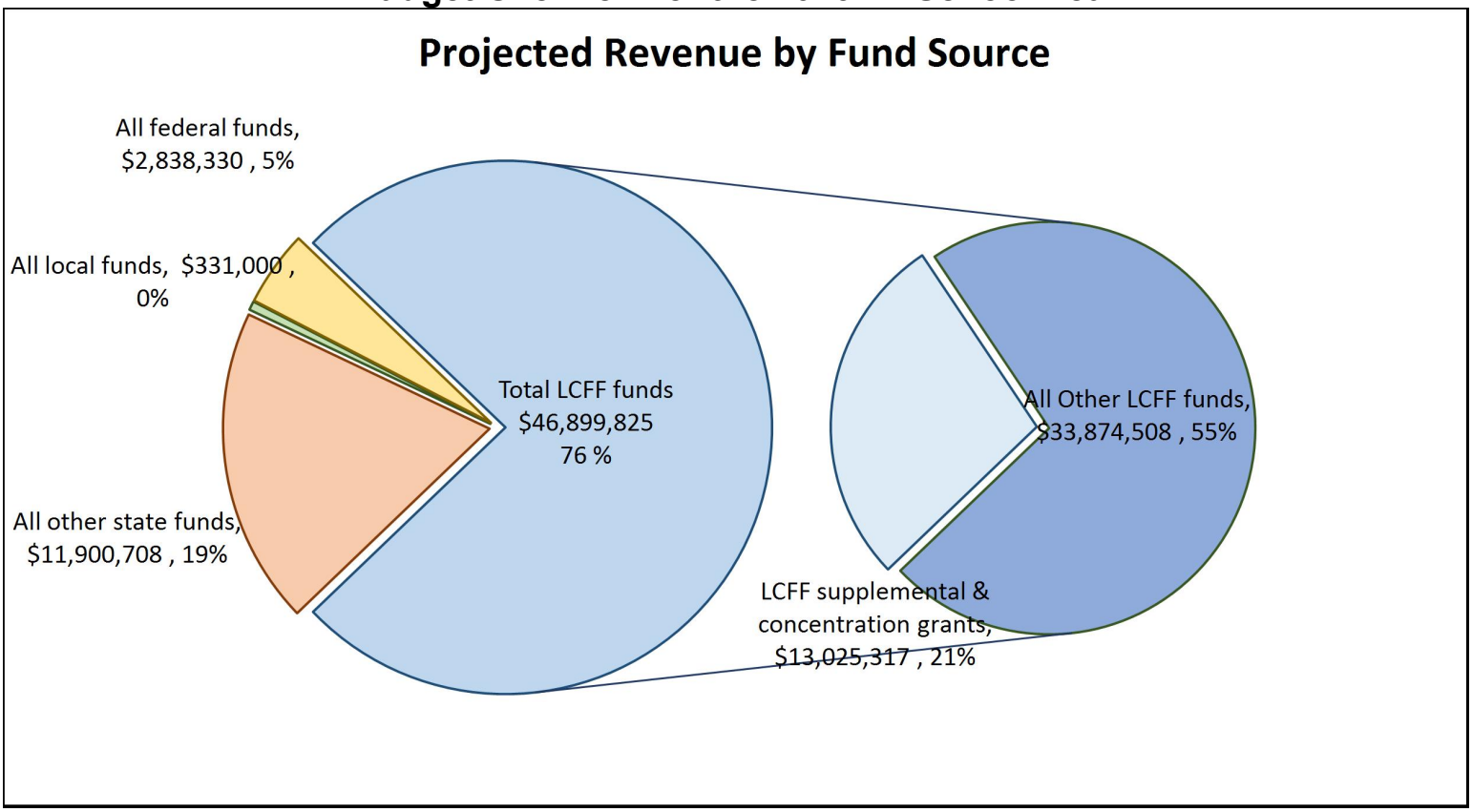
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Weaver Union School District
CDS Code: 24-658620000000
School Year: 2026-27
LEA contact information:
Mike Weber
Superintendent
mweber@weaverusd.org
2097237606

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

Budget Overview for the 2026-27 School Year

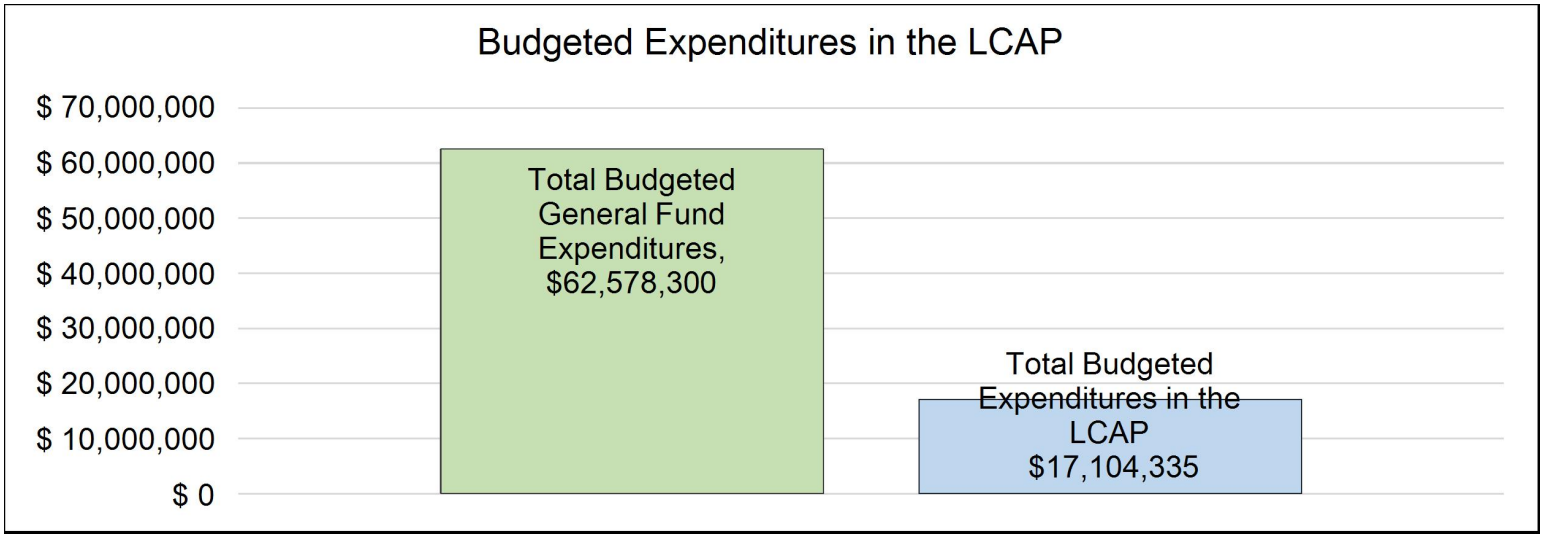


This chart shows the total general purpose revenue Weaver Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Weaver Union School District is $61,969,863, of which $46,899,825 is Local Control Funding Formula (LCFF), $11,900,708 is other state funds, $331,000 is local funds, and $2,838,330 is federal funds. Of the $46,899,825 in LCFF Funds, $13,025,317 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 Weaver Union School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Weaver Union School District plans to spend $62,578,300 for the 2026-27 school year. Of that amount, $17,104,335 is tied to actions/services in the LCAP and $45,473,965 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

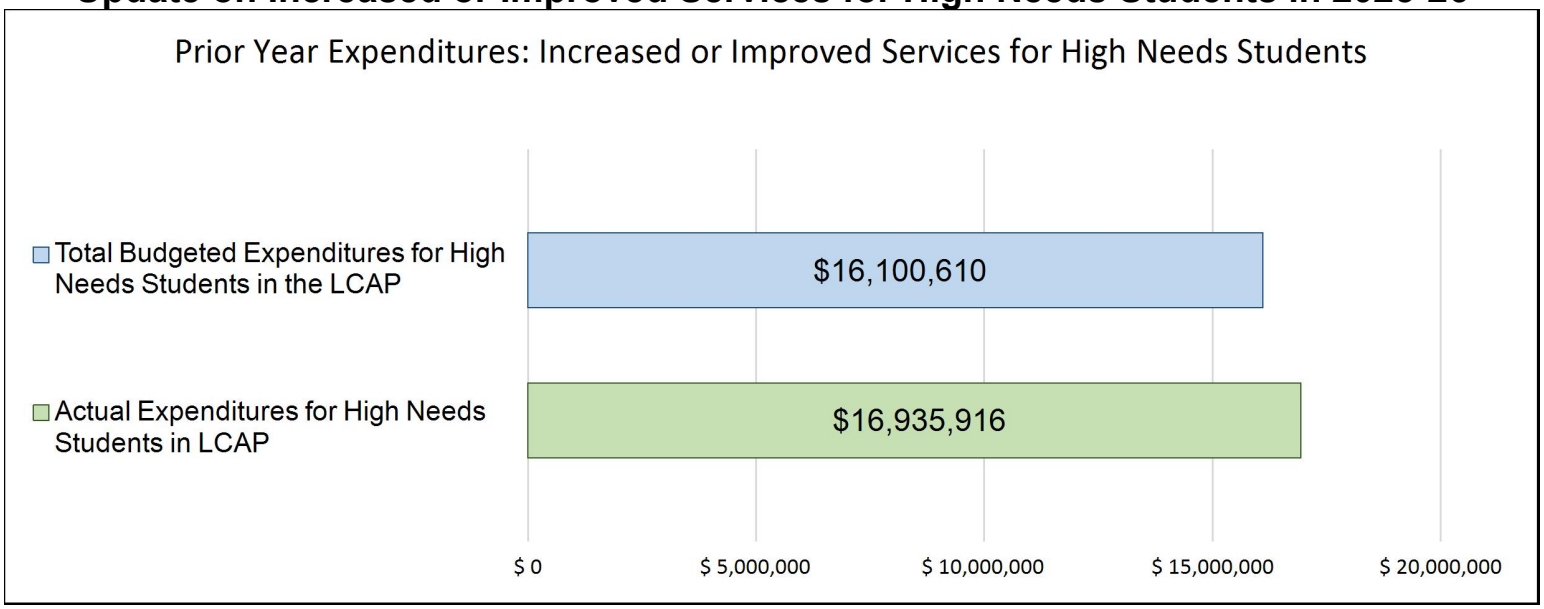
The General Fund Budget includes expenditures that support the district's overall educational program and operations but are not included in the LCAP. Examples include operations, special education costs that exceed supplemental funding, transportation, administrative services, and other districtwide expenditures necessary to operate schools and support students.

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

In 2026-27, Weaver Union School District is projecting it will receive $13,025,317 based on the enrollment of Foster Youth, English learner, and low-income students. Weaver Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Weaver Union School District plans to spend $15,435,364 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Weaver Union School District's LCAP budgeted $16,100,610 for planned actions to increase or improve services for high needs students. Weaver Union School District actually spent $16,935,916. for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Weaver Union School District	Mike Weber Superintendent	mweber@weaverusd.org 2097237606

Plan Summary [2026-27]

General Information

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

Weaver Union School District is a TK-8 district located in Merced, California. The district serves approximately 3,100 students in three schools. (Weaver Middle School, Pioneer Elementary School and Farmdale Elementary School) Weaver Union School District also has a State Preschool Program which serves approximately 120 preschool children (ages 3-4). Weaver employs approximately 500 employees. Our student demographics reflect the rich diversity of the Central Valley. Weaver students consist of the following approximate ethnicity percentages: Hispanic/Latino = 73.5%, Asian/Hmong = 12.7%, White = 6.0%, African American = 3.7%, Two or more races = 2.1%, all others < 1%. Our unduplicated percentage for the 2025/2026 school year was 94.2% and with 92.6% of our students qualifying for free/reduced meals. English Language Learners make up 21.7% of our student population. Approximately one percent (.8%) are foster youth, two percent (2.1%) are homeless, and approximately thirteen percent (14%) are identified as students with disabilities.

Reflections: Annual Performance

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

Weaver Union School District demonstrated significant academic growth during the 2024-25 school year, with improvements across nearly every major indicator. Districtwide performance on the California School Dashboard improved substantially in both English Language Arts and Mathematics, reflecting the impact of targeted interventions, academic coaching, MTSS supports, technology integration, and expanded learning opportunities.

In English Language Arts, the All Students group improved from 42.6 points below standard to 32.4 points below standard, representing a 24% improvement in a single year. Significant gains were also made by English Learners (26% improvement), Socio-Economically Disadvantaged students (26% improvement), Students with Disabilities (13% improvement), and African American students (5% improvement). Particularly noteworthy was the continued reduction of the achievement gap for Socio-Economically Disadvantaged students, which shifted from a 6.5-point gap at baseline to 0.6 points above the All Students group.

Mathematics results showed similar success. The All Students group improved from 57.1 points below standard to 50.8 points below standard. English Learners improved to 63.5 points below standard, Socio-Economically Disadvantaged students improved to 50.9 points below standard, and Students with Disabilities improved to 123.7 points below standard. These results indicate that achievement gaps are continuing to narrow for several historically underserved student groups.

Student engagement indicators also demonstrated positive trends. Chronic absenteeism improved districtwide, reaching 20.6%, meeting the district's Year 3 target one year ahead of schedule. Attendance outreach, family engagement efforts, transportation supports, and site-based interventions contributed to these gains.

School climate outcomes were mixed but generally positive. While the overall suspension rate increased from 4.2% to 5.2%, district leadership intentionally implemented more consistent behavioral expectations and accountability measures, particularly at the middle school level, to improve campus safety and the overall learning environment. Expulsion rates remained exceptionally low at 0.1%, indicating that schools continued to effectively utilize interventions and supports prior to more severe disciplinary actions.

Based on the 2023 California School Dashboard, nine student-group indicators were identified in the Red performance level: districtwide Foster Youth suspension; Pioneer Elementary English Learner Progress Indicator and Students with Disabilities ELA; and Weaver Middle School English Learner suspension, White student suspension, English Learner ELA, English Learner mathematics, Students with Disabilities ELA, and Students with Disabilities mathematics.
By the 2024–25 Dashboard, eight of the nine indicators had moved out of Red. The remaining Red indicator is ELA performance for Students with Disabilities at Weaver Middle School. The district will continue targeted academic interventions, instructional coaching, inclusive practices, progress monitoring, and student supports through Goal 5 to address this remaining area and sustain progress for the student groups that have exited Red status.

English Learner Progress Indicator (ELPI) results remain an area of concern. However, the district believes these results should be viewed within the context of exceptionally strong reclassification efforts over the past several years. As students are reclassified, they are removed from ELPI calculations, which can create the appearance of slower growth despite overall program success. The district will continue to monitor EL progress and provide targeted supports through ELD instruction, coaching, and intervention services.

Learning Recovery Emergency Block Grant Funds

Weaver Union School District has $75,000 in unexpended LREBG funds planned for use in 2026–27.

Goal 2, Action 2.3 — Grades 6–8 Intervention and Enrichment: $50,000

These funds will support additional middle-school intervention and enrichment sections. This is an allowable use because it provides additional instructional time and targeted academic support. The action addresses ELA and mathematics learning gaps identified through state and local assessment data, particularly for English Learners and Low-Income students.

Goal 4, Action 4.11 — Extended Learning Opportunities: $25,000
These funds will support academic assistance and enrichment beyond the regular school day and during noninstructional days. This is an allowable use because it expands learning time and provides learning-recovery services. The action addresses identified needs related to academic recovery, attendance, engagement, and school connectedness, particularly for Foster Youth, English Learners, and Low-Income students.

Overall, the district's academic, attendance, and school climate data demonstrate meaningful progress toward LCAP goals. While achievement gaps and specific subgroup needs remain areas of focus, the district is encouraged by the significant gains achieved and remains committed to ensuring all students experience continued academic success.

Reflections: Technical Assistance

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

Based on the 2025 California School Dashboard, Weaver Union School District was identified for Differentiated Assistance based on Chronic Absenteeism and Suspension Rate outcomes for Homeless Students, Students with Disabilities, African American students, and White students.

Through technical assistance provided by the Merced County Office of Education and SELPA, the district continues to examine the systems and practices contributing to these outcomes. As part of the Superintendent’s Series: Students with Disabilities Network, the district analyzed Dashboard and Comprehensive Improvement Monitoring data, developed a problem of practice and theory of action, and identified and tested change ideas to improve services and outcomes for students with disabilities. The district also received ongoing coaching from MCOE to support implementation and continuous improvement.

This work includes strengthening inclusive practices, implementing accommodations and Behavior Intervention Plans, improving collaboration between general and special education staff, increasing access to grade-level instruction in the least restrictive environment, and addressing attendance and student behavior. This technical assistance is reflected in LCAP Actions 2.9, Professional Development for IEP Compliance; 4.2, Behavior Specialists; and 5.2, Walk-through Tool and Teacher Release Time.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	Our Family and Community meeting was held on May 7, 2026, at Farmdale Elementary at 5:30 PM. Representatives the Black Parallel School Board were in attendance. In addition, parents from Weaver, Pioneer, and Farmdale participated in the annual parent and family survey, which provided specific feedback regarding the effectiveness of actions and services that support our LCAP goals.
Students	The student engagement meeting was held at Weaver Middle School on May 20, 2026. Both 5th and 7th grade students participated in the California Healthy Kids Survey, and the results helped inform the development of the LCAP goals and actions.
Teachers	Staff meetings were held at each school site to gather input on the LCAP. Meetings took place at Weaver Middle School on May 18, 2026, Pioneer Elementary on April 15, 2026.
Principals and Administrators	The Administrative Team and certificated staff participated in an annual survey in May 2026 to provide input on LCAP progress and inform updates to goals, actions, and services.
Other School Personnel	As part of the Administrative Team’s participation in the annual LCAP progress survey conducted in April 2026, input was gathered from Directors of Special Education, Maintenance and Operations, Transportation, and Food Services to ensure comprehensive feedback on districtwide services and supports.
Certificated (WETA) and Classified (WFEE) Bargaining Units	Members of the Certificated Bargaining Unit (WETA) provided input through multiple interactions with district administration. WETA

Educational Partner(s)	Process for Engagement
	members responded to the annual LCAP survey in April and May 2026 and participated in site-level meetings at school sites. The Classified Bargaining Unit (WFEE) was invited to give feedback on the LCAP but did not respond to the request.
English Language Parent Advisory Committee (DELAC)	The District English Learner Advisory Committee (DELAC), which also serves as the district's Parent Advisory Committee (PAC), met on May 22, 2026, to review and provide input on the LCAP.
Special Education Local Plan Area Administrator (SELPA)	SELPA consultation and review took place June 8, 2026.

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

The Superintendent and Assistant Superintendent conducted meetings with educational partners at every school site between March and May 2026. These meetings included participation from parents, staff, bargaining unit members, and students, in alignment with LCAP engagement requirements. Each School Site Council and English Learner Advisory Committee also reviewed the LCAP during the year as part of their annual responsibilities. The district participated in the California Healthy Kids Survey in May 2026 and will continue to administer the survey annually to inform goal development.

Feedback from these engagement efforts directly guided the district's development of the 2025–2026 LCAP update for the 2026–2027 plan. Additionally, the district conducted its annual parent and family survey in April and May 2026. The survey provided specific feedback regarding actions and services aligned with the LCAP goals. Key areas of importance identified by educational partners included student safety, social-emotional supports, academic progress, and supports for African American students and families. All identified priority areas are addressed in the current and upcoming LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Weaver will continue to provide an educational experience that includes highly qualified staff, culturally responsive and inclusive curriculum, sufficient and appropriate instructional materials and well maintained, safe and secure school facilities.	Maintenance of Progress Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This is an ongoing goal as we continue to provide high quality education for our community. Our efforts to improve the facilities continues as our enrollment grows.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately Assigned and Fully Credentialed Teachers	2022/2023 CALSASS Report Appropriately Assigned Teachers 97.2% 2021/2022 Dataquest (2 years in arrears) Fully Credentialed Teachers - 92.0%	2023/2024 CALSASS Report Appropriately Assigned Teachers 98.4% 2022/2023 Dataquest (2 years in arrears) Fully Credentialed Teachers - 90.3%	2024/2025 CALSASS Report 538 of 543 Assignment Appropriately Assigned Teachers: 99.1% compared with baseline of 97.2%. 2022/2023 Dataquest (2 years in arrears)	Appropriately Assigned Teachers goal of 97% or better yearly. Fully Credentialed Teachers to Remain at 92% or better yearly (21/22 State Avg = 85.8% / Merced County = 86.2%) Assignment Data	Appropriately Assigned Teachers: 1.9 percentage points above baseline — 99.1% compared with baseline of 97.2% Fully Credentialed Teachers: 2.8 percentage points below baseline — 89.2% compared

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Fully Credentialed Teachers: 89.2%	from CALSASS Reports > District > Superintendent > Year > County > District. Calculation of % Not Appropriately Assigned = (Misassignments + Vacancies) / Assignments Fully Credentialed Data from Dataquest - % of "Clear Credentials".	with baseline of 92.0%.
1.2	Implementation of State approved curriculum in all Core subjects, including English Language Learners.-	2023/2024 100% implementation of State approved curriculum in all Core subjects, including English Language Development as evidenced by review of Board Actions in association to the State Curriculum Cycle.	2024/2025 100% implementation of State approved curriculum in all Core subjects, including English Language Development	2025/2026 100% implementation of State approved curriculum in all Core subjects, including English Language Development	100% implementation of State approved curriculum in all Core subjects, including English Language Development as evidenced by review of Board Actions in association to the State Curriculum Cycle.	0% Difference - Maintained 100%
1.3	Sufficient textbooks and instructional materials	2023/2024 100% of students have sufficient textbooks and instructional materials as presented on the	2024/2025 100% of students have sufficient textbooks and	2025/2026 100% implementation of State	100% of students have sufficient textbooks and instructional materials as	0% Difference - Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		annual William Report presented to the WUSD School Board.	instructional materials	approved curriculum in all Core subjects, including English Language Development	evidenced on the annual Williams Report present to the WUSD School Board.	
1.4	Programs and services that support the achievement of unduplicated students and students with exceptional needs	2023/2024 100% of unduplicated students and students with exceptional needs were provided with programs and services to support their achievement as measured by yearly review of staffing levels listed n actions 1.1 Academic Coaches, 1.9 Medical Assistants, 1.13 Library	2024/2025 100% of unduplicated students and students with exceptional needs were provided with programs and services to support their achievement	2025/2026 100% of unduplicated students and students with exceptional needs were provided with programs and services to support their achievement	100% of unduplicated students and students with exceptional needs are provided with programs and services to support their achievement as measured by yearly review of staffing levels listed n actions 1.1 Academic Coaches, 1.9 Medical Assistants, 1.13 Library	0% Difference - Maintained 100%
1.5	Facilities Inspection Tool (FIT)	2023/2024 All 3 schools received a rating of "Good" on the annual FIT.	2024/2025 All 3 schools received a rating of "Good" on the annual FIT.	2025/2026 All 3 schools received a rating of "Good" on the annual FIT.	Maintain a rating of "Good" or better at all schools, all years on the annual FIT.	0% Difference - Maintained "Good" status
1.6	Broad Course of Study	2023/2024 All students have access to a broad course of study as measured by review of the master schedule.	2024/2025 All Students have access to a broad course of study as measured by review of	2025/2026 All Students have access to a broad course of study as measured by review of	All students will have access to a broad course of study as measured by review of the master schedule all years.	0% Difference - Maintained 100% Student Access

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

Goal Analysis [2025-26]

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

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

All actions and services under Goal 1 were fully implemented during the 2025–2026 school year. The district continued to prioritize maintaining appropriately assigned staff, implementing state-adopted curriculum, ensuring access to instructional materials, supporting unduplicated pupils and students with exceptional needs, maintaining safe and functional facilities, and providing all students access to a broad course of study.

Staffing supports, instructional coaching, specialized services, curriculum implementation, instructional materials, technology, safety measures, library services, and facility maintenance remained in place throughout the year. The district also continued to provide professional learning and credentialing support while actively recruiting and retaining qualified employees.

Implementation successes were evident across multiple actions and indicators. The district achieved a 99.1% appropriately assigned teacher rate, exceeding its annual target of 97%. State-adopted curriculum remained fully implemented in all core subjects, including English Language Development, and all students continued to have sufficient textbooks and instructional materials. All three schools maintained a “Good” rating on the Facilities Inspection Tool, and students continued to have access to a broad course of study. Academic Coaches, supplemental instructional programs, technology, library services, professional learning, and other instructional supports remained available throughout the year. These conditions helped support double-digit districtwide growth in both English Language Arts and Mathematics.

While implementation was successful overall, the district continued to experience challenges related to recruiting and retaining fully credentialed teachers. Although teachers were appropriately assigned at a rate exceeding the district target, the percentage of fully credentialed teachers remained below the district’s long-term goal. This challenge reflects ongoing statewide and regional educator shortages rather than a failure to implement the actions included in the goal.

Overall, Goal 1 actions were successfully implemented and maintained the staffing, curriculum, instructional materials, facilities, technology, safety systems, and student supports necessary to provide students with a high-quality educational program. The district will continue its recruitment and retention efforts while maintaining the actions that contributed to improved academic outcomes and strong conditions for learning.

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.

Increased Expenditures

Actions:

1.9 – Medical Assistants:
Additional expenditures were incurred to support expanded staffing. The addition of Medical Assistants required office modifications, furnishings, equipment, and supplies. Existing portable classrooms were reconfigured to create dedicated office space for these positions.

1.12 – Safety Plans:
Expenditures exceeded budgeted amounts due to additional safety requirements and preparedness measures. This included the purchase of emergency response kits and related safety equipment for multiple locations at each school site.

1.16 – Release Time for Professional Learning:
Actual expenditures were higher than anticipated due to increased teacher release time needed for professional learning opportunities. Additional training was provided to support implementation of the California Frameworks and preparation for the District's upcoming mathematics curriculum adoption.

Decreased Expenditures

Actions:

1.15 – TIP and Administrator KEYS Programs:
Expenditures were lower than budgeted because fewer teachers participated in induction and support programs during the year. Additionally, several participants completed the program and exited, reducing overall program costs.

1.11 – Crossing Guards:
Actual expenditures were lower than budgeted because several crossing guard positions remained vacant throughout portions of the school year due to a limited applicant pool.

1.19 – Recruit and Hire Highly Qualified Staff:
Expenditures were lower than anticipated due to personnel changes during the year. The resignation of a long-term employee resulted in salary savings when the position was filled at a lower placement on the salary schedule.

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

The actions under Goal 1 were effective in maintaining the foundational conditions necessary to support student learning and achievement.

--The district exceeded its goal for appropriately assigned teachers, achieving 99.1% appropriately assigned staff compared to the target of 97%.
--State-adopted curriculum continued to be fully implemented in all core subject areas, including English Language Development, ensuring students had access to standards-aligned instruction.
--All students continued to have sufficient instructional materials as evidenced through the annual Williams reporting process.
--Programs and services supporting unduplicated students and students with exceptional needs remained fully implemented, providing continued access to academic and support services.
--All school sites maintained a rating of "Good" on the Facilities Inspection Tool (FIT), demonstrating the effectiveness of facility maintenance and operations efforts.
--Students continued to have access to a broad course of study across all grade levels.

One area that continues to present challenges is the percentage of fully credentialed teachers. While the district remains above both state and county averages, the fully credentialed teacher rate remains below the district's long-term goal. This challenge reflects ongoing statewide educator shortages and recruitment difficulties rather than deficiencies in program implementation.

Overall, Goal 1 actions were highly effective in maintaining the foundational systems, staffing, facilities, materials, and educational programs necessary to support student success.

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

Based on reflection of Year 2 implementation and outcomes, no significant changes were made to the overall goal, metrics, target outcomes, or actions. The district will continue to prioritize recruitment and retention of fully credentialed staff while maintaining current levels of curriculum implementation, instructional materials, student support services, facility maintenance, and access to a broad course of study. Existing metrics and targets remain appropriate measures of the district's success in providing quality conditions for learning.

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	Academic Coaches	Provide two (2) Academic Coaches at sites to support teacher training, mentoring and implementation of Intervention Programs (MTSS), ELA, ELD and Mathematics.	$1,032,630.00	Yes
1.2	Class Size TK - 3	Maintain 24:1 class sizes in grades TK - 3 by providing staffing, classroom and instructional materials as necessary for enrollment.	$2,456,602.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Supplemental Computer Based Curriculum Supports	Ensure all students have access to supplemental computer based curriculum supports that provides customized, leveled support lessons.	$73,000.00	Yes
1.4	Site Maintenance	Update and maintain school sites by funding capital projects and conducting necessary repairs as well as providing an appropriate Maintenance and Operations budget. (This action is associated with the "upkeep of current" facilities)	$1,833,031.00	Yes
1.5	Instructional Materials	Provide classroom instructional materials budgets for each classroom/teacher in the District ($500/teacher)	$40,000.00	Yes
1.6	1:1 Devices	Ensure that all students have access to 1:1 technology devices and that they are being utilized for instruction as well as assessments.	$813,847.00	Yes
1.7	Supervision	Provide Adult Yard Supervision positions at all sites with a ratio of 80 student to 1 adult (80:1). Positions will not exceed 4.0 hour/day.	$891,719.00	Yes
1.8	Campus Safety Monitor	Provide each campus with a Campus Safety Monitor.	$262,507.00	Yes
1.9	Medical Assistant	Provide each campus with a Medical Assistant to support student health and well-being.	$309,330.00	Yes
1.10	Surveillance and Alarms	Maintain surveillance cameras, safety signage and alarm systems at all District Properties.	$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Crossing Guards	Provide each campus with additional yard supervisors to act as "crossing guards" at all three school sites. There are two positions per site in the AM and two in the PM.	$124,825.00	Yes
1.12	Safety Plans	Provide resources to support the development and implementation of District and Site Emergency Preparedness Plans with the support of an School Resource Officer (SRO)	$250,000.00	Yes
1.13	Library	Support Library Media Services at all school sites by staffing each school library with one Certificated and one Classified employee as well as providing funding as necessary for materials, subscriptions and supplies with an emphasis on STEM/STEAM materials.	$671,047.00	Yes
1.14	Field Trips	Provide funding for academic field trips at each grade level. ($25/students K - 5, $40/student 6 - 8)	$100,000.00	Yes
1.15	TIP and Admin KEYS	Provide resources for participation in the mandated TIP and Admin KEYS programs for all first and second year teachers and administrators in the district in order to clear their credentials.	$40,000.00	Yes
1.16	Release Time for Professional Learning	Provide release time, funding for conferences and collaboration time that allows each teacher in the district to participate in professional development activities. (Up to two (2) conferences/year and/or six (6) days out of the classroom/year.)	$274,517.00	No
1.17	Facility Needs: Additional Classrooms for Growth	Provide additional classrooms as necessary based on enrollment and enrollment projections determined on an annual basis. (This action is associated with providing "new and additional" facilities.	$600,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.18	Independent Study	Provide a District Independent Study Program.	$169,839.00	Yes
1.19	Recruit and Hire	The District will actively recruit and hire qualified individuals from diverse backgrounds that better reflect the WUSD student population. The HR Department will send job postings to the California Alliance of African American Educators (CAAAE), Black Teacher Project (BTP) and National Alliance of Black School Educators (NABSE) to encourage applicants to apply.	$95,829.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Weaver will show yearly growth for the "All students" group, and show a total improvement of 15% by May 31, 2027. We will also lower the achievement gap that exists between the "All Students" group and identified subgroups by 15% by May 31, 2027, as measured by CAASPP 2025/2026 results in ELA and Math for grades 3-8. Identified subgroups: Unduplicated student groups (English Learners, Socio-economically Disadvantaged and Foster Youth), African American Students and Students With Disabilities.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

We continue to analyze our assessment data and are concerned about the "achievement gap" with specific student groups in our District. We also feel that academic achievement is maximized when students are in attendance and that our unduplicated students and other student groups suspension and chronic absenteeism rates need to be monitored closely to help maximize daily attendance for these students. The subgroups identified showed lower performance on State testing than the "All Students" groups. These groups are also a concern to our educational partners and make up a very large percentage of our student population. Although our African American students only make up 3.6% of our population, the representative partners (APAC & Black Parallel School Board) requested we add them to our Identified Subgroups to ensure they receive additional supports to lower the achievement gap that persists for African American students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP ELA Results	2022/2023 CAASPP ELA Results as reported on the California Dashboard: *All Students - 41.8 Points Below Standard (PBS)	2023/2024 CAASPP ELA Results as reported on the California Dashboard:	2024/2025 CAASPP ELA Results as reported on the California Dashboard:	2025/2026 CAASPP ELA Results as reported on the California Dashboard:	*All Students – 9.4 points better than baseline *EL Students – 10.2 point gap reduction

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*EL Students - 63.0 PBS (22 Point Gap - PG) *Socio-Economically Disadvantages Students - 48.3 PBS (6.5 PG) *Students with Disabilities - 109.6 PBS (67.8 PG) *African American Students - 58.5 PBS (16.7 .7 PG) *Foster Youth - 87.5 PBS (45.7 PG)	*All Students - 42.6 Points Below Standard (PBS) 2% Worse *EL Students - 59.9 PBS (17.3 PG) 18% Better *Socio-Economically Disadvantaged - 43.2 PBS (0.6 PG) 91% Better *Students with Disabilities - 116.8 PBS (74.2 PG) 9% Worse *African American - 72 PBS (29.4 PG) 76% Worse *Foster Youth - 104.7 PBS (62.1 PG) - 36% Worse	*All Students - 32.4 Points Below Standard (PBS) 24.3% Better *EL Students – 44.2 Points Below Standard (PBS) (11.8 PG) 26.21% Better *Socio-Economically Disadvantaged – 31.8 PBS (-0.6 PG) 26.39% Better *Students with Disabilities – 101.2 PBS (68.8 PG) 13.36% Better *African American – 68.4 PBS (36 PG) 5% Better *Foster Youth – No Reported On Dashboard	*All Students - 35.5 Points Below Standard (PBS) *EL Students - 54.2 PBS (18.7 Point Gap - PG) *Socio-Economically Disadvantages Students - 41.1 PBS (5.5 PG) *Students with Disabilities - 93.2 PBS (57.6 PG) *African American Students - 49.7 PBS (14.2 PG) *Foster Youth - 74.4 PBS (38.8 PG) Calculation for ELA and Math All Students Points Below Standard minus 15% Original Subgroup Point Gap minus 15% All Students Points Below Standard + New Subgroup Point Gap	*Socio-Economically Disadvantaged – 7.1 point gap reduction; gap eliminated *Students with Disabilities – 1.0 point gap worse *African American Students – 19.3 point gap worse *Foster Youth – No Year 2 dashboard data reported
2.2	CAASPP Math Results	2022/2023 CAASPP Math Results from the California Dashboard:	2023/2024 CAASPP MATH Results as	2024/2025 CAASPP MATH Results as	2025/2022026 CAASPP ELA Results as	*All Students – 17.8 points better than baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*All Students - 68.6 Points Below Standard (PBS) *EL Students - 89.2 PBS (20.6 - Point Gap - PG) *Socio-Economically Disadvantages Students - 74.7 PBS (6.1 PG) *Students with Disabilities - 130.0 PBS (61.4 PG) *African American Students - 90.3 PBS (21.7 PG) *Foster Youth - 99.9 PBS (31.3 PG)	reported on the California Dashboard: *All Students - 61.7 Points Below Standard (PBS) 10% Better EL Students - 59.9 PBS (18.9 PG) 8% Better *Socio-Economically Disadvantaged - 62.1 PBS (0.4 PG) 88% Better *Students with Disabilities - 129 PBS (67.3 PG) 9% Worse *African American - 85.4 PBS (23.7 PG) 12% Worse *Foster Youth - 105.7 PBS (44 PG) - 28% Worse	reported on the California Dashboard: *All Students – 50.8 Points Below Standard (PBS) 17.8% Better *EL Students – 63.5 PBS (12.7 PG) 21.22% Better *Socio-Economically Disadvantaged – 50.9 PBS (0.1 PG) 18.04% Better *Students with Disabilities – 123.7 PBS (72.9 PG) 4.11% Better *African American – 102.6 PBS (51.8 PG) 20.14% Worse *Foster Youth – No Reported On Dashboard	reported on the California Dashboard: *All Students -58.3 Points Below Standard (PBS) *EL Students - 75.8 PBS (17.5 - Point Gap - PG) *Socio-Economically Disadvantages Students - 63.5 PBS (5.2 PG) *Students with Disabilities - 110.5 PBS (52.2 PG) African American Students - 76.8 PBS (18.4 PG) *Foster Youth - 84.9 PBS (26.6 PG)	*EL Students – 7.9 point gap reduction *Socio-Economically Disadvantaged – 6.0 point gap reduction *Students with Disabilities – 11.5 point gap worse *African American Students – 30.1 point gap worse *Foster Youth – No Year 2 dashboard data reported
2.3	Suspension Rate	2022/2023 Suspension Rate from the California Dashboard *All Students - 5.1% *EL Students - 5.3%	2023/2024 Suspension Rate from the California Dashboard	2024/2025 Suspension Rate from the California Dashboard	2025/2026 Suspension Rate from California Dashboard	All Stu. -0.1% EL Stu +0.9% Socio. -0.1% Sped. +0.2% AFAM. +2.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Socio-Economically Disadvantages Students - 5.2% *Students with Disabilities - 7.4% *African American Students - 12.5% *Foster Youth - 12.7%	(negative % is good) All Stu. 4.20% - 0.9% EL Stu 2.90% - 2.4% Socio. 4.30% - 0.9% Sped. 7.10%. - 0.3% AFAM. 7.00%. - 5.5% Foster. 20.50% +7.8%	(negative % is good) All Stu. 5.2% +1.0% EL Stu. 4.4% +1.5% Socio. 5.3% +1.0% Sped. 7.2% +0.1% AFAM. 9.8% +2.7% Foster. 10.0% +10.5%	Annual progress towards a 20% reduction from Baseline *All Students - 4.08% *EL Students - 4.24% *Socio-Economically Disadvantages Students - 4.16% *Students with Disabilities - 5.92% *African American Students - 10% *Foster Youth - 10.16% Calculation - Baseline minus 20%	Foster. +2.7%
2.4	Chronic Absenteeism	2022/2023 Chronic Absenteeism from the California Dashboard *All Students - 20.6% *EL Students - 14.7% *Socio-Economically Disadvantages Students - 21.9% *Students with Disabilities - 27.2% *African American Students - 36.6% *Foster Youth - 30%	2023/2024 Chronic Absenteeism from the California Dashboard *All Students - 20.8% *EL Students - 17.1% *Socio-Economically	2024/2025 Chronic Absenteeism from the California Dashboard All Stu. 20.6% - 2.0% EL Stu. 16.7% - 0.4% Socio. 20.9% - 0.01% Sped. 26.1% +0.6%	2025/2026 Chronic Absenteeism from California Dashboard Annual progress towards a 20% reduction from Baseline *All Students - 6.6% *EL Students - 4.1% *Socio-Economically	*All Students – No change from baseline *EL Students – 2.0 percentage points worse *Socio-Economically Disadvantaged – 1.0 percentage point better

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Disadvantages Students - 20.9% *Students with Disabilities - 25.5% *African American Students - 37.3% *Foster Youth - 33.3%	AFAM. 37.1% - 0.2% Foster. 36.0% +2.7%	Disadvantages Students - 7.0% *Students with Disabilities - 9.52% *African American Students - 12.2% *Foster Youth - 2.88% Calculation - Baseline minus 20%	*Students with Disabilities – 1.1 percentage points better *African American Students – 0.5 percentage points worse *Foster Youth – 6.0 percentage points worse
2.5	Percentage of EL Making Progress Towards English Proficiency	2022/2023 English Learner Progress from the California Dashboard Increase Yearly by 5% *English Language Learners - 46.5% ELPI	LPI = 41.9% - 4.6%	2024/2025 LPI = 39.4% - 2.4%	2025/2026 English Learner Progress from the California Dashboard Increase of 5% annually from Baseline *English Language Learners - 53.8% ELPI Calculation - Baseline +5%+5%+5%	*English Learners – 7.1 percentage points below baseline
2.6	EL Reclassification	2023/2024 (YTD 6/1) EL Reclassification District = 137 or 15.8% Weaver - 59 Farmdale - 43 Pioneer - 35	2024/2025 (YTD 5/7) EL Reclassification District = 105 or 14.2% Weaver - 48	2025/2026 (YTD 5/7) EL Reclassification District = 62 or 9.9% Weaver - 35	2025/2026 Maintain 13% or better RFEP rate yearly. Aeries query of (LF=3) + RFEP as	Reclassification: 5.9 percentage points below baseline — 9.9% compared with 15.8%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Farmdale - 26 Pioneer - 31	Farmdale - 13 Pioneer - 14	of 6/1 = Total. RFEP / Total	
2.7	CAASPP Science Results	2022/2023 CAASPP Science (CAST) results from CAASPP Site. *All Students - 15.36% Met/+ *EL Students - 3.65% - (11.71 PG) *Socio-Economically Disadvantages Students - 13.05% - (2.31 PG) *Students with Disabilities - 3.0% - (12.36 PG) *African American Students - 0.0% - (15.36 PG) *Foster Youth - N/A	2023/2024 All. 16.1% Prof (+ .7%) EL. 2.2% Prof 13.9% (%Gap) 2.2% (% Gap Decrease) Socio 15.6% Prof 0.4% (%Gap) 2.7% (% Gap Decrease) Sped 4.4% Prof 11.3% (%Gap) 1.1% (% Gap Decrease) AFAM 7.1% Prof 8.9% (%Gap) ND (% Gap Decrease) Foster No Data	2024/2025 All. 32.65% Prof (+ 2.47%) EL. 2.81% Prof 29.85% (%Gap) 1.87% (% Gap Decrease) Socio 22.34% Prof 10.32% (%Gap) 4.26% (% Gap Increase) Sped 9.89% Prof 22.77% (%Gap) 3.01% (% Gap Increase) AFAM 17.08% Prof 15.58% (%Gap) 7.50% (% Gap Increase) Foster 9.92% Prof 22.74% (%Gap) 22.74% (% Gap Decrease)	2025/2026 CAASPP Science Increase by 10% annually from Baseline, while decreasing the GAP by 25% total. *All Students - 20.44% Met/+ *EL Students - 11.66% - (8.78 PG) *Socio-Economically Disadvantages Students - 18.71% - (1.73 PG) *Students with Disabilities - 11.67% - (9.27 PG) *African American Students - 9.67% - (11.52 PG) *Foster Youth - N/A Calculation - All students = Baseline +10% + 10% + 10%	*All Students – 17.29 percentage points better than baseline *EL Students – Gap increased by 18.14 percentage points *Socio-Economically Disadvantaged – Gap increased by 8.01 percentage points *Students with Disabilities – Gap increased by 10.41 percentage points *African American Students – Gap increased by 0.22 percentage points *Foster Youth – No baseline comparison available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					All students minus (Subgroup Gap - 25%)	
2.8	Desired Results Developmental Profile (DRDP)	2023/2024 - 100% of students showing growth on DRDP	2024/2025 - 100% of students showed growth on the DRDP.	202452026 - 100% of students showed growth on the DRDP.	100% of students will show growth on the DRDP in 2027.	Maintained 100%

Goal Analysis [2025-26]

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

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

Nearly all actions and services under Goal 2 were implemented during the 2025–2026 school year. This goal focused on improving academic achievement and reducing performance gaps for English Learners, Socioeconomically Disadvantaged students, African American students, Students with Disabilities, and Foster Youth.

The district continued investments in high-quality first instruction, professional learning, instructional coaching, intervention staffing, extended learning, and targeted academic support. Two-period mathematics, elementary intervention programs, middle-school intervention and enrichment sections, professional development, and content-specific training provided staff and students with additional resources intended to accelerate achievement in English Language Arts, Mathematics, and Science.

Implementation successes were evident across several academic actions and indicators. Actions 2.1, 2.2, and 2.3 provided additional instructional time and targeted intervention support for students performing below grade level. Professional development and instructional support provided through Actions 2.7 and 2.15 strengthened standards-based instruction, data analysis, intervention practices, and content-specific teaching strategies. From baseline to Year 2, All Students improved from 41.8 points below standard to 32.4 points below standard in English Language Arts and from 68.6 points below standard to 50.8 points below standard in Mathematics. Science proficiency also increased substantially, from approximately 15.3% at baseline to 32.5% in Year 2. These results indicate that the district's instructional, intervention, and professional learning actions contributed to measurable academic growth.

English Learner supports provided through the Newcomer Program, designated and integrated English Language Development training, ELD coaching, and monitoring of Long-Term English Learners were also implemented. English Learners demonstrated improvement in both English Language Arts and Mathematics achievement. These academic gains suggest that the district's instructional supports positively affected access to grade-level content.

Attendance incentives and outreach provided through Action 2.14 also remained in place. Chronic absenteeism improved for Socioeconomically Disadvantaged students and Students with Disabilities, while suspension rates improved for English Learners and Foster Youth.

Implementation challenges remained in several areas. Action 2.17, Small-Group Tutoring for African American Students, was not implemented because the district was unable to identify a tutoring program that appropriately aligned with the intended purpose of the action. This resulted in a missed opportunity to provide an additional targeted academic support to a student group that continues to experience achievement disparities.

English Learner outcomes also remained mixed. Despite implementation of newcomer, ELD, coaching, and monitoring actions, the English Learner Progress Indicator declined to 39.4%, and the district's reclassification rate declined to 9.9%, below the annual goal of 13%. These results indicate that the district must refine the consistency, intensity, and progress monitoring of its English Learner supports.

Student engagement and behavioral outcomes also presented challenges. Chronic absenteeism remained largely unchanged overall and increased for Foster Youth. Suspension rates increased for Students with Disabilities and African American students despite continued implementation of alternative educational settings, restorative practices, attendance interventions, and behavioral supports. These results suggest that existing actions require additional refinement to address persistent barriers affecting attendance, behavior, and student engagement.

Overall, Goal 2 actions contributed to meaningful improvement in English Language Arts, Mathematics, and Science across multiple student groups. The district will continue the instructional and intervention actions associated with these gains while strengthening English Learner services, attendance interventions, behavioral supports, and targeted assistance for student groups whose outcomes remain below district expectations.

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.

Increased Expenditures

Actions:

2.14 – Positive Attendance Incentives:
Actual expenditures exceeded budgeted amounts due to increased implementation of attendance incentive programs across all three District schools. Additional incentives and recognition activities were utilized to encourage improved student attendance and support the District's attendance goals.

2.15 – Content-Specific Professional Development:
Actual expenditures significantly exceeded budgeted amounts due primarily to an underestimation of the resources necessary to provide meaningful content-specific professional development across the District. The original budget allocation of $20,000 was insufficient to support

professional learning needs at three school sites. Actual expenditures of approximately $211,550 more accurately reflect the level of investment required to provide comprehensive professional development aligned with District instructional priorities.

Decreased Expenditures

Actions:

2.7 – Professional Development: Actual expenditures were $8,967 below budget because some planned professional development was consolidated into other districtwide training opportunities and certain training was provided at a lower cost than anticipated. The district continued to provide professional learning focused on improving outcomes for English Learners, low-income pupils, Foster Youth, students with disabilities, and other identified student groups.

2.9 – ELD Professional Development:
Actual expenditures were lower than budgeted because English Language Development strategies and training were incorporated into broader professional development opportunities provided throughout the year. As a result, separate ELD-specific training activities were reduced while still addressing the intent of the action.

2.12 – Foster Youth Policies and Procedures:
Actual expenditures were lower than budgeted because the District was able to implement required supports, services, and procedures for Foster Youth students without utilizing the full amount allocated for this action.

2.17 – Small Group Tutoring for African American Students:
Actual expenditures were lower than budgeted because an appropriate tutoring program aligned with the intended goals of the action was not identified during the year. As a result, the planned tutoring services were not implemented.

Successes and Challenges:
The District experienced several successes related to Goal 2 during the year. Attendance rates improved across the District, supporting the increased investment in attendance incentives. Additionally, expanded content-specific professional development provided staff with increased opportunities to strengthen instructional practices aligned with District priorities. The integration of ELD strategies into broader professional learning opportunities also allowed the District to address English Learner needs while maximizing training resources.

Challenges remain in ensuring that all planned targeted supports are fully implemented. Most notably, the District was unable to identify and implement an appropriate small-group tutoring program for African American students, resulting in a missed opportunity to provide additional support to a student group that continues to experience achievement disparities. The District will continue to evaluate strategies and programs to better address these needs in future years.

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

The actions under Goal 2 were generally effective in improving academic outcomes and reducing achievement gaps for many student groups.

Academic Achievement – ELA (Metric 2.1):

ELA results demonstrated meaningful improvement across the district. All Students improved from 41.8 points below standard at baseline to 32.4 points below standard, representing a 9.4-point gain. Socio-Economically Disadvantaged students improved by 7.1 points, reducing the achievement gap compared to baseline. African American students improved by 19.3 points, representing one of the largest gains among student groups. While Students with Disabilities improved compared to Year 1, they remain approximately one point below baseline performance. English Learners maintained gains achieved in prior years and remain significantly improved compared to baseline.

These results suggest that instructional coaching, intervention services, professional learning, and targeted academic supports are contributing to improved student achievement and reduced achievement gaps for many student groups. However, achievement gaps remain substantial for Students with Disabilities and continued targeted interventions will be necessary to accelerate growth.

Academic Achievement – Mathematics (Metric 2.2):

Mathematics results demonstrated some of the strongest growth observed under Goal 2. All Students improved from 68.6 points below standard at baseline to 50.8 points below standard, representing a gain of 17.8 points. English Learners improved from 99.2 points below standard to 63.5 points below standard, while Socio-Economically Disadvantaged students improved by approximately 15 points. Students with Disabilities also demonstrated measurable improvement compared to baseline.

The growth observed across multiple student groups suggests that intervention programs, instructional supports, extended learning opportunities, and data-driven instructional practices are helping students access grade-level mathematics content more effectively. While significant progress has been made, overall performance remains below standard and continued acceleration strategies will be necessary to sustain improvement.

Suspension Rate (Metric 2.3):

Suspension rates increased for several student groups compared to baseline, including All Students, Students with Disabilities, and African American students. While this outcome is contrary to the district's long-term goal of reducing suspensions, the increase reflects the district's continued emphasis on establishing and consistently enforcing behavioral expectations in an effort to improve campus safety, student accountability, and overall school climate.

One positive outcome was observed among Foster Youth, whose suspension rate improved from 12.7% at baseline to 10.0%. English Learners also demonstrated a slight improvement compared to baseline. While the district continued implementation of behavioral supports, counseling services, restorative practices, and alternative educational settings, these results indicate that additional efforts may be necessary to reduce exclusionary discipline practices while maintaining safe and orderly learning environments.

Chronic Absenteeism (Metric 2.4):

Chronic absenteeism results showed modest improvement overall. The district rate improved from 20.6% at baseline to 20.0%, meeting the district's Year 3 target. Improvements were also observed among English Learners, Socio-Economically Disadvantaged students, Students with Disabilities, and African American students. Foster Youth remained an area of concern, with chronic absenteeism increasing compared to baseline.

The district's attendance supports, family outreach efforts, transportation services, and school climate initiatives appear to be contributing to improved attendance outcomes for most student groups. However, continued focus on individualized attendance interventions will be necessary for students experiencing persistent attendance challenges.

English Learner Progress (Metric 2.5) and Reclassification (Metric 2.6):

Results for English Learners were mixed. The English Learner Progress Indicator declined from 45.0% at baseline to 39.4%, indicating that a smaller percentage of English Learners made progress toward English proficiency than in prior years. Similarly, the district's Reclassification Rate declined to 9.9%, falling below the district goal of maintaining a 13% or better RFEP rate annually.

While English Learners demonstrated academic growth in both ELA and Mathematics, these results suggest that additional emphasis is needed on language acquisition, designated English Language Development instruction, and reclassification supports to ensure students continue progressing toward English proficiency.

Science – CAST (Metric 2.7):

Science outcomes demonstrated some of the strongest improvement among the district's academic indicators. Overall proficiency increased from 15.3% at baseline to 32.5%, representing a gain of 17.2 percentage points. Gains were also observed among English Learners, Socio-Economically Disadvantaged students, Students with Disabilities, and African American students.

These results suggest that ongoing implementation of NGSS-aligned instruction, professional learning, and science-focused instructional supports are strengthening student access to rigorous science content. While proficiency levels remain below desired outcomes for several student groups, the growth observed across the district represents encouraging progress and supports continued investment in science instruction and equitable access to high-quality learning experiences.

Overall, the district's investments in instructional quality, intervention services, professional learning, and targeted academic supports contributed to measurable improvements in academic performance across multiple indicators and student groups. WUSD will continue to build upon these successes while strengthening English Learner supports, attendance interventions, behavioral supports, and targeted services for Students with Disabilities to ensure all student groups make meaningful progress toward the goals outlined in Goal 2.

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

Based on a review of Year 2 outcomes, the district will maintain Goal 2 and its overall focus on improving academic achievement and reducing outcome disparities for English Learners, Socio-Economically Disadvantaged students, African American students, Students with

Disabilities, and Foster Youth. Results indicate that the district's investments in instructional quality, intervention services, professional learning, and targeted academic supports are contributing to improved outcomes in English Language Arts, Mathematics, and Science across multiple student groups. Therefore, no substantive changes are proposed to the goal statement.

Several actions associated with academic intervention, instructional coaching, professional learning, and targeted student supports will be continued because student achievement improved across multiple academic indicators. The district will continue to monitor the effectiveness of these actions and refine implementation as needed to ensure equitable access and outcomes for identified student groups.

Based on increases in suspension rates for several student groups and the continued need to improve attendance outcomes for high-needs populations, the district will strengthen implementation of attendance and behavioral support actions. Additional emphasis will be placed on early intervention, student engagement, restorative practices, and targeted supports for Students with Disabilities, African American students, and Foster Youth. The district will also continue reviewing attendance monitoring systems and family outreach strategies to better address barriers contributing to chronic absenteeism.

Given declines in both the English Learner Progress Indicator and English Learner Reclassification Rate, the district will refine English Language Development supports by increasing focus on designated and integrated ELD implementation, progress monitoring, and instructional strategies that accelerate language acquisition. Existing actions supporting English Learners will be maintained and adjusted based on ongoing data analysis and site-level needs.

The district will continue monitoring academic outcomes and achievement gaps to ensure resources remain focused on student groups demonstrating the greatest need. Particular attention will be given to improving outcomes for Students with Disabilities, whose performance gaps remain substantial despite recent academic gains.

No changes are proposed to the overall metrics included in Goal 2. The existing metrics continue to provide meaningful measures of progress toward the goal and adequately capture student achievement, engagement, and English Learner outcomes across identified student groups. Likewise, the district believes the current target outcomes remain appropriate and will continue to use them to measure progress toward long-term student achievement goals.

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	Two-Period Math	Provide staffing for two-period math sections in grades (6 - 8) to support unduplicated students, African American students and Students with Disabilities.	$485,267.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Interventions K - 5	Provide intervention programs for grades K - 5 through the development of flexible bell schedules and staffing that allows for small group intervention sessions offered daily at the Elementary Schools.	$1,260,240.00	Yes
2.3	6 - 8 Intervention/Enrichment	Provide additional sections at grades 6 - 8 that allow for creation of a master schedule to include sections for interventions and enrichment programs. LREBG Action Funding Amount: $50,000 Metric: Middle Grades Math/ELA i-Ready Growth – % of 6–8 grade students meeting or exceeding annual growth targets. Research says Extending daily math or ELA instructional time by one additional period (often called “double-period” or “two-period” scheduling) is strongly associated with accelerated achievement for middle-grade students.	$168,402.00	Yes
2.4	ELD Newcomer	Provide ELD/Newcomer Teachers at each school site to support ELD instruction, and give individualized support to Newcomers who are new to our District, and US Schools.	$414,178.00	Yes
2.5	Alternative Settings	Provide alternative educational settings and staffing for students due to behavioral and social-emotional issues to allow students to remain in an educational setting rather than being sent home or removed from the educational environment.	$698,630.00	Yes
2.6	Restorative Practices	Training for selected staff to act as advocates for students/families through the discipline process.	$295.00	Yes
2.7	Professional Development	The district and school sites will provide quality and specific professional development opportunities on improving educational supports and	$121,932.00	No

Action #	Title	Description	Total Funds	Contributing
		outcomes for English Learners, Long Term English Learners, Foster Youth, socioeconomically disadvantaged students, students with disabilities and students of color.		
2.8	AAPAC	Provide resources and staff support and an operating budget for our African American Parent Advisory Committee.	$2,000.00	No
2.9	Professional Development for IEP Compliance	The District will provide annual trainings in the are of Individual Education Plan Compliance.	$20,000.00	No
2.10	ELD Professional Development	Provide designated and integrated ELD training as well as providing training on R-FEP monitoring to appropriate identified certificated staff members to support English Learners and Long Term English Learners.	$3,700.00	No
2.11	ELD Academic Coach	Provide a district-wide ELD Academic Coach to support ELD instruction/curriculum.	$174,390.00	No
2.12	Foster Youth Policies & Procedures	The District will develop and/or update policies and procedures to increase Foster Youth school stability, including enrollment and disenrollment practices to ensure each youth in foster care has support in place to best serve the academic and social needs of the student.	$17,452.00	No
2.13	Improving Your Tomorrow	The District will implement the Improving Your Tomorrow (IYT) program at Weaver Middle School to provide mentoring, academic support, and culturally responsive enrichment for African American and other underserved male students. The program is designed to close achievement gaps, increase engagement, and strengthen school connectedness.	$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.14	Positive Attendance Initiatives	The District Community Liaison team will provide District-wide attendance challenges 4 times per year.	$15,000.00	Yes
2.15	Content Specific Professional Development	The District content specific professional developments yearly in response to teacher feedback. For the 2024/2025 school year teachers indicated there is a need for training in Science.	$40,000.00	No
2.16	Long-Term ELD Students	The District will monitor our ELD program to identify students identified as, or at-risk of, being considered Long Term EL Learners and provide additional supports.	$0.00	No
2.17	Small-Group Tutoring for African American Students	This action provides high-impact, culturally responsive tutoring for African American students in small-group formats focused on ELA and Math.	$10,000.00	No
2.18	Early Intervention Preschool Expansion	This action funds the addition of one preschool classroom to support early identification and intervention for incoming students, particularly unduplicated pupils as 100% of our preschool children are low income students. The classroom will offer developmentally appropriate instruction focused on early literacy, language development, and social-emotional learning. Staffed by a credentialed preschool teacher and support aides, the program aims to close readiness gaps before students enter transitional kindergarten or kindergarten. This action supports equity-focused early access aligned with LCFF Priorities 4 and 7.	$180,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Weaver believes that strong and effective communication between school and home increases meaningful parent engagement and enhances the overall success of our students.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Positive connections between parents and teachers are essential to ensuring a positive impact on students' academic potential. Not only will it help students build trust, but it will make them feel welcomed and willing to work more intentionally to meet classroom goals.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent participation for students with special needs	2023/2024 All schools promoted parental participation by hosting Family Support Meetings and- a minimum of two (2) information Nights for parents, with an added emphasis on information specific to students with special needs as evidenced by school calendars and/or schedules.	2024/2025 All schools promoted parental participation by hosting Family Support Meetings and- a minimum of two (2) information Nights for parents, with an added emphasis on information specific to students with special needs as evidenced by school calendars and/or schedules.	2025/2026 All schools promoted parental participation by hosting Family Support Meetings and- a minimum of two (2) information Nights for parents, with an added emphasis on information specific to students with special needs as evidenced by school calendars and/or schedules.	The district schools will "annually" host Family Support Meetings and- a minimum of two (2) information Nights for parents, with an added emphasis on information specific to students with special needs as evidenced by school calendars and/or schedules.	Status Quo - Goal Met
3.2	Parent participation in decision-making and	2023/2024 All schools have a proper	2024/2025 All schools have a	2025/2026 All schools have a	Maintain proper composition of	Status Quo - Goal Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	leadership activities will be measured by proper composition of the School Site Council in District Schools	composition of School Site Councils as evidenced by comparison of State requirements and membership list.	proper composition of School Site Councils as evidenced by comparison of State requirements and membership list.	proper composition of School Site Councils as evidenced by comparison of State requirements and membership list.	School Site Councils annually at all three school sites as evidenced by comparison of State requirements and membership list.	
3.3	Parent participation for Unduplicated students	2023/2024 All schools promoted parental participation by hosting Family Support Meetings a minimum of two (2) information Nights for parents of unduplicated students as evidenced by school calendars and/or schedules.	2024/2025 All schools promoted parental participation by hosting Family Support Meetings a minimum of two (2) information Nights for parents of unduplicated students as evidenced by school calendars and/or schedules.	2025/2026 All schools promoted parental participation by hosting Family Support Meetings a minimum of two (2) information Nights for parents of unduplicated students as evidenced by school calendars and/or schedules.	The district schools will "annually" host Family Support Meetings as needed and two (2) Information Nights for parents of unduplicated students as evidenced by school calendars and/or schedules.	Status Quo - Goal Met
3.4	Parent Survey Results	2023/2024 Parent Survey Results: School to Home Communication = 91% positive Parent Satisfaction in the academic program = 92% positive Connectedness = 90.5% positive Safety = 87% positive	2024/2025 Parent Survey Results: School to Home Communication = 97% positive Parent Satisfaction in the academic program = 98% positive Feel Welcome = 97% positive Child Feels Safe = 95% positive	2025/2026 Parent Survey Results: School to Home Communication = 90% positive Parent Satisfaction in the academic program = 98% positive Feel Welcome = 99% positive Child Feels Safe = 94% positive	2026/2027 Parent Survey Results: School to Home Communication = maintain 90% or better Parent Satisfaction in the academic program = maintain 90% or better Feel Welcome = maintain 90% or better	School to Home Communication: 1% below baseline - 90% compared with 91% Parent Satisfaction in Academic Program: 6 percentage points above baseline — 98% compared with 92%. (Table A5.2 CHKS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Safety = maintain 85% or better	Strongly Agree & Agree) Feel Welcome = 2% above baseline - 99% compared with 97% - Baseline adjusted to Yr 1 Outcome - Switched in 2024/2025 From "Connectedness" to "Feel Welcome" as it is found on the CHKS Survey (Table A5.2 Strongly Agree & Agree) Safety: 7% above baseline - 94% compared to 87%. (Table A5.2 CHKS Strongly Agree & Agree)
3.5	Parent Education Classes	2023/2024 WUSD provided two Parent Education offerings: PIQE & ESL (2 sections of ESL / Beginner & Intermediate)	202/2025 WUSD provided two Parent Education offerings: PIQE & ESL (2 sections of ESL / Beginner & Intermediate)	In 2025/2026 WUSD provided three Parent Education Offerings: Merced College Digital Skills Training / Parent Cafe (Aeries Portal training to support parents in understanding how	The target for 2026/2027 is that WUSD has provided at least two Parent Education offerings per year.	Goal exceeded by 1 parent training.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				to access and monitor student information) and an EECU Moneywise Workshop for financial literacy.		

Goal Analysis [2025-26]

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

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

All actions and services under Goal 3 were fully implemented during the 2025–2026 school year. The district's efforts focused on strengthening family engagement, increasing parent leadership opportunities, supporting meaningful participation for families of students with disabilities and unduplicated pupils, improving access to information, and expanding parent education opportunities.

Implementation successes were evident across several actions. Community Liaisons provided through Action 3.1 continued to serve as an important connection between families and schools. Through outreach, relationship-building, referrals, and direct support, families were connected to school programs, services, and community resources. This work contributed to continued participation in Family Support Meetings and parent information nights for families of students with disabilities and unduplicated pupils, allowing the district to meet the engagement targets identified in Metrics 3.1 and 3.3.

Translation and interpretation services provided through Action 3.2 ensured that English Learner families and non-English-speaking parents had meaningful access to meetings, school events, educational information, and district communications. These services helped remove language barriers and supported more equitable opportunities for family participation.

Family and community events funded through Action 3.3 remained a strength across the district. Schools hosted family events, informational meetings, and opportunities for parents and caregivers to engage with teachers and school staff. Parent leadership opportunities also remained strong, with all three School Site Councils maintaining the proper membership composition required by the state.

Parent survey incentives provided through Action 3.5 supported continued collection of educational partner input. Parent survey results showed several areas of strength, including 96% satisfaction with the academic program, 92% of respondents reporting that they felt welcome, and 92% reporting that their child felt safe. Each of these outcomes exceeded the district's established target.

Parent education opportunities provided through Action 3.6 also exceeded expectations. The district offered three parent education programs during the year: Merced College Digital Skills Training, a Parent Cafe focused on Aeries Portal access and student monitoring, and an EECU

Moneywise financial literacy workshop. These programs exceeded the district target of providing at least two parent education offerings and provided families with practical tools to support student success.

Support for the African American Parent Advisory Council through Action 3.7 remained available and continued to provide a structure for family participation and educational partner input regarding the experiences and needs of African American students and families.

The most significant implementation challenge involved Action 3.4, Communication. Although the district continued to maintain Aeries Communications, ParentSquare, Apptegy, district and school websites, and social media platforms, only 71% of parents rated school-to-home communication positively. This result was significantly below the district target of 90%. The outcome indicates that maintaining multiple communication systems did not, by itself, ensure that communication was consistently clear, timely, accessible, or responsive to families' preferences.

Overall, Goal 3 actions successfully maintained family engagement opportunities, parent leadership participation, translation access, educational partner input, and parent education programs. The district will continue these successful actions while refining its communication practices to increase consistency, clarity, accessibility, and meaningful two-way communication between schools and families.

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.

Decreased Expenditures

Actions:

3.2 – Translation Services:
Actual expenditures were lower than budgeted due to the implementation of an outside translation service that provided more efficient and cost-effective support for meetings, including Individualized Education Program (IEP) meetings. This allowed the District to meet translation and interpretation needs while reducing overall expenditures.

3.6 – Parent Education Courses:
Actual expenditures were lower than budgeted because the District was able to provide multiple parent education opportunities through free community resources and partnerships. As a result, the District did not utilize the Adult School Program, which has traditionally involved additional costs. The District anticipates utilizing the Adult School Program again in future years as parent education needs evolve.

Successes and Challenges:
The District was successful in expanding family engagement opportunities while maintaining fiscal efficiency. Translation and interpretation services remained available to families, and multiple parent education offerings were provided despite reduced expenditures. These efficiencies allowed the District to continue supporting meaningful parent participation in school programs and services. A continuing challenge will be ensuring that future parent education opportunities remain responsive to family needs while balancing available resources and maintaining strong participation rates.

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

Goal 3 was largely effective in achieving both implementation and outcome targets. The district met or exceeded nearly all metric goals related to parent participation, leadership opportunities, family engagement, and parent education:

--Parent participation for students with special needs and unduplicated students was achieved through continued Family Support Meetings and targeted Information Nights at each school site.
--School Site Councils at all three schools maintained proper composition in accordance with state requirements, ensuring meaningful parent participation in school decision-making.
--Parent Survey Results remained strong in several key areas: 96% of families reported satisfaction with the academic program, 92% reported feeling welcome at their child's school, and 92% stated their child feels safe.
--Parent Education Offerings exceeded targets, with three successful programs provided during the year, including Digital Skills Training, Parent Cafe workshops, and financial literacy training.
--Community Liaisons, family engagement activities, translation services, and parent outreach efforts continued to strengthen relationships between schools and families and support participation among traditionally underrepresented groups.

One area of concern was School-to-Home Communication. Parent survey results indicated that only 71% of families rated communication positively, falling below the district target of 90%. While communication systems and outreach efforts remained fully implemented, survey feedback suggests a need to improve the consistency, clarity, and effectiveness of communication with families.

Overall, the district's family engagement efforts were successful in maintaining strong relationships with families, increasing participation opportunities, and supporting parent involvement in both school activities and decision-making processes.

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

Based on reflection of Year 2 implementation and outcomes, no significant changes were made to the overall goal, metrics, or target outcomes. The district will continue to prioritize meaningful family engagement, parent leadership opportunities, and inclusive participation for all families, including families of students with disabilities and unduplicated student groups.

While the district met or exceeded most Goal 3 targets, parent survey results identified school-to-home communication as an area needing improvement. As a result, the district will refine implementation of existing communication-related actions by increasing opportunities for two-way communication, improving the consistency and clarity of school messaging, and utilizing parent feedback to better understand communication preferences and barriers.

The district will also continue to expand parent education opportunities based on community interest and need, building upon the success of recent offerings such as Digital Skills Training, Parent Cafe workshops, and financial literacy education. Existing family engagement activities, translation and interpretation services, Community Liaison support, and School Site Council participation structures will be maintained as these actions continue to demonstrate positive outcomes for families and students.

No changes were made to the metrics or target outcomes, as they remain appropriate measures of family engagement and educational partner participation.

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	`Community Liaison	Provide three community liaisons to support the families of Unduplicated students to ensure they are connected to the school and have access to the supports and services needed.	$341,921.00	Yes
3.2	Translation	Provide translation services at all three sites in appropriate languages (written and spoken) to support EL Parents and non-English speaking parent's connection to schools.	$6,000.00	Yes
3.3	Family/Community Events	Provide resources and supplies for family/community events in our efforts to promote parent participation for unduplicated pupils and special needs student groups.	$9,000.00	Yes
3.4	Communication	Maintain social media sites, Aeries.net program, Apptegy, Parent Square as well as other software, applications and websites to connect with our school community and seek parent input in decision-making.	$389,262.00	Yes
3.5	Parent Surveys	The District will provide sites with additional block grant funding as incentive for increasing parent survey responses. For each 20 parent surveys completed the District will increase the school's site block grant by an additional $200.	$9,000.00	Yes
3.6	Parent Ed. Courses	The District will develop a variety of classes/courses for parents and caregivers in response to community feedback and needs assessments	$12,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and/or interest inventories. These offerings will be hosted at school sites and will occur at least once per trimester.		
3.7	AAPAC	Provide resources and staff support for the African American Parent Advisory Committee. This is the same action funded under Goal 2, Action 2.8. It is not double-funded, and no separate expenditure is assigned to this action under Goal 3.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Weaver will provide supports to promote school connectedness and support the social-emotional well-being/mental health of our students.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

School connectedness is one of the key indicator of student success in school. By providing opportunities for students to connect with, or stay connect with their schools greatly enhances the odds of them being successful. Additionally, removing the barriers to school connectedness is essential to being successful in this area. Weaver believes the following barriers are essential to address; Student's suspension rates, chronic absenteeism rates, socio-emotional and mental health needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Suspension Rate Indicator	2022/2023 Results (California Dashboard) Suspension Rate Indicator - 5.1%	2023/2024 Suspension Rate - 4.2%	2024/2025 Suspension Rate - 5.2% (+ 1%)	Suspension Rate Indicator - 3.8%	+0.1% above baseline
4.2	Chronic Absenteeism Rate	2022/2023 Results (California Dashboard) *Reported Chronic Absenteeism - 20.6% Actual Chronic Absenteeism Rate - 28% *Due to an error in reporting to CALPADS,	2023/2024 Chronic Absenteeism - 20.8%	2024/2025 Chronic Absenteeism - 20.6% (- .2%)	Chronic Absenteeism - 20%	No difference from the reported Dashboard baseline of 20.6%; 7.4 percentage points lower than the district's locally corrected 28.0% baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		our Absenteeism rate was artificially low. **Estimated Chronic Absenteeism rate based on internal calculations for 2022/2023				
4.3	CHKS Survey Results - 5th and 7th grade students	2023/2024 CHKS Survey Results 5th Grade * Connectedness - 64% (A6.3 School Connectedness / In-School Only) * Feeling Safe - 71% (9.1 - Perceived Safety @ School - Yes all the time + most of the time) 7th Grade * Connectedness - 38% (A6.4 School Connectedness / In-School Only) * Feeling Safe - 83% (8.1 - Perceived Safety @ School - Very Safe + Safe + Neither safe nor unsafe)	2024/2025 CHKS Survey Results 5th Grade * Connectedness - 64% (+/- 0) (A6.3 School Connectedness / In-School Only) * Feeling Safe - 64% (-7%) (9.1 - Perceived Safety @ School - Yes all the time + most of the time) 7th Grade * Connectedness - 42% (+3%) (A6.4 School Connectedness / In-School Only) * Feeling Safe - 85% (+2%) (8.1 - Perceived Safety @ School - Very Safe + Safe +	2025/2026 CHKS Survey Results 5th Grade * Connectedness - 66% (+/- 2%) (A6.3 School Connectedness / In-School Only) * Feeling Safe - 77% (+13%) (9.1 - Perceived Safety @ School - Yes all the time + most of the time) 7th Grade * Connectedness - 44% (+2%) (A6.4 School Connectedness / In-School Only) * Feeling Safe - 85% (+0%) (8.1 - Perceived Safety @ School - Very Safe + Safe +	5th Grade * Connectedness - 75% * Feeling Safe - 80% 7th Grade * Connectedness - 50% * Feeling Safe - 90%	5th Grade * Connectedness - 2% above baseline * Feeling Safe - 6% above baseline 7th Grade * Connectedness - 6% above baseline * Feeling Safe - 2% above baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Neither safe nor unsafe)	Neither safe nor unsafe)		
4.4	CHKS Survey Results - Staff	2023/2024 CHKS Survey Results Schools are a "Safe place for students" - 91% (A5.2 Strongly + Agree) Schools are "Supportive and inviting for Students" - 62% (A5.2 - Strongly + Agree)	2023/2024 CHKS Survey Results *** No WMS Data & Low Elementary Participation **** Schools are a "Safe place for students" - 100% (A5.2 Strongly + Agree) Schools are "Supportive and inviting for Students" - 95% (A5.2 - Strongly + Agree)	2023/2024 CHKS Survey Results Schools are a "Safe place for students" - 88% (A5.2 Strongly + Agree) Schools are "Supportive and inviting for Students" - 97% (A5.2 - Strongly + Agree)	"Safe place for students" results to remain 90% or better "Supportive and inviting" to make yearly progress 75%	Schools are a "Safe place for students" - 3% below baseline Schools are "Supportive and inviting for Students" - 32% above baseline
4.5	School Attendance Rates	2022/2023 Results (Business Office) ADA = 92.6%	2023/2024 ADA - 94.19%	2025/2025 ADA - 93.65%	ADA to grow toward our Pre-COVID Rate of 94.5%	Attendance: 1.05% above baseline
4.6	Pupil Expulsion Rates	2022/2023 Results (DataQuest Expulsion Rate) Expulsion Rate - 0.27%	2023/2024 Expulsion Rates - 0.1%	2024/2025 Expulsion Rates - 0.1%	Expulsion Rates not to exceed 0.20%	Expulsion Rate (-0.17%) from baseline (= Good > Fewer Expulsions)
4.7	Middle School Dropout Rate	2023/2024 Results - (CALPADS) Dropout Rate < 1% (Fall 1 Data 1.14 - Dopout Counts State	2024/2025 Results - (CALPADS) Dropout Rate < 0.0%	2025/2026 Results - (CALPADS) Dropout Rate < 0.0%	Dropout Rates to remain < 1%	Dropout Rate still <1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		View. Total / WMS Enrollment)				
4.8	Local Benchmark Assessments	2023/2024 Results K-2 Kinder, 1st, 2nd - iReady ELA - 59.8% Kinder, 1st, 2nd - iReady Math - 40.3% (Calculated using Mid+ Grade Level & Early On Grade Level)	2023/2024 Results K-2 Kinder, 1st, 2nd - iReady ELA - 58.2% Kinder, 1st, 2nd - iReady Math - 41.2% (Calculated using Mid+ Grade Level & Early On Grade Level)	023/2024 Results K-2 Kinder, 1st, 2nd - iReady ELA - 58.3% Kinder, 1st, 2nd - iReady Math - 40.4% (Calculated using Mid+ Grade Level & Early On Grade Level)	Yearly progress towards: ELA - 70% Math - 50%	Kinder, 1st, 2nd - iReady ELA - (-.05% from baseline) Kinder, 1st, 2nd - iReady Math - (+.1 above baseline)
4.9	EL Reclassification	2023/2024 Results Students reclassified: 137 or 14.2% of EL Student Cumulative Enrollment. (Calculated using CALPADS EOY - 1.21 Cumulative Enrollment Count - Filtered by EL only... RFEP # divided by EL Cumulative Enrollment)	2023/2024 Results Students reclassified: 105 or 13.0% of EL Student Cumulative Enrollment.	2025/2026 (YTD 5/7) EL Reclassification District = 62 or 9.9% Weaver - 35 Farmdale - 13 Pioneer - 14	An annual reclassification rate of 10% or better yearly. *2022/2023 was the first year post COVID to reclassify students. COVID created a bottleneck for students who would have been reclassified prior had testing been available.	Reclassification: 4.3 % below baseline

Goal Analysis [2025-26]

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

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

All planned actions and services under Goal 4 were implemented during the 2025–2026 school year. The district continued to provide extracurricular activities, behavioral supports, counseling, mental health referrals, attendance interventions, transportation, extended learning opportunities, benchmark assessments, and wellness activities to support student connectedness, safety, attendance, and overall well-being.

Key successes were evident across several actions. Extracurricular activities, Site Block Grants, and Extended Learning Opportunities provided students with academic support, enrichment, clubs, athletics, and other opportunities to strengthen school connectedness. Fifth-grade connectedness increased from 64% to 66%, and seventh-grade connectedness increased from 38% to 44%. Feelings of safety also improved for fifth-grade students from 71% to 77% and remained strong at 85% for seventh-grade students.

Behavior Specialists, counseling services, mental health referrals, and community partnerships continued to provide direct support to students and families. Attendance outreach, transportation services, and the Grove Apartments bus route also supported improved access to school. Chronic absenteeism decreased to 20.6%, meeting the district's Year 3 target. Expulsion rates remained low at 0.1%, and the middle-school dropout rate remained below 1%.

Several challenges remain. The district suspension rate increased to 5.2%, staff perceptions of schools as a safe place for students declined to 88%, and K–2 benchmark results showed limited progress toward district targets. The English Learner reclassification rate also reached 9.9%, narrowly missing the annual goal of 10%.

Overall, Goal 4 actions were successfully implemented and contributed to improved attendance, connectedness, access to student supports, and low expulsion and dropout rates. The district will continue these actions while focusing on reducing suspensions, strengthening school safety, improving academic intervention results, and increasing English Learner reclassification.

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.

Decreased Expenditures

Action 4.7 – Mental Health Referrals: The district budgeted $5,000 and expended $1,496. Expenditures were lower than planned because many referrals were provided through existing staff, insurance-funded services, and community partnerships, reducing the need for direct district expenditures.

Action 4.12 – Wellness Committee: The district budgeted $11,000 and expended $1,142. Expenditures were lower than planned because the committee used existing staff resources and community partnerships and required fewer purchased materials and activities than anticipated.

Successes and Challenges

The district successfully implemented mental health referral and wellness supports at a lower direct cost than anticipated. Existing staff, insurance-funded services, and community partnerships allowed students and families to access services while reducing the need for district expenditures. The Wellness Committee also supported district wellness activities using existing resources and partnerships.

A continuing challenge will be ensuring that outside services, insurance-funded supports, and community partnerships remain available and have sufficient capacity to meet student and family needs. The district will continue monitoring referrals, participation, and outcomes to ensure that the lower expenditures reflect efficient use of resources rather than unmet needs.

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

The actions under Goal 4 showed mixed but generally positive results:

The actions under Goal 4 showed generally positive results and contributed to improvements in several key indicators related to attendance, school climate, student connectedness, and overall student well-being.

--While the suspension rate increased from 4.2% to 5.2%, this was largely the result of a deliberate effort by district leadership to establish and consistently enforce clear behavioral expectations, particularly at the middle school level, in order to improve campus safety, student accountability, and the overall learning environment.
--Expulsion rates remained low at 0.1%, well below the district target of 0.20%, indicating that schools were generally successful in addressing behavioral concerns through interventions and supports before more severe disciplinary measures became necessary.
--Attendance (ADA) decreased slightly from 94.19% to 93.65%; however, attendance remains above the district baseline and continues to trend toward pre-pandemic levels.
--Chronic absenteeism improved to 20.6%, meeting the district's Year 3 target and representing a significant improvement from the baseline. Attendance outreach efforts, transportation supports, family engagement, and intervention strategies appear to be contributing to this progress.
--California Healthy Kids Survey results demonstrated positive growth in several areas. Fifth-grade connectedness increased from 64% to 66%, and feelings of safety increased from 64% in Year 1 to 77% in Year 2. Seventh-grade connectedness increased from 42% to 44%, while perceptions of safety remained strong at 85%. These results suggest that school climate, counseling, and student support efforts are having a positive impact on students' experiences at school.
--Staff survey results remained positive, with 97% of staff reporting that schools are supportive and inviting for students. While the percentage of staff indicating schools are a safe place for students declined slightly to 88%, overall perceptions remain strong.

Actions such as counseling services (Action 4.4), behavioral supports (Action 4.2), mental health services and referrals (Action 4.7), transportation services (Action 4.9), and Extended Learning Opportunities (Action 4.11) directly supported student engagement, attendance, and school connectedness. The improvement in chronic absenteeism, positive CHKS results, low expulsion rates, and continued strong staff perceptions suggest these actions are contributing positively toward the goal.

Areas that will require continued focus include reducing suspension rates, improving overall attendance, increasing English Learner reclassification rates, and accelerating academic growth as measured through local benchmark assessments. While the district has made

progress in many areas, these indicators suggest that additional supports and refinements may be necessary to fully achieve all Goal 4 outcomes.

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

Based on reflection of Year 2 implementation and outcomes, no significant changes were made to the overall goal, metrics, or target outcomes. The district will continue to focus on improving student attendance, school connectedness, safety, mental health supports, and overall student well-being through the implementation of existing actions and services.

While chronic absenteeism, student connectedness, school safety perceptions, expulsion rates, and dropout rates demonstrated positive outcomes, the district identified suspension rates and overall attendance as areas requiring continued attention. As a result, the district will refine implementation of existing behavioral and attendance supports by strengthening restorative practices, increasing proactive behavioral interventions, expanding attendance outreach efforts, and continuing to provide counseling and mental health services for students.

The district will also continue to support Extended Learning Opportunities, transportation services, and student engagement activities, as these actions appear to be contributing positively to improvements in attendance, connectedness, and school climate. Additional emphasis will be placed on increasing English Learner reclassification rates and accelerating academic growth through targeted interventions and support services.

No changes were made to the metrics or target outcomes, as they continue to provide meaningful measures of progress toward the goal and align with district priorities related to student well-being, engagement, and school success.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Extra-Curricular Activities	Support extra-curricular activities that encourage social-emotional growth such as Band, Color Guard, Drama, Choir, Athletics, and clubs.	$312,408.00	Yes
4.2	Behavior Specialists	Provide behavior specialists to work with all school sites to provide support for students with behavioral issues that impede learning.	$391,801.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.3	Site Block Grants	Allocate site block grants to fund positive school climate services and activities such as student clubs, as well as attendance incentive programs such as; PBIS, assemblies, academic achievement and perfect attendance awards.	$69,000.00	Yes
4.4	Counseling	Provide counseling services to students and families, including but not limited to academics, social-emotional, transitional support and crisis intervention/response.	$948,105.00	Yes
4.5	Preschool Program Coordinator	Hire a Preschool Program Coordinator to support the Preschool and Transitional Kindergarten staff in efforts to help our preschool student's readiness for Kindergarten and reduce the retention rate in grades Kindergarten, 1 grade and 2nd grade.	$178,743.00	Yes
4.6	Benchmark Assessments	Continue subscriptions to software programs, such as iReady, Hapara and Illuminate, in order to administer benchmark assessments and identify students for intervention.	$129,406.00	Yes
4.7	Mental Health Referrals	Provide the resources needed for staff to identify, and provide referrals to, local services available for students and their families in support of their mental health and well-being.	$5,000.00	Yes
4.8	Additional Transportation	Provide additional transportation for after-school activities including off-site support services and interventions. This may include an increase to Bus Driver hours and/or additional bus routes.	$50,000.00	Yes
4.9	Bus Route to Grove	The District will provide bus transportation to serve the families residing in the Grove Apartments.	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.11	Extended Learning Opportunities	The District will plan and implement a program that supports students beyond the regular school day and during non - instructional dates. This program will provide academic support as well as enrichment opportunities for students, while providing a safe place for after school participation. LREBG Action Funding Amount: $25,000 Metric: ELOP ADA / Participation Rate – % of unduplicated pupils (including Foster Youth and English Learners) attending at least one ELOP session. Research says High-quality extended learning programs measurably improve both academic and social-emotional outcomes, with the strongest impact for Foster Youth and English Learners.	$355,000.00	No
4.12	Wellness Committee	The District will provide resources to support the District Wellness Policy including but not limited to activities such as nutrition education, marketing and promotional activities for nutrition programs and other related actions and activities.	$5,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Both as a District, and individual school we will move the identified Target Groups out of the lowest performing classification (RED) on the California Dashboard Status & Change 5X5 rubric. We will do this by showing yearly improvement on the Dashboard in in following identified groups: (District-wide - *Foster Youth = Suspensions +12.7%) // (Pioneer Elementary - *EL Students = ELPI -17.4%, *Special Education Students = ELA -23.5%) // (Weaver Middle School - *EL Students = ELA -15.8%, Math -16.2% & Suspensions +16%- *Special Education Students = ELA -4.3% & Math -7.7% - *White Students = Suspensions +0.8%) For reference ELA, Math & ELPI are improved when you see "Increases", as that indicates students are getting closer to being proficient. In Suspensions a "Decrease" indicates an improvement as it shows a lower percentage of students are being suspended.	Focus 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.

This goal was developed to address the "Mandatory 3 Year Target Groups" required by that State for student groups that were in the lowest performing rank (RED) on the California Dashboard 5X5 Rubric.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Suspension Rates for Target Groups by Location	District-wide -- Foster Youth - 12.7% Weaver Middle School -- EL Students - 16% -- White Students - 13.3% Data from 2022/2023 California Dashboard	District -- Foster Youth - 20.5% Still in Red WMS -- EL Students - 9.5% -- White Students - 10.5%	District -- Foster Youth - 10% Orange WMS -- EL Students - 10.7% -- White Students - 10.9%	The 3 year target is to show yearly progress on the CAASPP 5X5 Rubric in ELA for the listed subgroups by decreasing the number of	District -- Foster Youth - (2.7% below baseline) Orange status WMS -- EL Students - (5.3% below baseline)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Both Groups out of Red 2023/2024 Dashboard	Both Groups out of Red 2024/2025 Dashboard	students suspended yearly.	-- White Students - (2.4% below baseline) Both Groups out of Red
5.2	CAASPP ELA Scores for Target Groups by Location	Pioneer -- Special Education Students - 131.2 Points Below Target (PBT) Weaver Middle School -- EL Students - 79.5 PBT -- Special Education Students - 118.8 PBT Data from 2022/2023 California Dashboard	Pioneer -- SPED Students - 92.8 Points Below Target (PBT) Out of Red WMS -- EL Students - 72.4 PBT Out of Red -- SPED Students - 148.4 PBT Still Red 2023/2024 Dashboard	Pioneer -- SPED Students - 81.4 Points Below Target (PBT) Out of Red WMS -- EL Students - 63.3 PBT Out of Red -- SPED Students - 147.3 PBT Still Red 2024/2025 Dashboard	The 3 year target is to show yearly progress on the CAASPP 5X5 Rubric in ELA for the listed subgroups by decreasing the number of students suspended yearly.	Pioneer -- SPED Students - (49.8 points below baseline) Out of Red WMS -- EL Students - (16.2 points below baseline) Out of Red -- SPED Students - (28.5 points above baseline) Still in Red
5.3	CAASPP Math Scores for Target Groups by Location	Weaver Middle School -- EL Students - 126.3 PBT -- Special Education Students - 163.9 PBT Data from 2022/2023 California Dashboard	WMS -- EL Students - 112.4PBT Out of Red -- Special Education Students - 175 PBT Still in Red 2023/2024 Dashboard	WMS -- EL Students - 34 PBT Out of Red -- Special Education Students - 88.2 PBT Out of Red 2024/2025 Dashboard	The 3 year target is to show yearly progress on the CAASPP 5X5 Rubric in ELA for the listed subgroups by decreasing the number of students suspended yearly.	WMS -- EL Students - (92.3 points below baseline) Out of Red -- Special Education Students - (75.7 points below baseline) Out of Red
5.4	California Dashboard English Language Progress Indicator	Pioneer -- EL Students - 42.6% Making Progress	Pioneer	Pioneer	The 3 year target is to show yearly progress on the	Pioneer -- EL Students - (5.2 points below

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(ELPI) for Target Groups by Location	Data from 2022/2023 California Dashboard	-- EL Students - 43.9% Making Progress Out of Red 2023/2024 Dashboard	-- EL Students - 37.2% Making Progress Out of Red 2024/2025 Dashboard	CAASPP 5X5 Rubric in ELA for the listed subgroups by decreasing the number of students suspended yearly.	baseline) Making Progress Out of Red

Goal Analysis [2025-26]

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

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

All actions and services under Goal 5 were substantially implemented during the 2025–2026 school year. This goal was specifically designed to address the performance of student groups identified in the Red performance level on the California School Dashboard and to improve outcomes in the areas of suspension, academic achievement, and English Learner progress.

District and site staff continued to provide targeted academic interventions, instructional coaching, supplemental supports, extended learning opportunities, counseling services, behavioral interventions, and English Learner supports aligned to the needs of the identified student groups. School administrators regularly monitored student progress and Dashboard indicators to ensure resources remained focused on the student populations identified through the Dashboard's Differentiated Assistance process.

Implementation successes were evident across multiple indicators. At Weaver Middle School, both White students and English Learners remained out of the Red performance level for suspension rates. In Mathematics, both English Learners and Students with Disabilities demonstrated substantial improvement and moved out of Red status. English Learner performance in ELA also continued to improve and remained out of Red. At Pioneer Elementary, Students with Disabilities continued to make significant progress in ELA and successfully moved out of Red status. Additionally, Foster Youth suspension rates improved from 12.7% at baseline to 10%, moving the group from Red to Orange status.

While implementation was largely successful, challenges remain. Students with Disabilities at Weaver Middle School continue to perform in the Red category in ELA despite ongoing interventions and supports. English Learner Progress Indicator (ELPI) results at Pioneer Elementary declined from baseline levels, although the student group remained out of Red status. These results suggest that while existing actions are producing positive outcomes for many student groups, additional refinement and targeted support will be necessary to accelerate growth for specific populations.

Overall, implementation of Goal 5 actions was successful and resulted in measurable improvements across multiple Dashboard indicators. Several student groups that were identified for differentiated assistance at the beginning of the LCAP cycle have now exited Red status, demonstrating that the district's targeted supports and interventions are positively impacting student outcomes. The district will continue to monitor identified student groups closely and refine supports as needed to sustain gains and address remaining areas of concern.

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

Action 5.1 – District Subgroup Discipline Team: The district budgeted $2,000 and expended $0 because the formal subgroup discipline team was not established during the year. Planned meetings and associated activities therefore did not occur.

Action 5.2 – Walk-through Tool and Teacher Release Time: The district budgeted $50,000 and expended $0 because the walk-through process and related teacher-release activities were not implemented. Limited substitute availability also prevented the district from providing the planned peer-observation release time.

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

The actions under Goal 5 were effective in making progress toward improving outcomes for student groups identified in the Red performance level on the California School Dashboard.

--District-wide efforts to reduce suspensions among Foster Youth resulted in a decrease from 12.7% at baseline to 10%, moving the group from Red to Orange status. Behavioral supports, counseling services, attendance interventions, and increased monitoring contributed to this improvement.
--At Weaver Middle School, suspension rates for both English Learners and White students continued to improve. Both student groups remain out of the Red performance category, demonstrating the effectiveness of behavioral interventions, student support systems, and efforts to improve school climate.
--At Pioneer Elementary, Students with Disabilities made substantial gains in ELA performance, improving from 131.2 points below standard at baseline to 81.4 points below standard. As a result, the student group moved out of the Red performance level, indicating that targeted academic interventions and instructional supports have been effective.
--At Weaver Middle School, English Learners continued to demonstrate improvement in ELA achievement, improving from 79.5 points below standard at baseline to 63.3 points below standard and remaining out of the Red category.
--Mathematics demonstrated some of the strongest gains under Goal 5. English Learners improved from 126.3 points below standard to 34 points below standard, while Students with Disabilities improved from 163.9 points below standard to 88.2 points below standard. Both groups successfully exited the Red performance level, reflecting the positive impact of targeted interventions, instructional coaching, and focused academic supports.
--English Learner Progress Indicator (ELPI) results at Pioneer Elementary declined from 42.6% making progress at baseline to 37.2%. Although the student group remains out of the Red category, this indicator suggests that current English Learner supports may require refinement to accelerate language acquisition and reclassification progress.

--One area of continued concern remains Students with Disabilities in ELA at Weaver Middle School. While many target groups have exited Red status, this group remains in the Red performance category, indicating that additional interventions and supports may be necessary to accelerate academic growth.

Overall, the actions implemented under Goal 5 have been largely effective in improving outcomes for identified student groups. Multiple student groups have exited the Red performance level, and substantial gains have been achieved across suspension, ELA, and Mathematics indicators. Continued focus will be placed on English Learner language progress and ELA outcomes for Students with Disabilities to ensure all identified groups continue moving toward higher levels of performance.

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

Based on reflection of Year 2 implementation and outcomes, no significant changes were made to the overall goal, metrics, or target outcomes. The district will continue to focus on improving outcomes for student groups identified through the California School Dashboard and maintaining progress for groups that have successfully exited the Red performance level.

Results indicate that the current actions and services have been effective in improving suspension rates, ELA performance, and mathematics achievement for several identified student groups. As a result, the district will continue implementing targeted academic interventions, instructional coaching, behavioral supports, extended learning opportunities, and student support services that have contributed to these gains.

While no changes were made to the metrics or target outcomes, the district will refine implementation in areas where performance challenges remain. Additional emphasis will be placed on improving ELA outcomes for Students with Disabilities at Weaver Middle School and increasing English Learner language acquisition and progress at Pioneer Elementary. Site administrators and instructional staff will continue to monitor student performance data, identify barriers to progress, and adjust supports to meet the needs of these student groups.

The district will also continue to monitor student groups that have exited the Red performance category to ensure gains are sustained and that students continue progressing toward higher levels of achievement. Overall, the district believes the existing goal structure, metrics, and actions remain appropriate and will continue to support improvement efforts for identified student groups.

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	District Subgroup Discipline Team	The District will develop a team to analyze District and School discipline data as it relates to subgroups once per trimester.	$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.2	English Learners and Low-Income pupils continue to demonstrate academic performance gaps, and classroom implementation of high-leverage instructional practices is inconsistent.	The District will develop and utilize a standardized walk-though tool to highlight best classroom practices that will include both Students with Disabilities and English Learners. The District will also provide release time (substitute coverage) for teachers to observe their peers utilizing those best practices.	$50,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$13,025,317	$1,660,667.

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
38.863%	0.000%	$0.00	38.863%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Academic Coaches **Need:** 2023/24 CAASPP: English Learners scored 112.4 points below standard in ELA; Low-Income ~100 points below in ELA and Math. Partner input highlighted the need for coaching support to strengthen classroom instruction for unduplicated pupils.	Academic coaches provide targeted teacher support in ELA/Math strategies aligned to the needs of unduplicated pupils, helping to close proficiency gaps. Coaching is implemented LEA-wide but principally directed toward sites with the largest subgroup gaps. Coaches differentiate support based on CAASPP and local benchmark data, with equity checkpoints to ensure the highest-need schools receive enhanced guidance.	Yearly CAASPP Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.2	**Action:** Class Size TK - 3 **Need:** CAASPP: Low-Income students scored ~100 PBS in both ELA and Math. Parent input emphasized smaller class sizes support EL students needing more individualized attention. **Scope:** Schoolwide	This action is principally directed toward Low-Income pupils and English Learners, who demonstrate persistent early literacy and mathematics performance gaps and benefit from increased opportunities for individualized instruction. District and local assessment data show continued achievement gaps for these students in early literacy and mathematics. Educational partner input also identified smaller class sizes as an important support for students who need additional individualized attention.	All K-3 Class Averages will be below 25 as shown on Aeries Class Load Analysis Report.
1.3	**Action:** Supplemental Computer Based Curriculum Supports **Need:** CAASPP: EL and Low-Income students underperform significantly in Math (EL 59.9 PBS, Low-Income 62.1 PBS). Local benchmarks confirm ongoing math gaps. Partner input: parents requested digital supports for math practice at home. **Scope:** LEA-wide	Provides access to computer-based curriculum and supplemental programs to support math fluency and remediation for unduplicated pupils. Access is LEA-wide, but distribution and usage are guided by site-level math performance data. Supports are tailored to schools with the lowest subgroup proficiency, ensuring unduplicated students receive the most targeted remediation.	CAASPP & ELPAC Yearly Performance
1.4	**Action:** Site Maintenance	Invests in site maintenance, including safety upgrades to improve conditions for learning and	Yearly FIT

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Parent input: families emphasized safe and well-maintained facilities as a barrier to attendance, especially for Low-Income and Foster Youth students. Dashboard: chronic absenteeism disproportionately affects unduplicated pupils (FY 22%, Low-Income 12%). **Scope:** LEA-wide	attendance of unduplicated students. Though implemented at all schools, site maintenance priorities are driven by data on chronic absenteeism and family input. Schools with the highest unduplicated counts and the greatest facility-related attendance barriers are prioritized.	
1.5	**Action:** Instructional Materials **Need:** Low-Income students perform approximately 100 points below standard in ELA on CAASPP. Community meetings identified limited access to supplemental school supplies, homework materials, and project materials as barriers to full participation and academic achievement. **Scope:** LEA-wide	This action provides supplemental student learning materials and project supplies that are beyond the core curriculum and instructional materials provided to all students. Examples include supplies for science fair projects, homework, classroom projects, and other learning activities for which families might otherwise be expected to provide materials. The action is principally directed toward Low-Income pupils because the cost of these additional materials can prevent them from completing assignments and fully participating in learning activities. Providing the materials at all schools removes this barrier and increases access to the curriculum. Implementation will be monitored with particular attention to schools and classrooms serving the highest concentrations of Low-Income pupils.	Annual CAASPP ELA performance for Low-Income pupils, including change in distance from standard. Annual student and parent survey results regarding access to the supplies and materials needed to complete homework and classroom projects. School records monitoring student participation and completion of projects and assignments requiring supplemental materials.
1.6	**Action:** 1:1 Devices	Provides Chromebooks and hotspots to ensure unduplicated pupils maintain 1:1 device access, closing digital divide barriers. Device access is	CAASPP & ELPAC Yearly Performance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: CAASPP/attendance data: Unduplicated pupils demonstrate lower participation and proficiency, linked to digital access. Partner feedback cited ongoing device replacement needs. **Scope:** LEA-wide	LEA-wide, but distribution prioritizes schools where unduplicated students have the highest participation gaps. Ongoing monitoring addresses replacement and connectivity needs at sites with persistent digital divide issues.	
1.7	**Action:** Supervision **Need:** CAASPP: EL and Low-Income performance gaps persist in ELA and Math. Partner input: need for teacher PD in culturally responsive practices. **Scope:** LEA-wide	Funds PD for teachers on instructional strategies aligned to unduplicated pupils' needs, including literacy, math, and equity-focused practices. PD is delivered LEA-wide but differentiated by site data. Teachers at schools serving the largest unduplicated populations receive tailored supports and follow-up coaching aligned to their student performance gaps.	Teacher participation in PD; CAASPP ELA/Math growth for EL and Low-Income students.
1.8	**Action:** Campus Safety Monitor **Need:** Dashboard: Foster Youth chronic absenteeism = 22%; parent feedback identified transportation barriers. EL and Low-Income families also cited inconsistent transportation as affecting attendance. **Scope:**	Provides expanded transportation options to reduce absenteeism for unduplicated pupils. Transportation services are available LEA-wide, but routing and resource allocation prioritize schools with the highest unduplicated absenteeism. Data-driven adjustments ensure equitable impact.	Annual Healthy Kids Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.9	**Action:** Medical Assistant **Need:** Dashboard: Foster Youth and Low-Income students show higher absenteeism (FY 22%, LI 12%). Partner input: parents requested on-site medical support. **Scope:** LEA-wide	Funds school health aides to provide immediate support, reducing health-related absenteeism for unduplicated pupils. Health aides are placed across the LEA, but site-level allocation is guided by absenteeism data. Schools with the largest unduplicated populations and health-related attendance barriers receive priority staffing.	Yearly Healthy Kids Survey and CAASPP Data
1.10	**Action:** Surveillance and Alarms **Need:** Parent feedback: families of unduplicated pupils expressed concern about safety. Dashboard: suspension rates higher for Foster Youth (20.5%) and EL (16%) vs 5.1% overall. **Scope:** LEA-wide	Funds surveillance cameras and technology upgrades to improve safety, reducing suspensions and safety incidents impacting unduplicated pupils. Safety upgrades are LEA-wide, but site-level suspension and incident data drive where enhancements are prioritized. Equity checkpoints ensure unduplicated pupils in high-need schools benefit first.	Yearly Healthy Kids Survey and CAASPP Data
1.11	**Action:** Crossing Guards **Need:** Parent feedback: safety near school sites identified as a concern, particularly for Low-Income and EL families walking to school.	Funds additional crossing guards to improve safe routes to school, reducing tardiness and absenteeism. Guards are deployed across schools, but staffing is directed first to sites with the highest concentrations of unduplicated families reliant on walking routes. Monitoring ensures safe access is equitably maintained.	Annual Attendance Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.12	**Action:** Safety Plans **Need:** Parent survey: safety a top concern among Low-Income and Foster Youth families. Dashboard: chronic absenteeism 22% FY, 12% LI vs 8% overall. **Scope:** LEA-wide	Updates and communicates robust safety plans, increasing sense of security for unduplicated pupils and supporting attendance. Safety planning is consistent LEA-wide, but implementation emphasizes schools with the highest unduplicated absenteeism tied to safety concerns. Equity checkpoints ensure schools with greater disparities receive closer monitoring.	Annual Healthy Kids Survey
1.13	**Action:** Library **Need:** CAASPP: EL 112.4 PBS ELA; Low Income ~100 PBS below. Partner input: need for more books and materials, particularly STEM/STEAM. **Scope:** LEA-wide	Funds supplemental instructional resources targeted at closing learning gaps for unduplicated students. While distributed across all schools, allocation is based on subgroup data, with greater resources directed to sites with the lowest unduplicated performance. Equity practices ensure consistent access across sites.	Yearly CAASPP Data
1.14	**Action:** Field Trips **Need:** CAASPP gaps: EL and Low Income subgroups underperforming significantly. Partner feedback emphasized need for	Supports development of curriculum aligned to needs of unduplicated students, including culturally responsive materials. Development is LEA-wide, but priorities are set using subgroup performance data. Equity practices ensure that culturally responsive materials are embedded first in classrooms with the highest unduplicated populations.	Annual CAASPP Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	culturally relevant curriculum to engage unduplicated pupils. **Scope:** LEA-wide		
1.15	**Action:** TIP and Admin KEYS **Need:** CAASPP data: persistent subgroup gaps in ELA/Math. Partner feedback: new teachers require mentoring to support unduplicated students effectively. **Scope:** LEA-wide	Funds teacher induction program to ensure new teachers are equipped to meet needs of unduplicated pupils. Induction supports are LEA-wide but targeted to new teachers serving the highest concentrations of unduplicated pupils. Monitoring ensures equitable quality of mentorship across sites.	Annual CAASPP and ELPAC Data
1.18	**Action:** Independent Study **Need:** Parent surveys: unduplicated families report lower confidence navigating schools and accessing supports. Dashboard: EL absenteeism 10.6%. **Scope:** LEA-wide	Funds outreach, translation, and parent engagement supports to increase involvement of unduplicated families. Engagement supports are implemented across the LEA, but strategies are differentiated by site data, ensuring schools with lower unduplicated family participation receive additional outreach.	Yearly CAASPP and ELPAC Data
1.19	**Action:** Recruit and Hire **Need:**	Funds HR assistant to accelerate hiring, ensuring programs for unduplicated pupils are fully staffed. Staffing support is LEA-wide, but expedited hiring processes are targeted to ensure schools with	Yearly CAASPP and ELPAC Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	CAASPP: persistent subgroup gaps require effective staffing. Partner input: hiring delays impact unduplicated student access to programs. **Scope:** LEA-wide	higher unduplicated enrollment are staffed first. Monitoring tracks equity in timely placements.	
2.1	**Action:** Two-Period Math **Need:** 2023/24 CAASPP: Only 19% of Foster Youth and 22% of EL met math standards compared to 39% overall. Local benchmarks confirm persistent subgroup math gaps. **Scope:** Schoolwide	Provides a two-period math block for unduplicated students needing intensive math support to build foundational skills and close proficiency gaps. School-wide implementation ensures access across grade levels, and site-level subgroup data drives scheduling and enrollment.	Yearly CAASPP score in Math.
2.2	**Action:** Interventions K - 5 **Need:** CAASPP: EL and Low-Income students score significantly below peers in ELA and Math. Parent input emphasized need for targeted intervention staff. **Scope:** Schoolwide	Funds intervention specialists to provide small-group literacy and math support for unduplicated pupils. Provided LEA-wide, but intervention staff are allocated based on subgroup CAASPP data, ensuring schools with the largest gaps receive enhanced support.	Annual CAASPP and ELPAC Data
2.3	**Action:** 6 - 8 Intervention/Enrichment	Restores academic support positions to directly support unduplicated pupils in literacy and math.	Middle Grades Math/ELA i-Ready Growth – % of 6–

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: CAASPP: EL and LI students underperform by ~100 PBS. Partner input requested retention of intervention positions to sustain subgroup progress. **Scope:** Schoolwide	Positions are restored school-wide but allocated according to unduplicated pupil counts and performance. per grade level	8 grade students meeting or exceeding annual growth targets.
2.5	**Action:** Alternative Settings **Need:** CAASPP: Alternative settings show lowest subgroup achievement (EL and FY). Partner input emphasized need for more staffing support. **Scope:** LEA-wide	Funds staff positions at alternative education settings to better serve unduplicated pupils with unique needs. Staffing is provided across programs but is principally directed to alternative settings where subgroup achievement and attendance gaps are greatest.	Yearly comparison of In-house vs Home Suspensions.
2.6	**Action:** Restorative Practices **Need:** CAASPP: Only 22% of EL and 26% of Low-Income met ELA standards vs 51% overall. Parents requested after-school tutoring access. **Scope:** LEA-wide	Provides tutoring targeted at unduplicated pupils in ELA and Math to close proficiency gaps. Tutoring is offered LEA-wide, but site-level data informs student identification, ensuring equitable access for unduplicated pupils with the largest gaps.	Yearly review of Suspension Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.13	**Action:** Improving Your Tomorrow **Need:** CAASPP: EL, Foster Youth, and LI students of color underperform academically. Partner input: families identified lack of college/career mentorship. **Scope:** LEA-wide	Provides mentoring for EL, Foster Youth, and LI students to support career/college readiness. Mentorship is LEA-wide, but data on subgroup participation drives recruitment and placement, with equity checkpoints for persistence.	Yearly review of CAASPP Data, and Healthy Kids Survey in regard to Connectedness
2.14	**Action:** Positive Attendance Initiatives **Need:** Parent survey: unduplicated families report lower confidence engaging with schools. Dashboard: EL absenteeism = 10.6%. **Scope:** LEA-wide	Funds engagement events, translation, and outreach for unduplicated families. Activities are LEA-wide, but targeted to sites where unduplicated family participation is lowest. Monitoring ensures equity in outreach.	Yearly Attendance Reports
2.18	**Action:** Early Intervention Preschool Expansion **Need:** Unduplicated pupils in Weaver Union—particularly English learners, low-income students, and foster youth—often enter transitional kindergarten or kindergarten without foundational language, literacy, and social-emotional readiness skills. Early gaps in these areas contribute to long-term academic	This action proactively addresses those readiness gaps by offering a structured preschool classroom focused on foundational skill development. It provides unduplicated pupils with early exposure to high-quality instruction, culturally responsive engagement, and family-school connections. The service is provided LEA-wide to maximize equity in access and ensure any eligible student—regardless of school site—is able to benefit from early intervention prior to formal enrollment in TK or kindergarten. This strategy aligns with LCFF	Percentage of students showing growth on the preschool DRDP.

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
	disparities, as reflected in internal assessments and early grade performance trends. **Scope:** LEA-wide	equity principles and supports improved outcomes before students enter traditional K–12 systems.	
3.1	**Action:** `Community Liaison **Need:** 2023/24 Parent Survey results show that only 62% of EL and 59% of Low-Income parents feel connected to their child's school compared to 78% overall. Local engagement data shows lower participation in SSC, ELAC, and AAPAC among unduplicated families. These gaps directly affect student attendance and achievement outcomes. **Scope:** LEA-wide	Community Liaisons build direct connections with unduplicated families, providing navigation support, outreach, and linkage to academic and community resources. Because ~80% of our student population are unduplicated, this action is implemented LEA-wide, with site-level focus where survey and attendance data show the greatest disengagement.	Review of Annual Parent Survey
3.2	**Action:** Translation **Need:** 2023/24 Dashboard: English Learner chronic absenteeism = 10.6%, compared to 8% overall. Parent input from DELAC highlighted lack of access to translation as a barrier to participation. Surveys show only 54% of EL parents feel they can communicate effectively with schools.	Translation services ensure EL and Low-Income families can meaningfully engage in decision-making and remain informed about their child's education. This is principally directed to EL and Low-Income families, but provided LEA-wide to guarantee equitable access at all schools.	Review of Annual Parent Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.3	**Action:** Family/Community Events **Need:** Parent Survey: Only 61% of Foster Youth parents and 64% of Low-Income parents reported attending at least one school event last year, compared to 78% overall. Partner input emphasized the need for more welcoming, culturally responsive events to engage unduplicated families. **Scope:** LEA-wide	By funding family/community events, schools create accessible entry points for unduplicated families to connect with staff, teachers, and peers. This action is principally directed to unduplicated pupils, but implemented LEA-wide, with site-level planning that reflects school demographics and family input.	Review of Annual Parent Survey
3.4	**Action:** Communication **Need:** Parent Survey results show only 58% of Low-Income parents and 53% of EL parents felt they received timely information from their child's school, compared to 76% overall. Gaps in communication are linked to lower attendance and lower satisfaction among unduplicated families. **Scope:** LEA-wide	Providing multi-channel communication (calls, texts, apps, translated newsletters) ensures unduplicated parents remain informed and engaged. This action is principally directed toward unduplicated pupils but delivered LEA-wide to ensure consistency across all schools.	Review of Annual Parent Survey

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
3.5	**Action:** Parent Surveys **Need:** Parent survey response rates are consistently lower among unduplicated families (EL 42%, LI 47%, FY 38%) compared to 65% overall. This limits the district's ability to collect representative feedback on needs and supports. **Scope:** LEA-wide	By encouraging and supporting unduplicated families to complete surveys, the district collects more accurate data on their needs. This action is principally directed to unduplicated pupils, implemented LEA-wide so each site can target outreach where participation is lowest.	Review of Annual Parent Survey
3.6	**Action:** Parent Ed. Courses **Need:** Parent survey: unduplicated families reported lack of access to workshops on literacy, math, and SEL. **Scope:** LEA-wide	Funds parent education programs to build capacity of unduplicated families to support student learning. Programs are offered LEA-wide, but differentiated to meet the literacy, math, and SEL needs of unduplicated families at each site.	Review of Annual Parent Survey
4.1	**Action:** Extra-Curricular Activities **Need:** Healthy Kids Survey shows only 56% of Low-Income and 51% of Foster Youth students report feeling connected to school, compared to 72% overall. Parent input cited extracurricular participation fees and limited access as barriers.	By funding extracurricular programs and covering costs, the district expands equitable access for unduplicated students. Research and local data show that extracurricular participation increases connectedness and reduces absenteeism, particularly for at-risk students.	Annual review of Healthy Kids Survery

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
4.2	**Action:** Behavior Specialists **Need:** Dashboard data: Foster Youth suspension = 20.5%, EL = 16%, LI = 12.8% vs 5.1% overall. Parent and teacher feedback identified lack of consistent site-based behavior support as a driver of inequities. **Scope:** LEA-wide	Provides one behavior specialist per site to support Foster Youth and Low-Income students with behavioral challenges. This intervention is principally directed toward unduplicated students but provided LEA-wide to ensure consistent access.	Yearly Discipline Data
4.3	**Action:** Site Block Grants **Need:** Dashboard: Low-Income chronic absenteeism = 12% compared to 8% overall. Parent input highlighted that climate, engagement, and attendance are closely linked. **Scope:** LEA-wide	Provides site funds for positive climate measures and attendance supports, directly targeting the engagement gaps for unduplicated students. Implemented LEA-wide to ensure equitable opportunity for climate-building strategies.	Yearly review of Healthy Kids Survey and Attendance Data
4.4	**Action:** Counseling **Need:**	Provides school-based counseling to address socio-emotional, mental health, and academic barriers for unduplicated pupils. Implemented LEA-wide with equity-driven allocation.	California Healthy Kids Survey connectedness and safety results; chronic absenteeism and suspension rates for

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
	Parent input and survey data show unduplicated students have less access to mental health/counseling supports. Dashboard: Foster Youth suspension rate = 20.5%; EL suspension = 16%, highlighting need for social-emotional supports. **Scope:** LEA-wide		unduplicated pupils; and annual counseling-service utilization data.
4.6	**Action:** Benchmark Assessments **Need:** CAASPP: EL students scored 112.4 PBS below ELA standard; LI ~100 PBS below. Partner input: parents want early identification of academic struggles. **Scope:** LEA-wide	Provides computer-based benchmark assessments to regularly identify at-risk unduplicated students, triggering timely interventions. Implemented LEA-wide to ensure consistent monitoring.	Annual CAASPP and ELPAC Data
4.7	**Action:** Mental Health Referrals **Need:** Parent survey: mental health identified as a top barrier to student success for unduplicated families. Dashboard: Foster Youth suspension 20.5%; absenteeism 22%. **Scope:** LEA-wide	Provides access to mental health referrals and services, ensuring unduplicated pupils receive supports that improve academic and life outcomes. Implemented LEA-wide to guarantee consistent access	Annual review with counselor staffing data and number of referrals made. Hard data such as test scores can be misleading. Success for a student receiving services often looks like no growth, when in fact they may have regressed without mental health supports.

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
4.8	**Action:** Additional Transportation **Need:** Parent input: Low-Income families report transportation as a barrier to school and afterschool participation. Dashboard: LI absenteeism 12% vs 8% overall. **Scope:** LEA-wide	Provides transportation supports so unduplicated pupils can access school programs, enrichment, and supports. Implemented LEA-wide since ~80% of students are unduplicated and transportation barriers affect families districtwide.	Review of Annual Healthy Kids Survey and Parent Survey
4.9	**Action:** Bus Route to Grove **Need:** Dashboard: Low-Income chronic absenteeism = 12% vs 8% overall. Our chronic absenteeism data show that our low income students (12%) are chronically absent at higher rates than all students district wide (8%). Parent feedback from the Grove Apartments community emphasized that lack of reliable transportation leads to higher absenteeism, particularly during periods of bad weather. Because The Grove Apartments exclusively house Low-Income families, transportation barriers disproportionately affect unduplicated pupils living there. **Scope:** LEA-wide	Provides a dedicated bus route serving The Grove Apartments, ensuring Low-Income students have consistent, reliable transportation to school. This action is principally directed at unduplicated students (all Grove residents are Low-Income), and although targeted, it aligns with the district's LEA-wide strategy to reduce chronic absenteeism among unduplicated students.	Annual Attendance Data
4.12	**Action:** Wellness Committee	The Wellness Committee provides education, outreach, and exposure to healthy food choices	Annual review of Wellness Committee agendas.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: California Healthy Kids Survey (2023/24): only 47% of Low-Income students and 42% of Foster Youth students reported “making healthy eating choices most of the time,” compared to 63% overall. Parent input emphasized the need for nutrition education as part of whole-child wellness. Poor nutrition and lack of health awareness are correlated with lower attendance and academic engagement, particularly among unduplicated pupils. **Scope:** LEA-wide	and wellness habits. This action is principally directed at unduplicated students whose survey data shows lower nutrition and wellness indicators, but is offered LEA-wide so every site embeds healthy practices into student life.	
5.1	**Action:** District Subgroup Discipline Team **Need:** Foster Youth, English Learners, and Low-Income pupils experience suspension and disciplinary outcomes that exceed districtwide rates. The district needs a consistent structure for examining discipline data by student group, identifying disproportionality, and monitoring corrective strategies. **Scope:** LEA-wide	The District Subgroup Discipline Team will meet once each trimester to review office referrals, suspensions, removals, and other discipline data disaggregated for Foster Youth, English Learners, and Low-Income pupils. The team will identify patterns, recommend targeted interventions, and monitor whether those interventions reduce disparities. Because unduplicated pupils are enrolled throughout all schools, the review will occur LEA-wide.	Suspension rates, office-discipline referrals, and discipline disparity gaps for Foster Youth, English Learners, and Low-Income pupils.
5.2	**Action:** English Learners and Low-Income pupils continue to demonstrate academic	The District will use a standardized classroom walk-through tool and provide teacher release time to identify, observe, and share effective practices	Walk-through implementation data, teacher participation in

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	performance gaps, and classroom implementation of high-leverage instructional practices is inconsistent. **Need:** The specific needs of EL Students and Students with Disabilities are often overlooked in the mainstream classroom putting them at-risk of falling behind. **Scope:** LEA-wide	such as scaffolding, academic-language development, differentiated instruction, and structured student discourse. The action will be implemented across schools because English Learners and Low-Income pupils are enrolled throughout the district.	peer observations, ELPAC progress, and ELA and mathematics outcomes for English Learners and Low-Income pupils.

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
2.4	**Action:** ELD Newcomer **Need:** Newly enrolled English Learners and newcomer students require targeted language-development instruction, orientation to U.S. schools, and individualized academic and social-emotional support. **Scope:** Limited to Unduplicated Student Group(s)	ELD/Newcomer teachers will provide designated and integrated ELD support, newcomer orientation, progress monitoring, and individualized assistance solely to English Learners and newcomer students at each school site.	ELPAC progress, English Learner reclassification rates, newcomer attendance, and local ELD progress-monitoring results.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
4.5	**Action:** Preschool Program Coordinator **Need:** Low-Income children often enter transitional kindergarten or kindergarten with readiness gaps in language, literacy, mathematics, and social-emotional development and may lack access to privately funded preschool programs. **Scope:** Limited to Unduplicated Student Group(s)	The Preschool Program Coordinator will provide program oversight, staff coaching, curriculum support, family engagement, and progress monitoring for the district's preschool program, which serves eligible Low-Income children. The action is limited to the unduplicated pupils enrolled in or transitioning from the district preschool program.	DRDP growth, kindergarten-readiness data, preschool participation, and retention rates in kindergarten through grade two.

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

Not applicable.

Additional Concentration Grant Funding

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

The WUSD LCAP Plan adds a substantial investment in staff to support our unduplicated students. Goals and Actions include: Goal 1 (1.2, 1.7, 1.8, 1.9, 1.11, 1.13) Goal 2 (2.1, 2.22, 2.3, 2.4, 2.5, 2.11, 2.13) Goal 3 (3.1, 3.6) Goal 4 (4.2, 4.4, 4.5, 4.9, 4.11).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	District 1:36 - Farmdale 1:32 - Pioneer 1:34 - Weaver Middle 1:45 (Internal Data - 2023/2024)

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 certificated staff providing direct services to students	N/A	District 1:21 - Farmdale 1:21 - Pioneer 1:21 - Weaver Middle 1:22 (EdData: 2022-23 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent)

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	33,516,235	13,025,317	38.863%	0.000%	38.863%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$15,447,364.00	$1,025,000.00	$0.00	$631,991.00	$17,104,355.00	$13,136,960.00	$3,967,395.00

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	Academic Coaches	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$1,032,630.00	$0.00	$1,032,630.00				$1,032,630.00	
1	1.2	Class Size TK - 3	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Pioneer Elementary & Farmdale Elementary K-3	Ongoing	$2,456,602.00	$0.00	$2,456,602.00				$2,456,602.00	
1	1.3	Supplemental Computer Based Curriculum Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$73,000.00	$73,000.00				$73,000.00	
1	1.4	Site Maintenance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,076,731.00	$756,300.00	$1,833,031.00				$1,833,031.00	
1	1.5	Instructional Materials	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$40,000.00	$40,000.00				$40,000.00	
1	1.6	1:1 Devices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$332,847.00	$481,000.00	$813,847.00				$813,847.00	
1	1.7	Supervision	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$891,719.00	$0.00	$891,719.00				$891,719.00	
1	1.8	Campus Safety Monitor	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$262,507.00	$0.00	$262,507.00				$262,507.00	
1	1.9	Medical Assistant	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$297,930.00	$11,400.00	$309,330.00				$309,330.00	

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	1.10	Surveillance and Alarms	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$0.00	$40,000.00	$40,000.00				$40,000.00	
1	1.11	Crossing Guards	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$124,825.00	$0.00	$124,825.00				$124,825.00	
1	1.12	Safety Plans	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$0.00	$250,000.00	$250,000.00				$250,000.00	
1	1.13	Library	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$659,047.00	$12,000.00	$671,047.00				$671,047.00	
1	1.14	Field Trips	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$100,000.00	$100,000.00				$100,000.00	
1	1.15	TIP and Admin KEYS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$40,000.00	$40,000.00				$40,000.00	
1	1.16	Release Time for Professional Learning	All	No			All Schools	Ongoing	$0.00	$274,517.00				$274,517.00	$274,517.00	
1	1.17	Facility Needs: Additional Classrooms for Growth	All	No			All Schools	Ongoing	$0.00	$600,000.00		$600,000.00			$600,000.00	
1	1.18	Independent Study	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$169,839.00	$0.00	$169,839.00				$169,839.00	
1	1.19	Recruit and Hire	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$89,729.00	$6,100.00	$95,829.00				$95,829.00	
2	2.1	Two-Period Math	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Weaver Middle School 7th - 8th	Ongoing	$485,267.00	$0.00	$485,267.00				$485,267.00	
2	2.2	Interventions K - 5	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pioneer and Farmdale Elementary Schools. K-5	Ongoing	$1,260,240.00	$0.00	$1,260,240.00				$1,260,240.00	
2	2.3	6 - 8 Intervention/Enrichment	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Weaver Middle School 6th - 8th	Ongoing	$168,402.00	$0.00	$118,402.00	$50,000.00			$168,402.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	ELD Newcomer	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$414,178.00	$0.00	$414,178.00				$414,178.00	
2	2.5	Alternative Settings	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$683,630.00	$15,000.00	$698,630.00				$698,630.00	
2	2.6	Restorative Practices	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$0.00	$295.00	$295.00				$295.00	
2	2.7	Professional Development	All	No				Ongoing	$121,932.00	$0.00				$121,932.00	$121,932.00	
2	2.8	AAPAC	African American Students	No			All Schools	Ongoing	$0.00	$2,000.00	$2,000.00				$2,000.00	
2	2.9	Professional Development for IEP Compliance	Students with Disabilities	No			All Schools	Ongoing	$20,000.00	$0.00		$20,000.00			$20,000.00	
2	2.10	ELD Professional Development	English Learners	No			All Schools	Ongoing	$0.00	$3,700.00				$3,700.00	$3,700.00	
2	2.11	ELD Academic Coach	English Learners	No			All Schools	Ongoing	$174,390.00	$0.00				$174,390.00	$174,390.00	
2	2.12	Foster Youth Policies & Procedures	Foster Youth	No			All Schools	Ongoing	$0.00	$17,452.00				$17,452.00	$17,452.00	
2	2.13	Improving Your Tomorrow	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Weaver Middle School	Ongoing	$0.00	$100,000.00	$100,000.00				$100,000.00	
2	2.14	Positive Attendance Initiatives	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$15,000.00	$15,000.00				$15,000.00	
2	2.15	Content Specific Professional Development	All	No			All Schools	Ongoing	$20,000.00	$20,000.00				$40,000.00	$40,000.00	
2	2.16	Long-Term ELD Students	English Learners	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.17	Small-Group Tutoring for African American Students	All African American Students	No				Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.18	Early Intervention Preschool Expansion	Low Income	Yes	LEA-wide	Low Income	All Schools	August 2025 - June 2027	$0.00	$180,000.00	$180,000.00				$180,000.00	
3	3.1	`Community Liaison	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$340,721.00	$1,200.00	$341,921.00				$341,921.00	
3	3.2	Translation	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$6,000.00	$6,000.00				$6,000.00	
3	3.3	Family/Community Events	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$9,000.00	$9,000.00				$9,000.00	
3	3.4	Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$313,412.00	$75,850.00	$389,262.00				$389,262.00	
3	3.5	Parent Surveys	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$9,000.00	$9,000.00				$9,000.00	
3	3.6	Parent Ed. Courses	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$12,500.00	$12,500.00				$12,500.00	
3	3.7	AAPAC	African American Students	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
4	4.1	Extra-Curricular Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$67,133.00	$245,275.00	$312,408.00				$312,408.00	
4	4.2	Behavior Specialists	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$391,401.00	$400.00	$391,801.00				$391,801.00	
4	4.3	Site Block Grants	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$69,000.00	$69,000.00				$69,000.00	
4	4.4	Counseling	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$928,105.00	$20,000.00	$948,105.00				$948,105.00	
4	4.5	Preschool Program Coordinator	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Pioneer and Farmdale Elementary Schools Kindergarten &	Ongoing	$178,743.00	$0.00	$178,743.00				$178,743.00	

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
							Transitional Kindergarten									
4	4.6	Benchmark Assessments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$129,406.00	$129,406.00				$129,406.00	
4	4.7	Mental Health Referrals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
4	4.8	Additional Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$50,000.00	$0.00	$50,000.00				$50,000.00	
4	4.9	Bus Route to Grove	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$50,000.00	$0.00	$50,000.00				$50,000.00	
4	4.11	Extended Learning Opportunities	Foster Youth, Low Income and English Learners	No			All Schools	Ongoing	$25,000.00	$330,000.00		$355,000.00			$355,000.00	
4	4.12	Wellness Committee	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
5	5.1	District Subgroup Discipline Team	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$0.00	$2,000.00	$2,000.00				$2,000.00	
5	5.2	English Learners and Low-Income pupils continue to demonstrate academic performance gaps, and classroom implementation of high-leverage instructional practices is inconsistent.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$50,000.00	$0.00	$50,000.00				$50,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
33,516,235	13,025,317	38.863%	0.000%	38.863%	$15,435,364.00	0.000%	46.053 %	**Total:**	$15,435,364.00
								LEA-wide Total:	$10,521,932.00
								Limited Total:	$592,921.00
								Schoolwide Total:	$4,320,511.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Academic Coaches	Yes	LEA-wide	English Learners Low Income	All Schools	$1,032,630.00	
1	**1.2**	Class Size TK - 3	Yes	Schoolwide	English Learners Low Income	Specific Schools: Pioneer Elementary & Farmdale Elementary K-3	$2,456,602.00	
1	**1.3**	Supplemental Computer Based Curriculum Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$73,000.00	
1	**1.4**	Site Maintenance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,833,031.00	
1	**1.5**	Instructional Materials	Yes	LEA-wide	Low Income	All Schools	$40,000.00	
1	**1.6**	1:1 Devices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$813,847.00	

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	1.7	Supervision	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$891,719.00	
1	1.8	Campus Safety Monitor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$262,507.00	
1	1.9	Medical Assistant	Yes	LEA-wide	Foster Youth Low Income	All Schools	$309,330.00	
1	1.10	Surveillance and Alarms	Yes	LEA-wide	English Learners Foster Youth	All Schools	$40,000.00	
1	1.11	Crossing Guards	Yes	LEA-wide	English Learners Low Income	All Schools	$124,825.00	
1	1.12	Safety Plans	Yes	LEA-wide	Foster Youth Low Income	All Schools	$250,000.00	
1	1.13	Library	Yes	LEA-wide	English Learners Low Income	All Schools	$671,047.00	
1	1.14	Field Trips	Yes	LEA-wide	English Learners Low Income	All Schools	$100,000.00	
1	1.15	TIP and Admin KEYS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,000.00	
1	1.18	Independent Study	Yes	LEA-wide	English Learners Low Income	All Schools	$169,839.00	
1	1.19	Recruit and Hire	Yes	LEA-wide	English Learners Low Income	All Schools	$95,829.00	
2	2.1	Two-Period Math	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Weaver Middle School 7th - 8th	$485,267.00	
2	2.2	Interventions K - 5	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pioneer and Farmdale Elementary Schools. K-5	$1,260,240.00	
2	2.3	6 - 8 Intervention/Enrichment	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Weaver Middle School 6th - 8th	$118,402.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	ELD Newcomer	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$414,178.00	
2	2.5	Alternative Settings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$698,630.00	
2	2.6	Restorative Practices	Yes	LEA-wide	Foster Youth Low Income	All Schools	$295.00	
2	2.13	Improving Your Tomorrow	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Weaver Middle School	$100,000.00	
2	2.14	Positive Attendance Initiatives	Yes	LEA-wide	English Learners Low Income	All Schools	$15,000.00	
2	2.18	Early Intervention Preschool Expansion	Yes	LEA-wide	Low Income	All Schools	$180,000.00	
3	3.1	`Community Liaison	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$341,921.00	
3	3.2	Translation	Yes	LEA-wide	English Learners Low Income	All Schools	$6,000.00	
3	3.3	Family/Community Events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,000.00	
3	3.4	Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$389,262.00	
3	3.5	Parent Surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,000.00	
3	3.6	Parent Ed. Courses	Yes	LEA-wide	English Learners Low Income	All Schools	$12,500.00	
4	4.1	Extra-Curricular Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$312,408.00	
4	4.2	Behavior Specialists	Yes	LEA-wide	Foster Youth Low Income	All Schools	$391,801.00	
4	4.3	Site Block Grants	Yes	LEA-wide	Low Income	All Schools	$69,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.4	Counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$948,105.00	
4	4.5	Preschool Program Coordinator	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Pioneer and Farmdale Elementary Schools Kindergarten & Transitional Kindergarten	$178,743.00	
4	4.6	Benchmark Assessments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$129,406.00	
4	4.7	Mental Health Referrals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
4	4.8	Additional Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
4	4.9	Bus Route to Grove	Yes	LEA-wide	Low Income	All Schools	$50,000.00	
4	4.12	Wellness Committee	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
5	5.1	District Subgroup Discipline Team	Yes	LEA-wide	English Learners Foster Youth	All Schools	$2,000.00	
5	5.2	English Learners and Low-Income pupils continue to demonstrate academic performance gaps, and classroom implementation of high-leverage instructional practices is inconsistent.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$17,328,346.55	$17,963,187.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Academic Coaches	Yes	$952,536.00	$1,020,094.00
1	**1.2**	Class Size TK - 3	Yes	$2,249,989.00	$2,455,612.00
1	**1.3**	Supplemental Computer Based Curriculum Supports	Yes	$192,045.00	$192,045.00
1	**1.4**	Site Maintenance-Cont. from LCFF	Yes	$1,889,815.00	$1,886,602.00
1	**1.5**	Instructional Materials	Yes	$734,700.00	$734,700.00
1	**1.6**	1:1 Devices	Yes	$510,896.00	510,896.00
1	**1.7**	Supervision	Yes	$837,576.00	$891,109.00
1	**1.8**	Campus Safety Monitor	Yes	$236,220.00	$237,489.00
1	**1.9**	Medical Assistant	Yes	$279,447.00	$373,585.00
1	**1.10**	Surveillance and Alarms	Yes	$40,000.00	$40,000.00
1	**1.11**	Crossing Guards	Yes	$161,354.00	$125,895.00

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	Safety Plans	Yes	$275,550.00	$319,877.00
1	1.13	Library	Yes	$712,093.00	$712,093.00
1	1.14	Field Trips	Yes	$91,000.00	$99,300.00
1	1.15	TIP and Admin KEYS	Yes	$80,000.00	40,000.00
1	1.16	Release Time for Professional Learning	Yes	$30,000.00	$54,869.00
1	1.17	Facility Needs: Additional Classrooms for Growth	No	$600,000.00	600,000.00
1	1.18	Independent Study	Yes	$160,450.00	$166,306.00
1	1.19	Recruit and Hire	Yes	$90,430.00	$80,842.00
2	2.1	Two-Period Math	Yes	$568,101.00	$587,036.00
2	2.2	Interventions K - 5	Yes	$1,024,992.00	$1,066,325.00
2	2.3	6 - 8 Intervention/Enrichment	Yes	$178,941.00	$265,995.00
2	2.4	ELD Newcomer	Yes	$419,628.00	$420,082.00
2	2.5	Alternative Settings	Yes	$759,288.00	$822,280.00

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	**2.6**	Restorative Practices	Yes	$2,000.00	$ 2,000.00
2	**2.7**	Professional Development	Yes	$20,000.00	$11,033.00
2	**2.8**	AAPAC	No	$2,000.00	$0.00
2	**2.9**	Professional Development for IEP Compliance	No	$47,866.00	$48,507.00
2	**2.10**	ELD Professional Development	No	$3,700.00	$0.00
2	**2.11**	ELD Academic Coach	No	$169,232.00	$172,472.00
2	**2.12**	Foster Youth Policies & Procedures	No	$18,198.00	$12,639.00
2	**2.13**	Improving Your Tomorrow	Yes	$100,000.00	$100,000.00
2	**2.14**	Positive Attendance Initiatives	Yes	$15,000.00	$17,616.00
2	**2.15**	Content Specific Professional Development	No	$20,000.00	$211,550.00
2	**2.16**	Long-Term ELD Students	Yes	$0.00	$0.00
2	**2.17**	Small-Group Tutoring for African American Students	Yes	$50,000.00	$0.00
2	**2.18**	Early Intervention Preschool Expansion	Yes	$180,000.00	$180,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	`Community Liaison	Yes	$321,436.00	$335,276.00
3	3.2	Translation	Yes	$15,000.00	$7,616.00
3	3.3	Family/Community Events	Yes	$25,500.00	$27,305.00
3	3.4	Communication	Yes	$407,805.00	$376,722.00
3	3.5	Parent Surveys	Yes	$9,000.00	$9,000.00
3	3.6	Parent Ed. Courses	Yes	$9,000.00	$0.00
3	3.7	AAPAC	No	$0.00	$0.00
4	4.1	Extra-Curricular Activities	Yes	$653,517.00	$590,807.00
4	4.2	Behavior Specialists	Yes	$393,443.00	$320,190.00
4	4.3	Site Block Grants	Yes	$69,000.00	$69,000.00
4	4.4	Counseling	Yes	$891,024.55	$944,347.00
4	4.5	Preschool Program Coordinator	Yes	$167,834.00	$171,694.00
4	4.6	Benchmark Assessments	Yes	$139,740.00	$194,743.00
4	4.7	Mental Health Referrals	Yes	$5,000.00	$1,496.00

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	**4.8**	Additional Transportation	Yes	$50,000.00	$50,000.00
4	**4.9**	Bus Route to Grove	Yes	$50,000.00	$50,000.00
4	**4.11**	Extended Learning Opportunities	No	$355,000.00	$355,000.00
4	**4.12**	Wellness Committee	Yes	$11,000.00	$1,142.00
5	**5.1**	District Subgroup Discipline Team	Yes	$2,000.00	$0.00
5	**5.2**	Walk-through Tool and Teacher Release Time	Yes	$50,000.00	$0.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
12,594,357	$16,100,610.00	$16,742,669.00	($642,059.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Academic Coaches	Yes	$952,536.00	$1,020,094.00		
1	1.2	Class Size TK - 3	Yes	$2,249,989.00	$2,455,612.00		
1	1.3	Supplemental Computer Based Curriculum Supports	Yes	$192,045.00	$192,045.00		
1	1.4	Site Maintenance-Cont. from LCFF	Yes	$1,889,815.00	$1,886,602.00		
1	1.5	Instructional Materials	Yes	$734,700.00	$734,700.00		
1	1.6	1:1 Devices	Yes	$510,896.00	$510,896.00		
1	1.7	Supervision	Yes	$837,576.00	$891,109.00		
1	1.8	Campus Safety Monitor	Yes	$236,220.00	$237,489.00		
1	1.9	Medical Assistant	Yes	$279,447.00	$373,585.00		
1	1.10	Surveillance and Alarms	Yes	$40,000.00	$40,000.00		
1	1.11	Crossing Guards	Yes	$161,354.00	$125,895.00		
1	1.12	Safety Plans	Yes	$275,550.00	$319,877.00		
1	1.13	Library	Yes	$712,093.00	$712,093.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.14	Field Trips	Yes	$91,000.00	$99,300.00		
1	1.15	TIP and Admin KEYS	Yes	$80,000.00	$40,000.00		
1	1.16	Release Time for Professional Learning	Yes	$30,000.00	$54,869.00		
1	1.18	Independent Study	Yes	$160,450.00	$166,306.00		
1	1.19	Recruit and Hire	Yes	$90,430.00	$80,842.00		
2	2.1	Two-Period Math	Yes	$568,101.00	$587,036.00		
2	2.2	Interventions K - 5	Yes	$1,024,992.00	$1,066,325.00		
2	2.3	6 - 8 Intervention/Enrichment	Yes	$178,941.00	$265,995.00		
2	2.4	ELD Newcomer	Yes	$419,628.00	$420,082.00		
2	2.5	Alternative Settings	Yes	$759,288.00	$822,280.00		
2	2.6	Restorative Practices	Yes	$2,000.00	0.00		
2	2.7	Professional Development	Yes	$20,000.00	$11,033.00		
2	2.13	Improving Your Tomorrow	Yes	$100,000.00	$100,000.00		
2	2.14	Positive Attendance Initiatives	Yes	$15,000.00	$17,616.00		
2	2.16	Long-Term ELD Students	Yes	$0.00	0.00		
2	2.17	Small-Group Tutoring for African American Students	Yes	$50,000.00	$11,033.00		
2	2.18	Early Intervention Preschool Expansion	Yes	$180,000.00	$180,000.00		
3	3.1	`Community Liaison	Yes	$321,436.00	$335,276.00		
3	3.2	Translation	Yes	$15,000.00	$7,616.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.3**	Family/Community Events	Yes	$25,500.00	$27,305.00		
3	**3.4**	Communication	Yes	$407,805.00	$376,722.00		
3	**3.5**	Parent Surveys	Yes	$9,000.00	9,000.00		
3	**3.6**	Parent Ed. Courses	Yes	$9,000.00	0.00		
4	**4.1**	Extra-Curricular Activities	Yes	$653,517.00	$590,807.00		
4	**4.2**	Behavior Specialists	Yes	$393,443.00	$590,807.00		
4	**4.3**	Site Block Grants	Yes	$69,000.00	$69,000.00		
4	**4.4**	Counseling	Yes	$891,024.00	$944,347.00		
4	**4.5**	Preschool Program Coordinator	Yes	$167,834.00	$171,694.00		
4	**4.6**	Benchmark Assessments	Yes	$134,000.00	$194,743.00		
4	**4.7**	Mental Health Referrals	Yes	$5,000.00	$1,496.00		
4	**4.8**	Additional Transportation	Yes	$50,000.00	0.00		
4	**4.9**	Bus Route to Grove	Yes	$50,000.00	0.00		
4	**4.12**	Wellness Committee	Yes	$5,000.00	$1,142.00		
5	**5.1**	District Subgroup Discipline Team	Yes	$2,000.00	0.00		
5	**5.2**	Walk-through Tool and Teacher Release Time	Yes	$50,000.00	0.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
32,307,713	12,594,357	0%	38.983%	$16,742,669.00	0.000%	51.823%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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