learners (19.1%), Foster Youth (11.1%), and Socioeconomically Disadvantaged (5.5%).</p> <p>Scope: LEA-wide</p>	<p>This continuing action will to include a contract with Play Works that will support staff with establishing successful, age appropriate structures and activities for students during unstructured times throughout the day. In addition to staff receiving training and coaching, district staff will work with Junior Mentors (students) to provide student leadership in implementing structured play activities. This action will increase students' responsibility for their behavior, increase the implementation of conflict management strategies among students and decrease inappropriate behavior office referrals from unstructured times during the day. This LEA-wide action is principally directed to unduplicated students: The following student groups will also benefit from this action: African American, Hispanic, White, and homeless and students, students with disabilities.</p>	<p>Office Discipline Referrals (3.10) - All students, low-income students Suspension rate (3.1) - All students, low-income students, foster youth, English learners, homeless</p>
<p>3.6</p>	<p>Action: Implement Attention to Attendance to resolve chronic absentee challenges and increase attendance</p> <p>Need: The District English Language Advisory Committee, parents and teachers continue to express a concern for the chronic absenteeism rate and daily attendance. They specifically identified a need to ensure that systems are in</p>	<p>Attention to Attendance provides re-engagement strategies for students' attendance in who are beginning to demonstrate daily attendance problems, students who are becoming at risk for chronic absenteeism, and chronically absent students. This program will also provide increased opportunities to communicate with parents, providing parents with specific data related to their child's attendance patterns. The use of this program will provide district staff resources to notify parents, provide accurate trend data and</p>	<p>Attendance (3.6)- all students, low-income students, foster youth Chronic Absentee rate (3.5)- All students, low-income students, foster youth, English learners Number of SART meetings held (3.11)</p>

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	<p>place to help the district hold students and parents accountable for attending school. Data from Attention to Attendance indicates that low-income students and foster youth have poor attendance and a greater likelihood of being chronically absent.</p> <p>Low-income students, foster youth, and their families have developed poor attendance habits. Since returning from the pandemic there has been a noticeable change in attendance patterns especially among low-income students and foster youth. The District's daily attendance rate has not fully been restored to the pre-pandemic levels. Although our chronic absenteeism rate has improved, it remains high among these specific student groups. (English learners, foster youth, Long term English learners, Hispanic students and Socioeconomically disadvantaged students) There is a need to implement a system using data, to inform parents and students and to develop specific re-engagement strategies.</p> <p>Scope: LEA-wide</p>	<p>specific systematic intervention strategies. This area of need occurs throughout the District. This LEA-wide action is principally directed to low-income students, English learners and foster youth. The following student groups will also benefit from this action: African American and white students, students with disabilities and Hispanic students.</p>	
<p>3.9</p>	<p>Action: Positive school climate</p> <p>Need: Based on a review of suspension data, office discipline referrals and chronically absenteeism data, low income students and</p>	<p>The District will continue to implement a variety of evidence based strategies to support low-income students and foster youth to develop and use appropriate behaviors both in the classroom and in unstructured settings. This action will include support for implementing positive behavior and intervention supports framework(PBIS) effective</p>	<p>Office discipline referrals (3.10) Suspension rate (3.1) - All students, Foster Youth, Socioeconomic Disadvantaged and homeless</p>

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	<p>foster youth are more frequently identified as needing additional support to maintain positive relationships with peers and adults. At both the elementary and middle school levels these students often arrive at school with many of their basic well-being needs not having been addressed. For some of our foster youth, they have experienced multiple changes in their foster homes which causes this particular group with challenges in understanding the expectations of a new school. These factors impact how students are able to respond to instruction. Students often are unable to self-regulate their behavior especially in highly structured or highly unstructured settings. Along with a strong social and emotional learning program, these students respond to a variety of evidence based strategies. Staff needs to receive training and coaching on these strategies to successfully implement them to have a positive impact student student behavior and their development of positive student to student and student to adult relationships.</p> <p>Scope: LEA-wide</p>	<p>classroom management strategies and restorative practices. Staff will receiving training and coaching in these areas so that consistent practices and expectations for student behavior can be met. This is an identified LEA wide need principally directed to unduplicated students. This action will also benefit the following student groups: African American, Hispanic, white, homeless and students with disabilities.</p>	<p>Suspension dashboard (3.2) Expulsion rate(3.3) Attendance rate (3.6) -All students, Foster Youth, Socioeconomic Disadvantaged chronic absentee rate (3.4)- All students, Foster Youth, Socioeconomic Disadvantaged Chronic absentee dashboard(3.5)</p>
<p>3.10</p>	<p>Action: Implement Social/Emotional Learning Center (grades 6-8)</p> <p>Need: Teachers, administration and parents all expressed concern for the number of students experiencing behavior challenges that are in</p>	<p>This action will continue to provide comprehensive, wrap around services for students with significant social/emotional and behavioral needs. An SEL Center will be be available throughout the school day. A teacher will be available to provide restorative SEL lessons for students who need more intensive SEL learning support. A social worker, counselor and SEL</p>	<p>Office discipline referrals (3.10) - low-income students, foster youth Suspension rate (3.1)- low-income students, foster youth, English leaners,</p>

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	<p>part related to social/emotional issues. This concern was especially identified for Challenger Middle School. An additional concern is the amount of time students are removed from the classroom, including suspensions.</p> <p>Low income students and foster youth in particular, in grades 6-8 are demonstrating increased inappropriate behavior as a result of experiencing increased social/emotional trauma. Based on counseling referrals and office discipline referrals, these behaviors have escalated over the past two years. with these two groups of students. There is a need to provide increased services for students to respond to their social/emotional and behavior needs. There is also a need to increase these students' time receiving instruction.</p> <p>Scope: Schoolwide</p>	<p>specialist will share responsibilities for providing mental health counseling and family support. Two behavior support para educators will provide immediate support to students in the classroom by ensuring that established behavior support plans are implemented with fidelity. This schoolwide action is principally directed to unduplicated students. This action will also benefit the following student groups: All students, Hispanic and white students and students with disabilities</p>	<p>Youth Truth Survey (students) (3.7)- All students Chronic Absentee rate (3.4)- low- income students, foster youth, English learners</p>
<p>4.1</p>	<p>Action: Provide opportunities for parents to participate in parent education activities</p> <p>Need: The needs of our unduplicated students and their families were considered when creating this continuing action; many of the parents of these students do not always feel comfortable participating in school programs or understand how to support their children in school.</p>	<p>The District will partner with School Based Community Change to provide parents with workshops and other outreach services. This LEA wide action will impact students in several areas requested by parents including strategies to support students that will increase their engagement and attendance in school. This action will also benefit all students.</p>	<p>Parents attending workshops (4.3) Youth Truth Survey (parents) (4.1) Chronic Absentee rate (3.4)- low- income students, foster youth, English learners</p>

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	<p>Scope: LEA-wide</p>		
<p>4.2</p>	<p>Action: Provide opportunities for parent voice to be included in District decisions about students</p> <p>Need: Parents in Wilsona School are unable to routinely participate in leadership roles which allows them an opportunity to having a voice regarding decisions related to programs and services for students. Their participation on required committees is in part due to a lack of child care.</p> <p>Scope: LEA-wide</p>	<p>Child care will be provided for parents wanting to participate in leadership roles at both the school and district levels. Parents of English learners will also have the opportunity to attend mini-CABE sessions held in the Antelope Valley to increase their leadership skills. This action is principally directed to parents of low income students and English learners. All students will also benefit from this action.</p>	<p>Youth Truth Survey (parents)(4.1) Participation in workshops(4.3) Local Priority 3 - self reflection survey (4.2) Chronic Absentee rate (3.4)- low- income students, foster youth, English learners</p>
<p>4.4</p>	<p>Action: Increase parent involvement to impact student achievement and engagement</p> <p>Need: The needs of unduplicated students were considered when developing this action. Parents of unduplicated students frequently use the school as an information hub. In Wilsona, due to the remote location of the district, services for parents and families are difficult to obtain because they are not available locally.</p>	<p>The District will continue to provide a District Community Liaison who will ensure that parents will have community services available to them and as well as develop relationships with community services to provide greater access to this remote community. Three school level parent ambassadors will continue to serve parents at each school, working out of the school office and providing support and facilitating communication between parents, teachers and other school staff. Many of our parents English is not their first language, therefore our ambassadors and liaison will speak Spanish to facilitate the communication. This LEA wide action will be principally directed to unduplicated students. This action will also benefit</p>	<p>Youth Truth Survey (parents) (4.1) Chronic Absentee rate (3.4)- low- income students, foster youth, English learners</p>

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	<p>Scope: LEA-wide</p>	<p>all students. The District Community Liaison will support all families with local and state community resources.</p>	
<p>4.5</p>	<p>Action: Provide a variety of strategies to increase communication and provide outreach to parents</p> <p>Need: Wilsona School District is very remote and parents often are not able to communicate or be communicated with using only traditional methods. There is a need for the District to offer a variety of strategies and options to encourage two way communication between parents and school staff. There is also a need to develop a variety of strategies to provide parent outreach. Many families do not have a car and are unable to visit the school, other parents do not have access to a phone or email,</p> <p>Scope: LEA-wide</p>	<p>This LEA wide action will be principally directed to unduplicated students. This action will include a variety of strategies including providing a communication platform that will allow for two way parent communication between parents and schools, translation services and access to the internet. The increased 2-way communication will also reduce chronic absenteeism rates and support all student groups.</p>	<p>Youth Truth Survey (parents) (4.1) Chronic Absentee rate (3.4)- low- income students, foster youth, English learners</p>

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
<p>1.4</p>	<p>Action: Students will continue to have access to one to one devices and technology support</p> <p>Need: Based Educational Partner feedback and teacher input, Low income students throughout the entire District do not have access to technology at home. Many of the instructional programs and curriculum that is used in the district use technology to support instruction. For students to access to this technology support they need to have access to a device both at home and at school as well as access to the internet.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Low-income students will continue to be provided with a one to one device that will be available both at home and at school. Students needing access to the internet will be provided with "hot spots". Tech support will be available to parents and students to help them effectively use the technology provided.</p>	<p>liReady Math (1.3) and ELA (1.2) - Low-income students</p>
<p>1.7</p>	<p>Action: Provide students with transportation</p> <p>Need: Many low income students attending the Wilsona School District, live in very remote areas and depend on transportation to attend school; low income students living in these remote locations are also unable to access extended learning opportunities and counseling support that at times are offered after school hours. Parents are not able to provide</p>	<p>Low income students living in these remote locations will be provided home to school transportation. A late bus will be offered to allow students to take advantage of extended learning and counseling opportunities. This action will result in increased school attendance, decreased chronic absenteeism and the opportunity for students to participate in after school services and enrichment activities.</p>	<p>Attendance (1.12)- low income students</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>transportation for students to access these services. When low income students do not have District provided transportation, many students will not attend school.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
2.8	<p>Action: Services for English Learners</p> <p>Need: English learners continue to need a variety of services to support their successful grade level achievement and English language acquisition. These services need to be consistently provided LEA wide since there are English learners at all level of English fluency in every grade level.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>The District will continue to provide supplemental ELD programs to be implemented during designated ELD. Bilingual aides will be used to support the implementation of designated ELD instructional time allowing for small and targeted group instruction. These aides will also provide those students who are new to the county with daily support in their core academic classes that are provided in English.</p> <p>Professional development will be offered on a monthly basis to continue to build the capacity of all teachers to meet the needs of English learners.</p> <p>Other support software will also be purchased to assist staff in monitoring English learners' progress in both academic areas and language acquisition.</p>	<p>ELPAC(2.4) - English learners Reclassification rate (2.3)- English learners iReady ELA and Math (2.2) -English learners CAASPP ELA and Math(2.1) - English learners</p>
4.3	<p>Action: Improve school readiness for PK, TK, and Kindergarten students.</p> <p>Need: Many low income students begin school in TK and Kindergarten with limited school readiness skills especially in the area of literacy. This lack in school readiness, in many cases, is the start of the achievement gap that is observed</p>	<p>The District has a long established relationship with Save the Children. This organization shares a common interest with the District in preparing low income students for school readiness focusing on language and literacy. Working with both parents and students, Save the Children provides these services for our youngest students.</p>	<p>Youth Truth Survey (parents)(4.1)</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>beyond kindergarten. Low income students and their families need increased opportunities for language and literacy development. Readiness in these areas are important for students to be successful in school and in particular reading.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		

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

Additional Concentration Grant Funding

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

These funds will be used to cover the expenses for our Playworks program (GOAL 3 ACTION 5), playworks supervisors (GOAL 3 ACTION 5), community parent liaisons (GOAL 4 ACTION 4), Social Emotional Learning Teacher and aides (GOAL 3 ACTION 10).

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		54:1253
Staff-to-student ratio of certificated staff providing direct services to students		43:1253

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	\$12,706,313	\$5,634,000	44.340%	7.984%	52.324%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$15,729,926.00	\$1,858,643.00	\$0.00	\$355,975.00	\$17,944,544.00	\$13,980,735.00	\$3,963,809.00

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	Provide fully credentialed and appropriately assigned teachers	All	No			All Schools	3 years	\$4,641,816.00	\$0.00	\$4,641,816.00				\$4,641,816.00	0
1	1.2	Provide daily opportunities for small group instruction and student feedback	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Vista San Gabriel	3 years	\$323,720.00	\$0.00	\$323,720.00				\$323,720.00	0
1	1.3	Provide standards aligned core instructional materials	All	No			All Schools	3 years	\$0.00	\$115,000.00		\$115,000.00			\$115,000.00	0
1	1.4	Students will continue to have access to one to one devices and technology support	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	3 years	\$323,500.00	\$892,566.00	\$1,216,066.00				\$1,216,066.00	0
1	1.5	Increase middle school students' engagement	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Challenger Middle School	3 years	\$444,496.00	\$0.00	\$444,496.00				\$444,496.00	0
1	1.6	Provide professional development on small group instruction and effective instructional strategies.	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 years3 years	\$204,687.00	\$210,000.00	\$389,687.00	\$25,000.00			\$414,687.00	0
1	1.7	Provide students with transportation	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	3 years	\$0.00	\$190,000.00	\$190,000.00				\$190,000.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	Increase student engagement in grades TK-5	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: Vista San Gabriel and Wilsona Elementary TK-5	3 years	\$357,204.00	\$0.00	\$357,204.00				\$357,204.00	0
1	1.9	Provide instructional assistants	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: Vista San Gabriel and Wilsona Elementary	3 years	\$194,374.00	\$0.00	\$194,374.00				\$194,374.00	0
1	1.10	Provide supplementary math and ELA programs	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 years	\$0.00	\$285,000.00	\$270,000.00	\$15,000.00			\$285,000.00	0
2	2.1	Provide Students with academic intervention in English language arts and math in grades K-8	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 years	\$76,560.00	\$50,000.00	\$126,560.00				\$126,560.00	0
2	2.2	Provide services to students to support social/emotional needs	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 years	\$552,871.00	\$25,000.00	\$577,871.00				\$577,871.00	0
2	2.3	Ensure students have access to timely and relevant academic, behavior and social/emotional support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$354,332.00	\$30,000.00	\$384,332.00				\$384,332.00	0
2	2.4	Increase school engagement and attendance for students in grades 6-8	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	Specific Schools: Challenger Middle School	3 years	\$405,000.00	\$10,000.00	\$285,000.00	\$130,000.00			\$415,000.00	0
2	2.5	Provide Multi-tiered System of Support throughout the District	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$809,080.00	\$97,000.00	\$906,080.00				\$906,080.00	0
2	2.6	Support for health and social/emotional support to increase attendance	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 years	\$180,000.00	\$0.00	\$180,000.00				\$180,000.00	0
2	2.8	Services for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 years	\$200,721.00	\$50,000.00	\$250,721.00				\$250,721.00	0

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
					s)											
2	2.11	Provide support for students identified as long term English learners.	All Long Term English learners	No				3 years	\$0.00	\$10,000.00				\$10,000.00	\$10,000.00	0
2	2.12	Provide support to African American students	African American students	No			All Schools	3 years	\$0.00	\$30,000.00				\$30,000.00	\$30,000.00	0
3	3.1	Basic Instructional Support	All	No			All Schools	3 years	\$1,549,099.00	\$125,829.00	\$1,674,928.00				\$1,674,928.00	0
3	3.2	Support for Students with Disabilities	Students with Disabilities	No			All Schools	3 years	\$783,362.00	\$1,277,514.00	\$1,277,514.00	\$783,362.00			\$2,060,876.00	0
3	3.3	Maintenance and Facilities	All	No			All Schools	3 years	\$808,569.00	\$232,000.00	\$1,040,569.00				\$1,040,569.00	0
3	3.4	Transportation	All Students with Disabilities	No			All Schools	3 years	\$349,248.00	\$0.00	\$349,248.00				\$349,248.00	0
3	3.5	Implement Playworks	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$38,639.00	\$100,000.00	\$138,639.00				\$138,639.00	0
3	3.6	Implement Attention to Attendance to resolve chronic absentee challenges and increase attendance	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 years	\$0.00	\$35,500.00	\$35,500.00				\$35,500.00	0
3	3.7	Implement Homeless Information Management System	All homeless students	No			All Schools	3 years	\$0.00	\$5,000.00				\$5,000.00	\$5,000.00	0
3	3.8	Raptor	All	No			All Schools	3 years	\$0.00	\$10,000.00				\$10,000.00	\$10,000.00	0
3	3.9	Positive school climate	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income		3 years	\$1,500.00	\$70,000.00	\$71,500.00				\$71,500.00	0
3	3.10	Implement Social/Emotional Learning Center (grades 6-8)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Challenger Middle School	3 years	\$197,382.00	\$0.00	\$197,382.00				\$197,382.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.11	Technology	All	No			All Schools	3 years	\$0.00	\$97,400.00	\$97,400.00				\$97,400.00	0
4	4.1	Provide opportunities for parents to participate in parent education activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$10,000.00	\$5,000.00	\$15,000.00				\$15,000.00	0
4	4.2	Provide opportunities for parent voice to be included in District decisions about students	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 years	\$2,000.00	\$0.00	\$2,000.00				\$2,000.00	0
4	4.3	Improve school readiness for PK, TK, and Kindergarten students.	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	3 years	\$25,000.00	\$0.00	\$25,000.00				\$25,000.00	0
4	4.4	Increase parent involvement to impact student achievement and engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$357,294.00	\$0.00	\$56,319.00			\$300,975.00	\$357,294.00	0
4	4.5	Provide a variety of strategies to increase communication and provide outreach to parents	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$0.00	\$11,000.00	\$11,000.00				\$11,000.00	0
5	5.1	Support for diagnostic, instructional support and progress monitoring	All Students with Disabilities	No				3 years	\$564,373.00	\$0.00		\$564,373.00			\$564,373.00	0
5	5.2	Increase health services	All Students with Disabilities	No				3 years	\$123,560.00	\$0.00		\$123,560.00			\$123,560.00	0
5	5.3	Provide staff to increase student connectedness to school and learning	All	No				3 years	\$102,348.00	\$0.00		\$102,348.00			\$102,348.00	0

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
\$12,706,313	\$5,634,000	44.340%	7.984%	52.324%	\$6,648,451.00	0.000%	52.324 %	Total:	\$6,648,451.00
								LEA-wide Total:	\$3,716,066.00
								Limited Total:	\$1,681,787.00
								Schoolwide Total:	\$1,250,598.00

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	Provide daily opportunities for small group instruction and student feedback	Yes	Schoolwide	English Learners Low Income	Specific Schools: Vista San Gabriel	\$323,720.00	0
1	1.4	Students will continue to have access to one to one devices and technology support	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$1,216,066.00	0
1	1.5	Increase middle school students' engagement	Yes	Schoolwide	English Learners Low Income	Specific Schools: Challenger Middle School	\$444,496.00	0
1	1.6	Provide professional development on small group instruction and effective instructional strategies.	Yes	LEA-wide	English Learners Low Income	All Schools	\$389,687.00	0
1	1.7	Provide students with transportation	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$190,000.00	0
1	1.8	Increase student engagement in grades TK-5	Yes	LEA-wide	English Learners Low Income	Specific Schools: Vista San Gabriel and Wilsona Elementary	\$357,204.00	0

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 (%)
						TK-5		
1	1.9	Provide instructional assistants	Yes	LEA-wide	English Learners Low Income	Specific Schools: Vista San Gabriel and Wilsona Elementary	\$194,374.00	0
1	1.10	Provide supplementary math and ELA programs	Yes	LEA-wide	English Learners Low Income	All Schools	\$270,000.00	0
2	2.1	Provide Students with academic intervention in English language arts and math in grades K-8	Yes	LEA-wide	English Learners Low Income	All Schools	\$126,560.00	0
2	2.2	Provide services to students to support social/emotional needs	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$577,871.00	0
2	2.3	Ensure students have access to timely and relevant academic, behavior and social/emotional support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$384,332.00	0
2	2.4	Increase school engagement and attendance for students in grades 6-8	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Challenger Middle School	\$285,000.00	0
2	2.5	Provide Multi- tiered System of Support throughout the District	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$906,080.00	0
2	2.6	Support for health and social/emotional support to increase attendance	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$180,000.00	0
2	2.8	Services for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$250,721.00	0
3	3.5	Implement Playworks	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$138,639.00	0
3	3.6	Implement Attention to Attendance to resolve chronic absentee challenges and increase attendance	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$35,500.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.8	Raptor				All Schools		0
3	3.9	Positive school climate	Yes	LEA-wide	Foster Youth Low Income		\$71,500.00	0
3	3.10	Implement Social/Emotional Learning Center (grades 6-8)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Challenger Middle School	\$197,382.00	0
4	4.1	Provide opportunities for parents to participate in parent education activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	0
4	4.2	Provide opportunities for parent voice to be included in District decisions about students	Yes	LEA-wide	English Learners Low Income	All Schools	\$2,000.00	0
4	4.3	Improve school readiness for PK, TK, and Kindergarten students.	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$25,000.00	0
4	4.4	Increase parent involvement to impact student achievement and engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$56,319.00	0
4	4.5	Provide a variety of strategies to increase communication and provide outreach to parents	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$11,000.00	0

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$14,254,696.05	\$13,403,955.66

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	Provide fully credentialed and appropriately assigned teachers	No	\$3,885,221.00	\$3,935,675.00
1	1.2	Provide daily opportunities for small group instruction and student feedback	Yes	\$251,117.00	\$295,643.00
1	1.3	Provide standards aligned core instructional materials	No	\$142,000.00	\$0.00
1	1.4	Students will continue to have access to one to one devices and technology support	Yes	\$724,171.00	\$337,657.00
1	1.5	Increase middle school students' engagement	Yes	\$323,323.00	\$455,349.00
1	1.6	Provide professional development on small group instruction and effective instructional strategies.	Yes	\$341,942.00	\$312,076.00
1	1.7	Provide students with transportation	Yes	\$190,000.00	\$190,000.00
1	1.8	Increase student engagement in grades TK-8	Yes	\$263,282.00	\$358,028.00
1	1.9	Provide instructional assistants	Yes	\$221,987.00	\$176,123.00
1	1.10	Provide supplementary math programs	Yes	\$170,000.00	\$164,494.00
1	1.11	Provide instructional coaching for teachers in grades 3-8	Yes	\$333,082.00	\$2,100.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Provide a literacy coach for grades TK-2	No	\$170,000.00	\$0.00
2	2.1	Provide Students with academic intervention in English language arts and math in grades K-5	Yes	\$702,281.00	\$284,728.00
2	2.2	Provide services to students to support social/emotional needs	Yes	\$652,419.00	\$604,009.00
2	2.3	Ensure students have access to timely and relevant academic, behavior and social/emotional support	Yes	\$570,129.00	\$335,014.00
2	2.4	Increase school engagement and attendance for students in grades 6-8	Yes	\$20,540.05	\$532,887.00
2	2.5	Provide Multi- tiered System of Support throughout the District	Yes	\$879,663.00	\$751,348.00
2	2.6	Support for health and social/emotional support to increase attendance	Yes	\$321,340.00	\$312,868.00
2	2.7	Provide instructional and intervention materials to support student learning	Yes	\$72,500.00	\$55,525.00
2	2.8	Services for English Learners	Yes	\$203,007.00	\$209,646.00
2	2.9	Provide students with after school intervention, summer school and Saturday School (including extended learning opportunities)	Yes	\$120,000.00	\$272,077.00
2	2.10	Provide services to address the needs of the "whole child" through implementation of the Arts Integration Program	Yes	\$40,000.00	\$41,317.00
2	2.11	Provide support for students identified as long term English learners.	Yes	\$35,000.00	\$62.00

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	2.12	Provide support to African American students	No	\$20,000.00	\$30,148.00
3	3.1	Basic Instructional Support	No	\$1,144,943.00	\$1,144,943.00
3	3.2	Support for Students with Disabilities	No	\$724,502.00	\$1,192,107.00
3	3.3	Maintenance and Facilities	No	\$500,472.00	\$500,472.00
3	3.4	Transportation	No	\$393,570.00	\$348,105.00
3	3.5	Implement Playworks	Yes	\$183,832.00	\$143,028.00
3	3.6	Implement Attention to Attendance to resolve chronic absentee challenges and increase attendance	Yes	\$32,400.00	\$32,400.00
3	3.7	Implement Homeless Information Management System	No	\$5,000.00	\$4,353.00
3	3.8	School Pass	No	\$6,500.00	\$10,476.66
3	3.9	Positive school climate	Yes	\$142,000.00	\$120,777.00
3	3.10	Implement Social/Emotional Learning Center (grades 6-8)	Yes	\$207,382.00	\$38,225.00
4	4.1	Provide opportunities for parents to participate in parent education activities	Yes	\$68,000.00	\$5,222.00
4	4.2	Provide opportunities for parent voice to be included in District decisions about students	Yes	\$3,200.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.3	Improve school readiness for pre-school, TK and Kindergarten students	Yes	\$7,500.00	\$0.00
4	4.4	Increase parent involvement to impact student achievement and engagement	Yes	\$127,391.00	\$196,079.00
4	4.5	Provide a variety of strategies to increase communication and provide outreach to parents	Yes	\$55,000.00	\$10,994.00

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)
\$5,604,038.00	\$7,262,488.05	\$6,222,676.00	\$1,039,812.05	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	Provide daily opportunities for small group instruction and student feedback	Yes	\$251,117.00	\$295,643.00	0	0
1	1.4	Students will continue to have access to one to one devices and technology support	Yes	\$724,171.00	\$337,657.00	0	0
1	1.5	Increase middle school students' engagement	Yes	\$323,323.00	\$455,349.00	0	0
1	1.6	Provide professional development on small group instruction and effective instructional strategies.	Yes	\$341,942.00	\$312,076.00	0	0
1	1.7	Provide students with transportation	Yes	\$190,000.00	\$175,000.00	0	0
1	1.8	Increase student engagement in grades TK-8	Yes	\$263,282.00	\$358,028.00	0	0
1	1.9	Provide instructional assistants	Yes	\$221,987.00	\$176,123.00	0	0
1	1.10	Provide supplementary math programs	Yes	\$170,000.00	\$164,494.00	0	0
1	1.11	Provide instructional coaching for teachers in grades 3-8	Yes	\$333,082.00	\$2,100.00	0	0
2	2.1	Provide Students with academic intervention in English language arts and math in grades K-5	Yes	\$702,281.00	\$284,728.00	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.2	Provide services to students to support social/emotional needs	Yes	\$652,419.00	\$604,009.00	0	0
2	2.3	Ensure students have access to timely and relevant academic, behavior and social/emotional support	Yes	\$570,129.00	\$335,014.00	0	0
2	2.4	Increase school engagement and attendance for students in grades 6-8	Yes	\$20,540.05	\$532,887.00	0	0
2	2.5	Provide Multi- tiered System of Support throughout the District	Yes	\$879,663.00	\$751,348.00	0	0
2	2.6	Support for health and social/emotional support to increase attendance	Yes	\$321,340.00	\$312,868.00	0	0
2	2.7	Provide instructional and intervention materials to support student learning	Yes	\$72,500.00	\$55,525.00	0	0
2	2.8	Services for English Learners	Yes	\$203,007.00	\$209,646.00	0	0
2	2.9	Provide students with after school intervention, summer school and Saturday School (including extended learning opportunities)	Yes	\$120,000.00	\$272,077.00	0	0
2	2.10	Provide services to address the needs of the "whole child" through implementation of the Arts Integration Program	Yes	\$40,000.00	\$41,317.00	0	0
2	2.11	Provide support for students identified as long term English learners.	Yes	\$35,000.00	\$62.00	0	0
3	3.5	Implement Playworks	Yes	\$183,832.00	\$143,028.00	0	0
3	3.6	Implement Attention to Attendance to resolve chronic absentee challenges and increase attendance	Yes	\$32,400.00	\$32,400.00	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.9	Positive school climate	Yes	\$142,000.00	\$120,777.00	0	0
3	3.10	Implement Social/Emotional Learning Center (grades 6-8)	Yes	\$207,382.00	\$38,225.00	0	0
4	4.1	Provide opportunities for parents to participate in parent education activities	Yes	\$68,000.00	\$5,222.00	0	0
4	4.2	Provide opportunities for parent voice to be included in District decisions about students	Yes	\$3,200.00	\$0.00	0	0
4	4.3	Improve school readiness for pre-school, TK and Kindergarten students	Yes	\$7,500.00	\$0.00	0	0
4	4.4	Increase parent involvement to impact student achievement and engagement	Yes	\$127,391.00	\$196,079.00	0	0
4	4.5	Provide a variety of strategies to increase communication and provide outreach to parents	Yes	\$55,000.00	\$10,994.00	0	0

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)
\$12,420,422	\$5,604,038.00	12.965%	58.085%	\$6,222,676.00	0.000%	50.100%	\$991,669.71	7.984%

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, Statutes 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 #
<ul style="list-style-type: none"> • 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:

- 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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