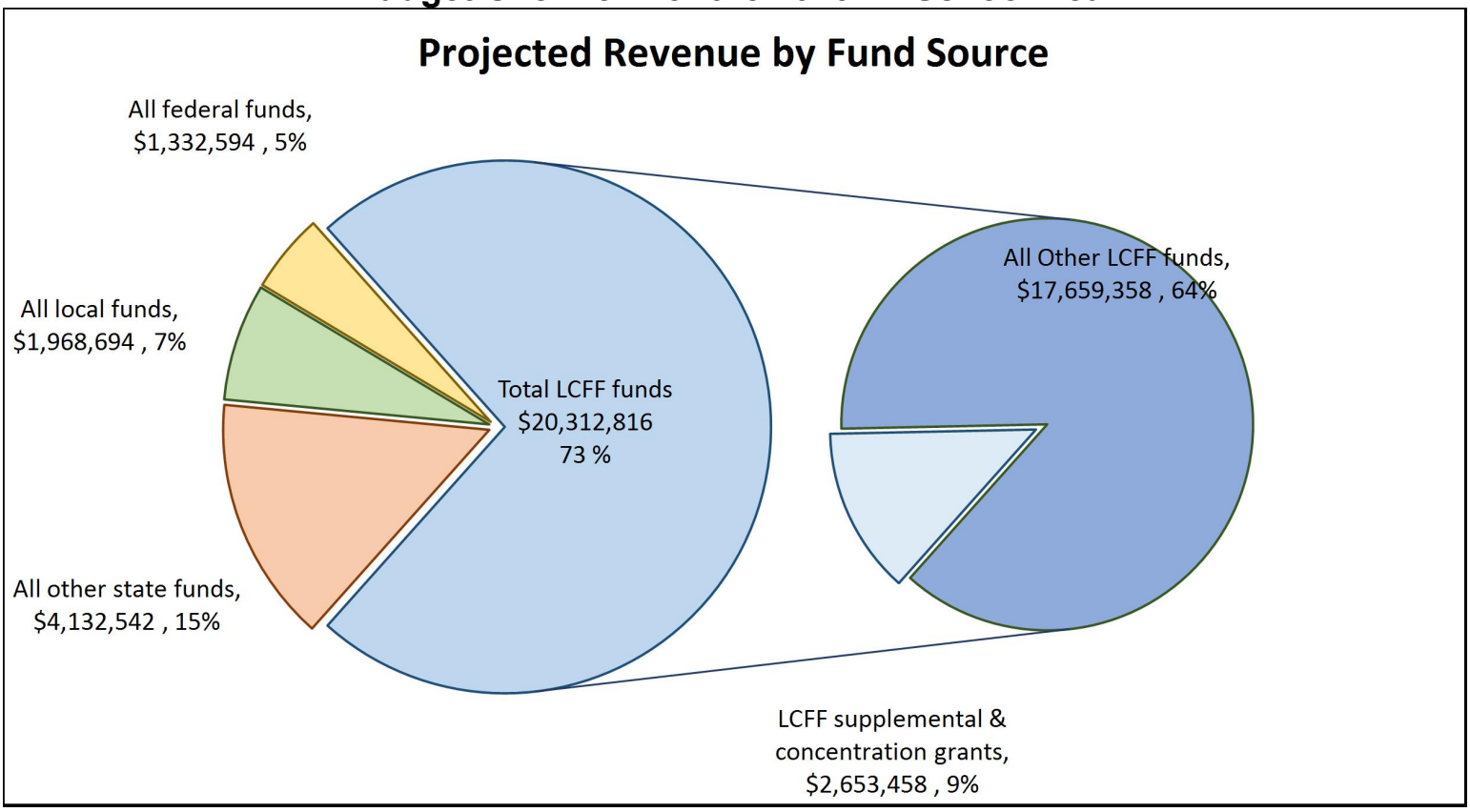
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Willits Unified School District
CDS Code: 23 65623 0000000
School Year: 2026-27
LEA contact information:
John Baker
Superintendent
johnbaker@willitsunified.com
7074595314

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

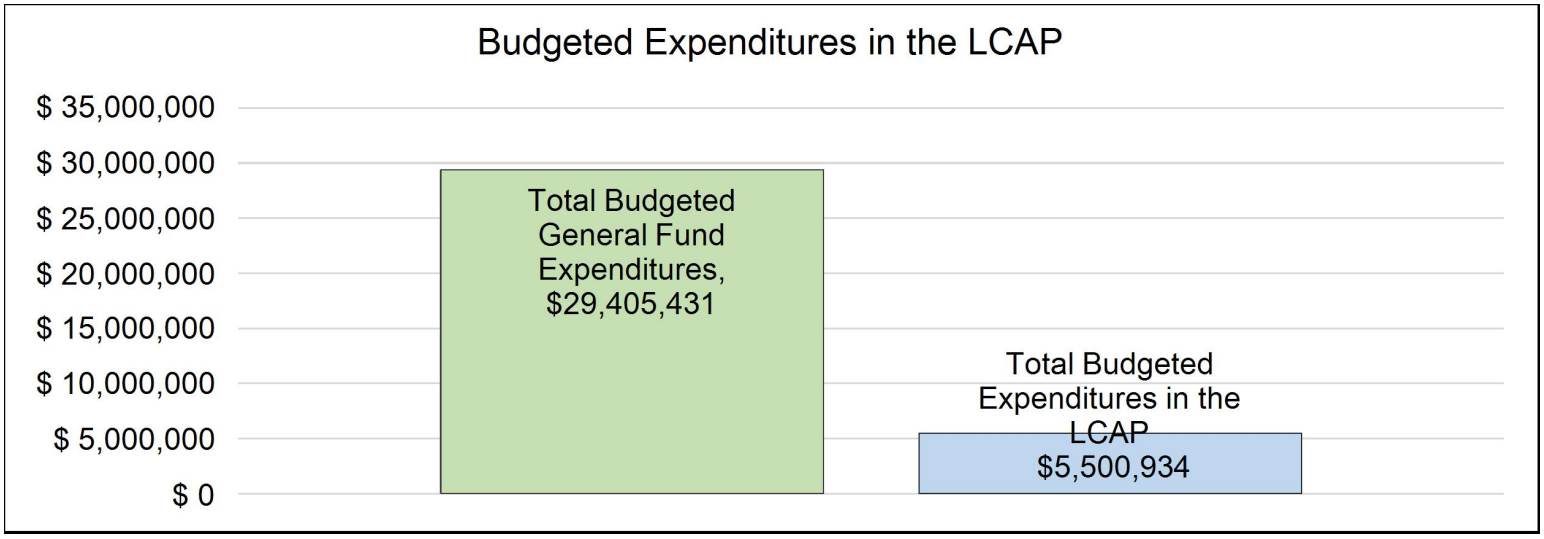


This chart shows the total general purpose revenue Willits Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Willits Unified School District is $27,746,646, of which $20312816 is Local Control Funding Formula (LCFF), $4132542 is other state funds, $1968694 is local funds, and $1332594 is federal funds. Of the $20312816 in LCFF Funds, $2653458 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 Willits Unified 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: Willits Unified School District plans to spend $29405431 for the 2026-27 school year. Of that amount, $5500934 is tied to actions/services in the LCAP and $23,904,497 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Continued staffing and classroom supports as well as targeted programs to find and address areas of need for support.

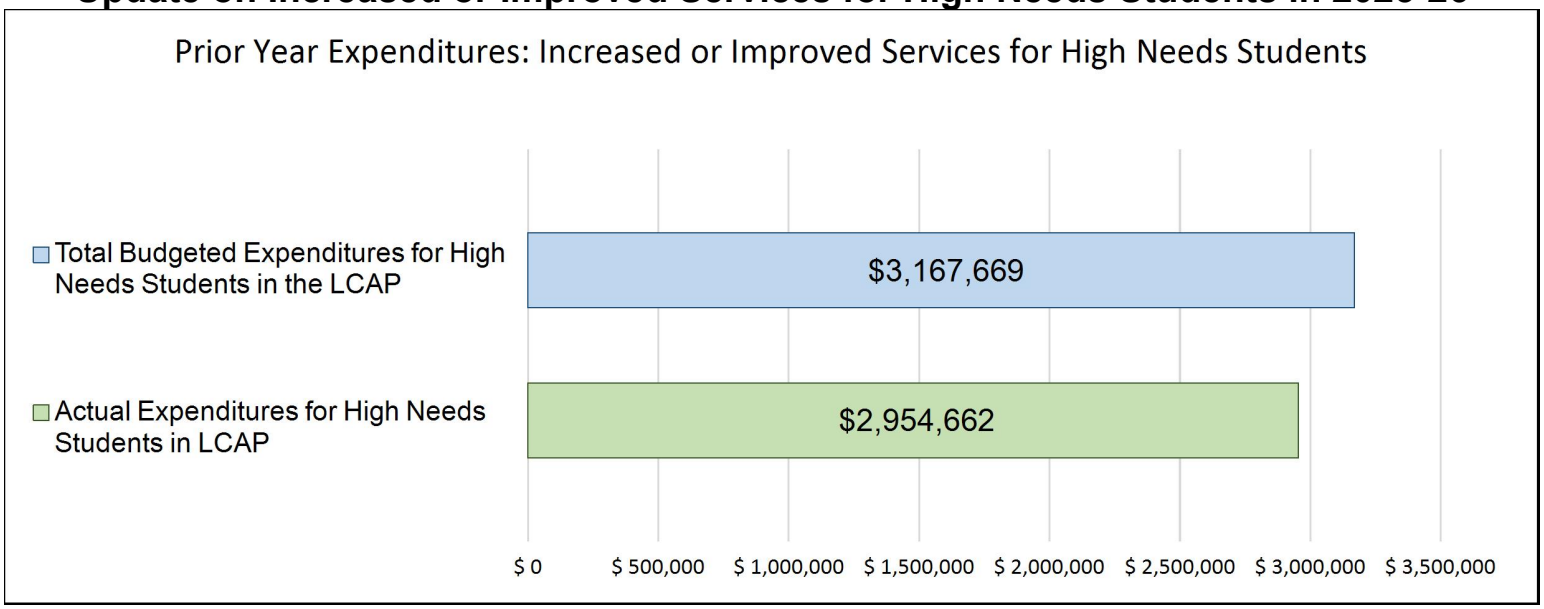
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Willits Unified School District is projecting it will receive $2653458 based on the enrollment of Foster Youth, English learner, and low-income students. Willits Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Willits Unified School District plans to spend $2308605 towards meeting this requirement, as described in the LCAP.

The district is providing counseling supports both on staff as well as contracted services. The district continues to monitor reports of date to provide targeted supports.

LCFF Budget Overview for Parents

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



This chart compares what Willits Unified 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 Willits Unified 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, Willits Unified School District's LCAP budgeted $3167669 for planned actions to increase or improve services for high needs students. Willits Unified School District actually spent $2954662 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $213,007 had the following impact on Willits Unified School District’s ability to increase or improve services for high needs students:

Services provided were the same but funding sources did change. The district provided reading intervention through Title I, maintained educational supports and provided services through other funding sources.

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
Willits Unified School District	John Baker Superintendent	JohnBaker@willitsunified.com 7074595314

Plan Summary [2026-27]

General Information

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

The Willits Unified School District, located in Mendocino County, serves 1511 students in grades TK-12 from the City of Willits and the surrounding areas. The district is committed to small campus environments. There are four traditional schools: Brookside Elementary School (TK-2), Blosser Lane Elementary School (3-5), Baechtel Grove Middle School (6-8) and Willits High School (9-12). In addition, district school of choice and alternative programs, respectively, include Sherwood Elementary (K-8), and Sanhedrin Alternative High School (9-12).
Willits Unified School District (WUSD)

The Willits Unified School District (WUSD) is committed to providing high-quality education to all students in a supportive and inclusive environment. Located in the heart of Mendocino County, California, WUSD serves the educational needs of the Willits community and surrounding areas. The district is known for its close-knit community, dedicated staff, and a strong focus on academic excellence and student well-being.

Schools in WUSD

Sherwood School (K-8) is a unique and integral part of the Willits Unified School District (WUSD), serving students from kindergarten through eighth grade. Located in the scenic rural area of Willits, Sherwood School provides a close-knit, community-oriented educational environment. The school is dedicated to fostering academic excellence, social-emotional growth, and a strong sense of community among its students.Sherwood School offers a comprehensive curriculum designed to meet the diverse needs of its students. The school focuses on foundational skills in the early grades and progressively builds on this foundation to prepare students for high school and beyond.

Blosser Lane Elementary School
Grades: 3-5
Description: Blosser Lane Elementary focuses on creating a nurturing environment where students can develop foundational skills in reading, writing, and mathematics. The school offers various programs to support student learning, including special education services and enrichment activities.

Brookside Elementary School
Grades: TK-2
Description: Brookside Elementary provides a welcoming and safe environment for the district's youngest learners. The school emphasizes early literacy, numeracy, and social-emotional development, ensuring students build a strong foundation for future academic success.

Baechtel Grove Middle School
Grades: 6-8
Description: Baechtel Grove Middle School offers a dynamic and engaging curriculum that caters to the diverse needs of middle school students. The school focuses on academic growth, critical thinking, and the development of social skills, preparing students for the transition to high school.

Willits High School
Grades: 9-12
Description: Willits High School provides a comprehensive education with a variety of academic and extracurricular programs. The school offers Advanced Placement (AP) courses, Career and Technical Education (CTE) pathways, and dual enrollment opportunities with local community colleges. The high school is dedicated to preparing students for college and career success, fostering a culture of achievement and lifelong learning.
Sanhedrin High School

Grades: 9-12 (Alternative Education High School)
Description: Sanhedrin High School serves students who benefit from a smaller, more personalized learning environment. The school focuses on providing a supportive setting where students can earn their high school diploma, offering individualized instruction and flexible scheduling to meet diverse learning needs.

District Initiatives and Programs:

Academic Support: WUSD employs reading specialists, academic coaches, and utilizes updated curricula to support student learning across all grade levels.
WUSD is committed to providing English Learner (EL) education with fidelity, meaning that they are implementing EL programs with consistency and integrity. Ensuring fidelity in EL education involves adhering closely to evidence-based instructional practices, providing appropriate support services for English learners, and regularly monitoring student progress to make data-driven decisions.

By offering EL education with fidelity, WUSD demonstrates a commitment to supporting the academic success and language development of English learners. This approach helps to create an inclusive learning environment where all students have the opportunity to thrive, regardless of their language background.
Professional Development: Ongoing professional development opportunities are provided for teachers and administrators to enhance instructional practices and student outcomes.
Community Engagement: The district values strong community ties and encourages parent involvement through various school activities, advisory committees, and volunteer opportunities. Bilingual parent liaisons are employed to support Spanish-speaking families.

Student Wellness: WUSD is dedicated to the overall well-being of its students, offering social-emotional learning programs, mental health services, and a safe school environment.
College and Career Readiness: The district offers a wide range of CTE programs, AP courses, and dual enrollment opportunities, ensuring students are well-prepared for their post-secondary endeavors.
Vision and Commitment

WUSD is committed to fostering a collaborative, inclusive, and academically challenging environment for all students. By addressing the diverse educational needs of the community and utilizing data-driven decision-making, the district aims to provide a comprehensive education that prepares students for success in college, careers, and life.

Reflections: Annual Performance

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

WUSD reviewed the 2023, 2024, and 2025 California School Dashboard results together with local assessment, attendance, graduation, discipline, English learner, and college/career data. The review identified academic growth in some measures while confirming persistent needs in mathematics, English language arts, chronic absenteeism, suspension, English learner progress, and college/career readiness. These findings, together with educational-partner feedback, informed continued investment in aligned Tier 1 instruction, universal screening, targeted intervention, attendance supports, positive behavior systems, English learner services, and expanded college and career pathways.

The 2025 California School Dashboard shows mixed progress for Willits Unified. Graduation, suspension, college and career readiness, and ELA performance improved, while mathematics showed only limited growth. Chronic absenteeism remained a significant concern, affecting approximately one-third of students. English learner progress and persistent achievement gaps among student groups also require continued attention.

WUSD will continue prioritizing:

Standards-aligned Tier 1 instruction and targeted ELA and mathematics interventions
English learner progress through designated and integrated ELD
Attendance monitoring, family outreach, and supports that address barriers to attendance
PBIS, restorative practices, counseling, and behavioral health services
Expanded CTE, dual enrollment, work-based learning, and college and career guidance

Focused support for low-income students, English learners, foster youth, students experiencing homelessness, students with disabilities, and other student groups experiencing outcome gaps

Overall, the 2025 results demonstrate progress in several areas but confirm the need for consistent districtwide implementation, measurable interventions, and ongoing data review to improve academic achievement, attendance, student engagement, equity, and postsecondary readiness.

On Census Day 2025, WUSD enrolled approximately 1,535 students. Most students were socioeconomically disadvantaged (62.8%), followed by students with disabilities (18.3%) and English learners (9.7%). The largest reported racial and ethnic groups were Hispanic students (34.4%) and White students (28.6%), followed by American Indian students (5.1%) and students of two or more races (3.8%). Foster youth represented 0.6% of enrollment, while students experiencing homelessness represented 2.8%.

-----CA Dashboard 2024 Analysis:
Willits Unified School District is dedicated to continuous improvement, regularly reflecting on its annual performance to ensure that the educational needs of all students are met. The district evaluates various performance indicators, including academic achievement, attendance rates, and program effectiveness, to identify strengths and areas for growth.
Academic Progress:
English Language Arts (ELA) scores increased by 19 points, and Math scores increased by 11 points. While both subjects remain below standard (71 points and 101 points, respectively), the improvement demonstrates progress in academic achievement.
English Learner (EL) Progress:
EL progress increased by 8%, reflecting the district's effective support for English learners and commitment to enhancing their language proficiency.
Chronic Absenteeism:
Chronic absenteeism declined by 7%, indicating successful efforts to improve student attendance and engagement.
Graduation Rate:
The graduation rate increased by 113%, now standing at 85%. This significant improvement showcases the district's dedication to ensuring students complete their high school education.
Local Indicators:
The district met all local indicators, demonstrating compliance with key performance and accountability measures.
Academic Standards:
Despite improvements, ELA scores are still 71 points below the standard, and Math scores are 101 points below the standard. Continued efforts are needed to raise academic performance to meet state standards.
College and Career Readiness:
The percentage of students deemed college and career ready is low at 23%. This indicates a need for more robust programs and support to prepare students for post-secondary success.
Suspension Rate:
The suspension rate increased by 2.2%, suggesting a need to review and enhance behavioral support and intervention strategies to create a positive and inclusive school climate.
Learning Loss:
Although the district recognizes learning loss, there is a lack of concrete strategies to mitigate its impact. Detailed plans and interventions are

necessary to address this significant issue effectively.
Performance Disparities:
Acknowledging performance disparities among student groups is crucial, but specific strategies to rectify these gaps are lacking. Detailed plans and targeted interventions are needed to improve equity and effectiveness in addressing these disparities.
Areas for Improvement:
Proposed intervention Strategies for Learning Loss:
Developing and implementing concrete strategies to address learning loss is essential. This includes targeted interventions, additional instructional support, and after-school programs to help students catch up.
Enhanced Attendance Initiatives:
Innovative initiatives to improve attendance rates should be prioritized. This could involve family engagement programs, attendance incentives, and support services to address barriers to regular attendance.
Detailed Implementation Plans:
Creating detailed implementation plans for strategic goals will provide clarity and direction. These plans should include specific actions, timelines, and measurable outcomes to track progress and ensure accountability.
Targeted Equity Interventions:
Addressing performance disparities requires targeted equity interventions. This includes culturally responsive teaching practices, support for underserved student groups, and professional development for staff on equity issues.
----Strengthening College and Career Readiness:
Enhancing college and career readiness programs is essential to increase the percentage of students prepared for post-secondary success. This involves expanding Career and Technical Education (CTE) programs, offering more Advanced Placement (AP) courses, and improving guidance services for college and career planning.
----Behavioral Support and Interventions:
To address the increase in suspension rates, the district should review and enhance behavioral support and intervention strategies. Implementing positive behavior interventions and supports (PBIS) and restorative justice practices can help create a positive and inclusive school climate.
---A major of WUSD goal continues to be to provide educational experience that encompasses:
Career and Technical Education (CTE):
WUSD is dedicated to providing students with robust Career and Technical Education (CTE) programs. These programs are designed to equip students with the skills and knowledge necessary to succeed in various career paths. We offer a wide range of CTE courses that align with industry standards and provide practical, hands-on experiences. Our goal is to ensure that students are well-prepared for the workforce or further education in their chosen fields.
College and Career Readiness:
Preparing students for college and career success is a top priority. WUSD offers comprehensive support for students pursuing higher education and career pathways. This includes access to Advanced Placement (AP) courses, dual enrollment opportunities with local community colleges, and guidance on the A-G college preparation requirements. Our commitment is to provide every student with the tools and resources needed to achieve their post-secondary goals.
Absenteeism:
We recognize the critical impact of chronic absenteeism on student achievement and are implementing targeted strategies to reduce absentee rates. Our approach includes early identification of at-risk students, increased communication with families, and support services to address underlying issues contributing to absenteeism. Our goal is to create a supportive environment that encourages regular attendance

and engagement in learning.
English Literacy Rates:
Improving English literacy rates is essential for student success across all subject areas. WUSD employs reading specialists and academic coaches to support students in developing strong literacy skills. We have updated our reading curriculum and provide ongoing professional development for teachers to implement effective literacy instruction. Our aim is to ensure that all students read at or above grade level by third grade and continue to develop their literacy skills throughout their education.
Math Rates:
Enhancing math proficiency is a key focus area. WUSD uses a variety of instructional strategies and resources to support student learning in mathematics. This includes differentiated instruction, math intervention programs, and continuous professional development for teachers. We strive to improve math rates by ensuring students have a solid foundation in math concepts and problem-solving skills.

School Year 2023 and the following data is from the CA Dashboard.
Overall Vision:
WUSD is committed to fostering an inclusive, supportive, and academically challenging environment for all students. By addressing these key areas, we aim to provide a comprehensive education that prepares students for success in college, careers, and life. We will continue to use data-driven decision-making to monitor progress and adjust our strategies to meet the evolving needs of our students.
in 2023, student demographics are as follows:
White 28.5%, Hispanic or Latino 32.6%, American Indian 4.2%, Socioeconomically disadvantaged 64.7%, English Learners 11.7% and Students with disabilities 16.6%, Homeless 2.3%, Foster 1.2%, African American .5%, Asian .6%, 2 or more races 3.6%
Willits High School: Suspension rates, ELA performance, and Math performance were identified for White (14%) and the special education population (6.6%).
Sherwood School
Students with two or more races and socioeconomically disadvantaged were identified for their suspension rates.
Baechtel Grove Middle School
Students with disabilities, socio-economically disadvantaged, and white students were identified for their suspension rates. Students with two or more races and students with disabilities were the subgroups with the most chronic attendance. White, socio economically disadvantaged and students with disabilities were identified in ELA. Alll of the subgroups were identified in math.
Sanhedrin High School
Suspension rates are identified for both Hispanic and socioeconomically disadvantaged students. The socio-economically disadvantaged students are struggling as well with graduation rates.
Blosser: The area identified for students with disabilities was ELA.
Brookside: The areas identified for students with disabilities were chronic attendance and suspensions.

Reflections: Technical Assistance

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

Willits Unified School District has been identified for Differentiated Assistance (DA) and continuing support through Differentiated Technical Assistance (DTA) under California’s Local Control Funding Formula. DA provides two years of targeted support to strengthen district capacity

in areas requiring improvement. DTA offers more intensive, hands-on assistance for districts that meet eligibility criteria for three or more student groups during three of four consecutive years.

Through DTA, Willits Unified partners directly with the California Collaborative for Educational Excellence (CCEE) and the Mendocino County Office of Education (MCOE). This support is customized to address the district's specific needs.

For 2025–26, American Indian students were identified based on English language arts and mathematics performance under the Student Achievement priority. English Learners were identified for chronic absenteeism under Student Engagement. English Learners, American Indian students, and Hispanic students were identified based on suspension rates under Conditions and School Climate.

The district's DA/DTA work will focus on strengthening instructional practices, student engagement, attendance, and school climate to improve outcomes for the identified student groups.

WUSD's identified school sites have exited Comprehensive Support and Improvement (CSI). The district continues to proactively support all schools through a structured continuous-improvement process, including early-warning systems and targeted assistance.

Over the past year, WUSD partnered with MCOE and CCEE through the DTA/DA process. The Improvement Team reviewed state and local data, audited current initiatives, completed the Fidelity Integrity Assessment, conducted empathy interviews, and developed a shared aim focused on helping students feel supported, connected, and prepared for life. Meeting dates for DTA with CCEE and MCOE: 4/29/25, 5/7/25, 6/9/25, 7/23/25, 9/4/25, 10/1/25, 10/22/25, 12/11/25, 1/22/26, 2/20/26, 2/23/26, 4/15/26, 6/9/26, and 7/29/26.

This work resulted in:

* A districtwide STAR ELA and mathematics assessment schedule
* Common assessment windows and baseline measures
* Stronger PLC/PLT structures and data discussions
* Working towards greater alignment of essential standards, common formative assessments, and interventions
* Development of Tier 1, Tier 2, and Tier 3 academic, behavioral, and SEL supports if the focus for the 2026-2027 school year
* Expanded professional development, instructional rounds, and learning walks
* Site-level data discussions to monitor progress and adjust instruction
* Development of walkthrough tools to measure implementation

Together, these efforts created a more coherent districtwide system for instruction, assessment, intervention, collaboration, and continuous improvement.

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.

CSI: Below are the areas of concern identified on the 2023 CA Dashboard.

Willits High School: Caucasian markers, Special Education for ELA, Math and Suspensions overall

Support for Identified Schools

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

Comprehensive Support and Improvement (CSI)- Schools have exited.
Willits High School:

The Willits Unified School District (WUSD) initiated a comprehensive support plan for Willits High School, involving community members, parents representing subgroups in need, teachers, board members, site administrators, counselors, agencies supporting foster and homeless students, and local tribal representatives. This diverse group analyzed state and local data for the school and collaborated/ New leadership at WHS is data driven, articulation, and PLT support driven by subject level PD has fostered a new alignment for standards based academics.

ELA was at 72 point below standard and declined 3 points.

Math was at 141 point below standard and declined 9 points.

EL Progress increased by 44 percent making progress and increased by 11% from previous year.

College and Career ready were at 40% prepared.

Graduation rate was at 90% with a decline of 2 %

Suspension rate increased by 4%

Monitoring and Evaluating Effectiveness

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

Willits Unified District-Wide Teacher and Administrator Support
Teacher Support and Professional Learning Teams (PLTs):

Time Allocation:

Teachers are allocated time to identify, map out, and assess their essential standards.
Regular PLT Meetings: Professional Learning Teams (PLTs) convene regularly to monitor students' progress using data from interim assessments and common formative assessments (CFAs).
Data-Driven Practices: PLTs evaluate their effectiveness based on actual results rather than intentions, using data to inform and continuously improve their practices.
Focus on Enrichment: PLTs also pursue enrichment opportunities to further enhance student learning.
District-Wide Monitoring and Professional Development:

Assessment Monitoring:

WUSD will continuously monitor interim and summative assessment data to monitor student growth towards grade-level essential standards.
Targeted Professional Development: Additional professional development will be provided to teams needing extra support, ensuring that all educators have the resources and training required to succeed.

Early Warning System (EWS):

Checks and Balances: The EWS has built-in checks and balances to ensure transparency, monitoring, accountability, and the proper allocation of resources.
Monitoring Student Needs: Site administrators monitor students' attendance, suspensions, and grades to identify those needing more interventions.
Administrator Collaboration: WUSD administrators form a professional learning team to collaborate on EWS outcomes, continuously seeking to improve attendance, academics, and behavior practices.
Transparency and Accountability: WUSD commits to sharing EWS data with community partners, parents, students, and the board to maintain transparency and accountability.
By ensuring comprehensive support for teachers through PLTs, targeted professional development, and a robust early warning system, WUSD aims to foster an environment where both educators and students can thrive. This structured approach helps identify and address challenges promptly, promoting continuous improvement and academic success.

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
School Board and the public	During 2025-2026, WUSD used a collaborative process to engage educational partners in the development of the LCAP. LCAP information, data, goals, and proposed actions were presented and discussed with the Board of Trustees.
Equity Multiplier Schools	During 2025-2026, WUSD additionally consulted with educational partners at Sanhedrin Alternative High School, New Horizons Independent Study, and Sherwood School, the schools receiving Equity Multiplier funding. Site-level feedback, student outcome data, and identified needs were used to develop and refine the Equity Multiplier focus goal, actions, and metrics for each applicable school.
Students	During 2025-2026, Surveys were distributed to students to gather feedback regarding academic achievement, attendance, school climate, student supports, and college and career readiness.
Families	During 2025-2026, Surveys were distributed families to gather feedback regarding academic achievement, attendance, school climate, student supports, and college and career readiness.
Staff: including staff teachers, principals, administrators, other school personnel, and local bargaining units	During 2025-2026, Surveys were distributed to staff to all staff (certificated, classified, and administrative) together to gather feedback regarding academic achievement, attendance, school climate, student supports, and college and career readiness.

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

WUSD used a collaborative and transparent process to develop its LCAP. California School Dashboard and local data were reviewed alongside feedback from students, families, staff, and community partners. The data and educational-partner input identified priorities related

to academic achievement, attendance, English learner progress, student well-being, college and career readiness, and equitable access to services. These priorities directly shaped Goals 1–4.

Goal 1 was created because the 2025 California School Dashboard showed that approximately 85% of students graduated, but only 45.7% were prepared for college or career. Local data also identified unequal participation and completion in A-G courses, CTE pathways, AP, dual enrollment, and work-based learning. Educational partners requested stronger CTE pathways, career exploration, internships, academic advising, and individualized graduation planning. This goal ensures students, particularly unduplicated pupils, graduate with viable postsecondary options.

Goal 2 was created because ELA and mathematics remained below state standards, with mathematics continuing to be a significant area of need. Dashboard and local data also showed persistent achievement gaps and a need to improve English learner progress. Educational partners requested consistent standards-aligned instruction, common assessments, timely intervention, stronger PLC/PLT collaboration, and additional support for English learners. This goal strengthens Tier 1 instruction, integrated and designated ELD, universal screening, intervention, professional learning, and progress monitoring.

Goal 3 was created because chronic absenteeism remained a significant concern, along with student behavior, mental health, safety, and school connectedness. Students and families identified barriers to attendance and requested greater access to counseling, behavioral supports, family outreach, and safe, welcoming schools. This goal strengthens attendance intervention, counseling, behavioral health resources, PBIS, restorative practices, family engagement, and school climate.

Goal 4 was developed to address identified needs at WUSD’s Equity Multiplier schools: Sanhedrin Alternative High School, New Horizons Independent Study, and Sherwood School. At Sanhedrin, the 2024–25 graduation rate was 79.6% and chronic absenteeism was 46.5%. At Sherwood, 2025 Dashboard results showed students 49.4 points below standard in ELA and 50.9 points below standard in mathematics, while chronic absenteeism was 36.8%. New Horizons began operation in 2025–26 and will establish school-specific baseline data.

Site-level feedback reinforced the need for individualized academic intervention, attendance and wellness supports, flexible learning options, and equitable access to college and career opportunities. Goal 4 uses Equity Multiplier resources to provide targeted, measurable supports that improve academic achievement, engagement, attendance, graduation, and postsecondary readiness for students at these small schools.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Students will be prepared to be college and/or career ready.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 1 was developed in response to state and local data and educational-partner feedback showing a continued need to strengthen college, career, and life readiness. The 2025 California School Dashboard showed that WUSD's graduation rate increased to 85.4%, yet only 45.7% of graduates were College/Career Prepared. Local data further showed that 37.8% of graduates completed A–G requirements and 32% completed at least one CTE pathway. Although these results demonstrate progress, they show that many students are graduating without completing a clearly defined college or career preparation pathway.

Feedback from students, families, staff, and community partners reinforced the need for expanded CTE pathways, dual enrollment, career exploration, internships and work-based learning, individualized academic and career advising, and clearer support with college applications and financial aid. Educational partners also identified barriers related to transportation, scheduling, course access, financial resources, and navigating postsecondary systems, particularly for low-income students, English learners, foster youth, and students experiencing homelessness.

Goal 1 was therefore developed to increase equitable access to A–G coursework, CTE pathways, dual enrollment, career-connected learning, and individualized postsecondary planning so that more WUSD students graduate with the preparation and options necessary to successfully transition to college, career training, or the workforce.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	1. Increase number of students completing A-G requirements for college entrance.	44% 2023-24	2024-25 was 45%.	37.8% in 25-26	60% 2027	-6.2%
1.2	2. Increase number of students completing Career Technical Education.	68% completed at least one CTE pathway for 2024.	This number has increased to 70%. 24-25	32% 25-26	80% completed at least one CTE pathway for 2025	-36%
1.3	3. Increase number of students completing Advanced Placement courses with a score of 3 or more.	12.5% of students enrolled in AP courses. passed the exam with a score of 3 or higher for 2020.	24-25 AP course enrollment is 8.3%	1% 25-26	60% of students enrolled in AP courses will pass the exam with a score of 3 or higher for 2027.	-11.5%
1.4	4. High School Graduation Rate will increase 2% annually.	84.2% of students graduated in 4 years for 2024	This number is now at 85% 24-25	88% 25-26	95% of seniors in cohort	3.8%
1.5	5. Increase the percentage of career and college ready students including EAP annually by 2%.	32.5% of students were college and career ready in 2024.	WUSD is now at 45.7% 24-25	80% 25-26	65% will be college and career prepared	47.5%
1.6	6. Decrease the dropout rate for middle/high school students.	19.84% of students were considered dropouts for 2024.	This number is 15.8% 24-25	8% 25-26	5% of dropouts will be dropouts	-11.84%
1.7	7. Increase the number of students participating in post- secondary education by 2% annually.	73% of graduates who responded reported participation in a post secondary option 2023-24	81%of graduates who responded reported participation in a post secondary option 24-25	80% 25-26	70 % will participate in post secondary institutions.	7%
1.8	8.Teachers appropriately assigned and fully credentialed	17 were not fully credentialed 2023-24	32 staff are not fully and or properly credentialed for	11 25-26	only 5% will not be fully credentialed	6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			the area they are instructing . 24-25			
1.9	9. The % of pupils who have successfully completed both types of courses (UC/CSU and CTE)	45% of graduating students passed both A-G and CTE requirements for 2023-24.	WHS is now at 32%. 24-25	30% 25-26	65% of graduating students will pass both A-G and CTE requirements for 2021.	-15%
1.10	11. Pupil outcomes, in the subject areas described in Sec 51210 and subdivision (a) to (i), inclusive of Sec 51220, as applicable	44% Grade level reading at the end of 3rd Grade based on STAR Reading. Biliteracy Award 4% Golden State Merit Seal 20.27%. Algebra Readiness from Ready Math 33% as reported for Spring 2021.	51% are reading at grade level based on STAR Reading. Biliteracy Award 1.35% Algebra Readiness metric changed to STAR Math at 19%, but not all students were assessed.24-25	Third grade: 38% are proficient in STAR Reading. Algebra Readiness from Ready math is no longer accessible 2025-2026	50% Grade level reading at the end of 3rd Grade based on STAR and Dibbles assessments. Biliteracy Award 10% . Algebra Readiness from Ready Math 40% as reported for Spring 2027.	STAR ELA: -6%
1.11	10. Programs and services developed and provided to all students including individuals with exceptional needs and to unduplicated pupils.	65.44% as evidenced by enrollment 23-24.	This number is at 64.91%. 24-25	58.% 25-26	100% as evidenced by enrollment for 2027	-7.44%
1.12	12. The percentage of special education students who are in the general education environment for more than 80% of their school day.	64.14% 2023-24	64.8%24-25	65.1% 25-26	The percentage of special education students who are in the general education (50%) environment will spend 80 % of their school day in the general	.96%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					education environment..	
1.13	13. The percentage of students who are referred to special education who qualify for services.	61% 2023-24	73% 24-25	60.9% 25-26	WUSD will be at 45% of students referred who will qualify for special education services.	-.1%

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.

During 2025–26, WUSD implemented a broad set of college, career, and life readiness actions. Students participated in CTE pathways, dual enrollment, AP coursework, college and career fairs, Career Academies, college and business tours, career speakers, and emerging work-based-learning opportunities. Counseling staff provided individualized graduation planning, A–G monitoring, college application assistance, CaliforniaColleges.edu/CCGI support, Reg-to-Go, and FAFSA/CADAA assistance. Partnerships with Mendocino College, Sonoma State University, Adventist Health, MCOE, the North Far North Consortium, and local employers supported expansion of these opportunities.

The 2025 California School Dashboard showed progress in postsecondary readiness. WUSD's graduation rate reached 85.4%, an increase of 1.2 percentage points, and 45.7% of graduates were identified as College/Career Prepared, an increase of 13.2 percentage points. Local data showed that 37.8% of graduates completed A–G requirements and 32% completed at least one CTE pathway. Senior FAFSA/CADAA completion also increased from 61% to 68%. These outcomes demonstrate progress while confirming the need to continue expanding equitable access to college and career preparation.

Implementation successes included expanded dual enrollment and CTE development. More than 35 students participated in healthcare-related dual-enrollment opportunities through Mendocino College. Sanhedrin's Sustainable Agriculture pathway served 16 students in Fall 2025 and 21 students in Spring 2026. Approximately 400 students participated in the district career fair with more than 40 employers and community organizations, and five postsecondary institutions participated in the college fair. Golden State Pathways Program funding also supported continued development of healthcare, robotics, sustainability, agriculture, and education pathways.

Some planned actions were not fully implemented. Staffing shortages, scheduling conflicts, transportation, course availability, and pathway approval timelines limited the expansion of some CTE, AP, and dual-enrollment opportunities. Internship and work-based-learning expansion also progressed more slowly than anticipated because of limited local placements and the time required to develop employer agreements and address transportation, safety, confidentiality, and industry-specific requirements. Although counseling services were provided, attendance, scheduling, and family-engagement barriers sometimes limited individualized follow-up.

Overall, Goal 1 actions expanded student access to college and career preparation and coincided with improvement in the Dashboard College/Career Indicator, graduation, and financial-aid completion. However, the data continue to show that fewer than half of graduates are identified as College/Career Prepared. WUSD will therefore continue expanding CTE and dual enrollment, strengthening employer partnerships and work-based learning, and improving individualized postsecondary planning. Effectiveness will be monitored through A–G completion, CTE concentrator and completer rates, dual-enrollment participation and college units earned, AP outcomes, internships/work-based-learning participation, FAFSA/CADAA completion, graduation, and College/Career Indicator results, including outcomes by student group.

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.

Material differences between budgeted and estimated actual expenditures for Goal 1 were primarily related to staffing vacancies, implementation timelines, and the development of new college and career pathways. Some planned expenditures for specialized CTE staffing, internships, work-based learning, transportation, pathway materials, and expanded dual-enrollment opportunities were delayed or lower than anticipated because of staffing shortages, scheduling constraints, course availability, and the time required to establish agreements with colleges and industry partners.

Core college and career services—including counseling, CTE, dual enrollment, career exploration, A–G monitoring, CaliforniaColleges.edu/CCGI, and financial-aid support—were implemented. However, some healthcare, robotics, education, internship, and work-based-learning activities were still in development and therefore did not expend funds at the level originally planned.

These differences affected the timing and scope of some services but did not change the purpose of Goal 1. Unexpended or delayed resources will be aligned with continued pathway development, increased student participation, and expanded equitable access to college and career opportunities in the coming year

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

Overall, Goal 1 actions were moderately to strongly effective in improving college, career, and life readiness. The 2025 California School Dashboard showed that 45.7% of WUSD graduates were College/Career Prepared, an increase of 13.2 percentage points, while the graduation rate increased to 85.4%. Local data also showed 37.8% A–G completion, 32% CTE pathway completion, and an increase in FAFSA/CADAA completion from 61% to 68%.

CTE, dual enrollment, college/career counseling, career fairs, and individualized postsecondary planning were effective in expanding student access to college and career opportunities. Partnerships with Mendocino College and community organizations also supported increased pathway development and dual-enrollment participation.

Some actions were less effective or not yet fully implemented. Internship and work-based-learning opportunities remained limited by staffing, transportation, scheduling, and employer availability. Access to CTE, dual enrollment, AP, and other advanced opportunities was also not yet consistent across schools and student groups.

Overall, the results demonstrate meaningful progress while confirming the need to increase equitable access, pathway completion, work-based learning, and individualized postsecondary support, particularly for unduplicated students.

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

The overall goal will remain focused on College, Career, and Life Readiness; however, WUSD will strengthen its actions and measures based on prior-year results and educational-partner feedback. During the coming year, WUSD will expand CTE and dual-enrollment pathways in healthcare, robotics, sustainability, agriculture, and education; strengthen the use of CaliforniaColleges.edu/CCGI for A–G monitoring, career exploration, and individualized postsecondary planning; increase internships, job shadowing, and other work-based learning opportunities through stronger employer partnerships; and provide targeted outreach and support for low-income students, English learners, foster youth, and students experiencing homelessness.

WUSD will monitor A–G completion, CTE concentrators and completers, dual-enrollment participation and college units earned, AP outcomes, FAFSA/CADAA completion, work-based learning participation, graduation rates, and College/Career Indicator results by student group. These changes are intended to address remaining access and outcome gaps and provide clearer measures of whether Goal 1 actions are improving students' postsecondary readiness.

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	Continue to plan and staff for career opportunities through the development of pathways with A - G designation.	The district is developing new CTE pathways and maintaining classes with A-G designation, and modifying existing A-G offerings so they are aligned with pathways needs.	$649,233.20	Yes
1.2	Identify first time college bound students	BGMS, which included visits to colleges and the guidance with the registration in the dual enrollment program available once they finish 8th grade.	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Continue to offer enrichment opportunities for students through Dual Enrollment with Mendocino College, Academic Decathlon, and Early child mentoring.	GATE opportunities were offered and the high school had an Academic Decathlon class and competed in the regional and state competition. New and existing clubs can be added or maintained at all buildings.	$10,000.00	Yes
1.4	Maintain number of elementary teachers to support class size reduction.	In grades K-5 class size is an important factor in dealing with unduplicated populations and additional teachers are hired to achieve the reduced class size.	$527,371.79	Yes
1.6	Implement new Student Study Team procedures	Use updated processes aided by monitoring software to ensure students are being monitored and appropriately served through the SST process.	$10,000.00	No Yes
1.7	STEAM	Expand STEAM (Science, Technology, Engineering, Arts, and Mathematics) opportunities through hands-on, project-based learning experiences that promote critical thinking, creativity, collaboration, and real-world problem solving. This action supports student engagement, career readiness, and equitable access to innovative learning opportunities aligned to state standards and future workforce skills.	$190,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Students will be provided academic support and services to promote language acquisition, mathematical and technological literacy.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 2 was developed in response to state and local data showing persistent academic needs. The 2025 California School Dashboard showed WUSD students remained 75.9 points below standard in ELA and 110.4 points below standard in mathematics. Local STAR data reinforced this need, with only 36% of students proficient in reading and 21.1% proficient in mathematics. English learner results also identified a continued need for effective language-development instruction, progress monitoring, and reclassification support. Achievement gaps remained among English learners, low-income students, foster youth, students experiencing homelessness, and students with disabilities.

Educational partners identified the need for more consistent standards-aligned Tier 1 instruction, essential standards, common assessments, PLC/PLT collaboration, timely academic intervention, vertical articulation, and professional learning in literacy and mathematics. Staff also requested a consistent districtwide assessment and data system and stronger implementation of integrated and designated ELD.

Goal 2 was therefore developed to strengthen language acquisition, mathematical and technological literacy through consistent instruction, assessment, intervention, and professional learning. This goal is important because these foundational skills directly affect students' ability to access grade-level curriculum, make academic progress, and successfully prepare for college, career, and life.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	1. Percentage of students district wide scoring at standard or above on SBAC in ELA , Mathematics, and Science will improve 5% annually as evidenced of implementing common core standards including ELD standards.	Math 11.47% ELA 18.77%, Science 30.7% in 23-24.	ELA 20.1%, Math 11.8%, Science 7.7% 24-25	Data not available as of 8/25/26	Math 40% ELA 50% will rise to this percentage.	Change from 2023–24 to 2024–25: ELA: increased by 1.33 percentage points (18.77% to 20.1%) Math: increased by 0.33 percentage points (11.47% to 11.8%) Science: decreased by 23 percentage points (30.7% to 7.7%)
2.2	Percentage of English learners making progress toward English language proficiency, as measured by the CA Dashboard ELPI.	45.8% 2023-24	58.6% 24-25	Data not available as of 8/25/26	75% of long term AMOE EL stduents will improve on the ELPAC.	24-25 -12.8%
2.3	Percentage of English learners reclassified as Fluent English Proficient (RFEP).	15.5% 2023-24	11.7% 24-25	Data not available as of 8/25/26	50% of EL students were reclassified	24-25 3.8%
2.4	Percentage of students with access to a district device and network services for school-required assignments.	100% 2023-24	100% 24-25	100% 25-26	Continued 100% access for all students.	0
2.5	5. Improvement on CA Dashboard.	Chronic absenteeism: 49.5%; suspension rate: 9.0%; English Learner Progress: 50.3%; graduation rate: 84.3%;	Chronic absenteeism improved to 38.2%; suspension rate increased to	Chronic absenteeism: 42.2%, an annual increase of 3.9 points; suspension	Chronic Absenteeism will decrease by 10%. Increased Math / ELA scores as	Since the 2023 baseline, chronic absenteeism improved by 7.3 percentage points;

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		College/Career prepared: 22.3%; ELA: 71.3 points below standard; mathematics: 103.0 points below standard. 2023-24	11.4%; English Learner Progress declined to 45.8%; graduation rate remained stable at 84.2%; College/Career preparedness increased to 32.5%; ELA declined to 80.1 points below standard; mathematics declined to 112.5 points below standard. 24-25	rate: 9.3%, a 2.1-point annual improvement; English Learner Progress: 58.6%, a 12.8-point improvement; graduation rate: 85.4%, a 1.2-point improvement; College/Career prepared: 45.7%, a 13.2-point improvement; ELA: 75.9 points below standard, a 4.1-point improvement; mathematics: 110.4 points below standard, a 2.1-point improvement. 25-26	indicated by previous outcome in Goal 1. Graduation ryes will climb to 95% in cohort years.	suspension increased by 0.3 point; English Learner Progress increased by 8.3 points; graduation increased by 1.1 points; College/Career preparedness increased by 23.4 points; ELA is 4.6 points farther below standard; and mathematics is 7.4 points farther below standard.
2.6	6. All students will continue to have access to California State Standards aligned instructional materials.	100% of students had access to state standards aligned curriculum. 2023-24	100% had access to state approved curriculum. 24-25	100% had access to state approved curriculum. 25-26	Continued 100% access for all stduents.	0

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.

During 2025–26, WUSD implemented standards-aligned Tier 1 instruction, integrated and designated ELD, common STAR assessment windows, PLC/PLT collaboration, academic intervention, instructional coaching/professional learning, and technology-based supports. Universal screening and common assessments strengthened the district’s ability to identify students needing additional support and monitor progress.

The 2025 California School Dashboard showed some progress but continued significant academic need. ELA improved 4.1 points but remained 75.9 points below standard. Mathematics improved only 2.1 points and remained 110.4 points below standard, with a Red performance level. English Learner Progress was a notable success: 58.6% of English learners made progress, an increase of 12.8 percentage points. Local STAR results similarly showed only 38.4% proficiency in reading and 30.5% in mathematics.

Implementation differed from the plan primarily because staffing vacancies, scheduling limitations, transportation barriers, and varying participation affected the consistency of supplemental intervention and extended-learning opportunities. Legally required integrated and designated ELD continued, while supplemental EL and academic supports varied in availability and intensity across sites.

Overall, the actions strengthened districtwide assessment, instructional alignment, and English learner progress; however, ELA and particularly mathematics remain significant areas of need. WUSD will continue strengthening Tier 1 instruction, intervention systems, progress monitoring, professional learning, and consistent implementation across schools and student groups.

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.

Material differences between budgeted and estimated actual expenditures were primarily caused by staffing vacancies, delayed hiring, lower participation in extended-learning programs, procurement timelines, and the use of alternative grant or state funding.

Actual personnel expenditures were lower than planned because some intervention teacher, instructional aide, academic coach, and specialist positions remained vacant or were filled later in the year. Although legally required integrated and designated ELD continued to be provided, expenditures for supplemental English learner services were lower because of staffing limitations, delayed purchases, and varied implementation of additional curriculum, professional learning, and progress-monitoring resources.

Technology expenditures were also lower than budgeted because some device, software, and training costs were covered by grants, existing equipment, or multi-year agreements. After-school, summer, and tutoring expenditures were below projections because transportation barriers, limited staffing, scheduling conflicts, and lower-than-anticipated student participation reduced program implementation.

As a result, the estimated percentage of improved services for English learners, low-income students, and foster youth was lower than planned. Staffing and participation barriers limited the reach and consistency of supplemental academic intervention, extended learning, technology support, and progress monitoring. WUSD will address these differences through improved recruitment and retention, earlier purchasing, stronger family outreach, transportation planning, and consistent monitoring of participation and outcomes by unduplicated student group.

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

The actions produced mixed results in advancing language acquisition, mathematics achievement, and technological literacy.

Technology access and instructional resources were effective. Students maintained access to Chromebooks, digital platforms, and standards-aligned instructional materials. These resources supported classroom instruction, intervention, assessment, and students' ability to complete school assignments. Effectiveness varied based on teacher training and students' internet access outside school.

Integrated and designated ELD supported English learner progress. WUSD provided integrated ELD throughout the instructional day and designated ELD during protected instructional time. ELPAC, ELPI, and formative assessment results showed progress for some English learners. Supplemental ELD resources, professional learning, and progress monitoring were less consistent across sites, limiting districtwide impact.

Professional learning was moderately effective. Training in literacy, mathematics, ELD strategies, assessment, and technology strengthened teacher knowledge and confidence. The greatest impact occurred where staff consistently applied the strategies and used PLC/PLT time to review student work and assessment results.

Literacy and mathematics interventions were partially effective. Sites with protected intervention time, trained staff, and regular progress monitoring demonstrated stronger implementation and student engagement. Districtwide effectiveness was limited by staffing vacancies, inconsistent student-identification processes, and differences in intervention schedules and monitoring practices. Mathematics remained a significant area of need.

Extended-learning programs had limited effectiveness. After-school, summer, and tutoring opportunities provided additional instructional time for participating students; however, transportation barriers, scheduling conflicts, staff availability, and lower-than-anticipated participation reduced their overall reach, particularly for unduplicated students.

Overall, the actions established important instructional and technological supports but did not produce consistent outcomes across all schools and student groups. WUSD will strengthen common assessment practices, progress monitoring, intervention schedules, professional learning, and review of participation and outcomes by student group to improve effectiveness and equitable access.

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

The overall goal remains unchanged; however, WUSD refined its metrics, target outcomes, and actions to improve consistency, effectiveness, and equitable access.

Metrics and progress monitoring: WUSD established common districtwide STAR ELA and mathematics assessment windows and recurring site-level data reviews. Metrics will more clearly identify the data source and reporting year and will align with California School Dashboard, ELPAC/ELPI, reclassification, and local assessment measures. Results will be reviewed by student group to evaluate progress and determine needed interventions.

English learner services: WUSD will continue providing legally required integrated and designated ELD and will strengthen monitoring through schedules, walkthroughs, student work, ELPAC/ELPI results, and reclassification data. Supplemental language-development resources, professional learning, multilingual communication, and targeted intervention will be implemented more consistently across sites.

Academic intervention: Site action plans will identify common student-entry criteria, intervention schedules, progress-monitoring expectations, and procedures for adjusting support. WUSD will explore flexible staffing approaches, including intervention teachers, academic coaches, instructional aides, stipended assignments, and targeted tutoring.

Professional learning: Training will shift from primarily stand-alone workshops to ongoing coaching and PLC/PLT collaboration. Professional learning will emphasize standards-aligned Tier 1 instruction, literacy, mathematics intervention, ELD strategies, common formative assessments, and effective technology integration.

Extended learning and family engagement: WUSD will strengthen multilingual outreach, family input, transportation planning, and communication to improve participation in tutoring, after-school, and summer programs. Participation and outcomes will be monitored for English learners, low-income students, and foster youth.

These changes are intended to strengthen districtwide implementation, provide earlier intervention, and improve outcomes in language acquisition, literacy, mathematics, and technological literacy

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	1 to 1 computers for students	1 to 1 computers require the acquisition of software to help enhance learning to ensure students can access Lexia, Letters, Math, Bright Thinker, Canvas, or any new or preexisting software to support academic growth and aid instruction.	$130,000.00	No
2.2	Staffing to maintain the 1 to 1 student computers.	This is necessary to maintain a replacement cycle of hardware for students and teachers to allow 1 to 1 computer access for all, as well as technical staffing to provide access to technology.	$250,000.00	Yes
2.3	Continued Professional development directed by Executive Director or site leadership,	Instructional coach will be contracted to support research based effective instructional practices based on the core of MTSS instruction for teachers. Continue leadership coach for school principals to learn the principles of principalship in the 21st century.	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	with input from teachers.			
2.4	Supplemental Academic, Technology, and Whole-Child Supports	Provide supplemental language-development, literacy, mathematics, technology, tutoring, mentoring, and trauma-informed supports for English learners, low-income students, foster youth, and students experiencing homelessness. Maintain one-to-one device access and strengthen teacher capacity through professional learning. Students from low income households need access to and support for educational technology. The positions paid for in this action will help to maintain the devices and network access as well as monitor the data identifying and supporting the targeted subgroups.	$20,000.00	Yes
2.5	Supplemental English Learner Academic and Language Supports	In addition to legally required integrated and designated ELD, WUSD will provide supplemental English learner supports, including targeted intervention, additional instructional resources, tutoring, progress monitoring, family outreach, and staff professional learning to accelerate language acquisition and academic achievement. This is a secondary class designed to help new comers to acquire ELA skills.	$110,000.00	Yes
2.6	Continue implementation of TK transition to Kinder.	Increase certificated staff in existing TK program to increase community participation and enrollment in our TK program.	$400,000.00	Yes
2.7	Provide professional development activities for staff supporting English Learners	Provide PD to staff specifically surrounding strategies supporting English Learner success in the classroom.	$25,000.00	Yes
2.8	Elementary Instructional Aides for Targeted Student Support	Maintain elementary instructional aides to provide targeted small-group instruction, intervention, language development, and individualized support for low-income students, English learners, and foster youth. Brookside aide time: Instructional learning time for the 2022–23 through 2027–28 school years by decreasing staff-to-pupil ratios, based on pupil learning needs.	$1,480,169.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.9	Language Acquisition Support	Provide support from District Family Community Engagement Specialist to students in grades TK-12 to improve English language acquisition.	$72,000.00	Yes
2.10	All students will continue to have access to California State Standards aligned instructional materials.	Intervention curriculum will support student needs in language acquisition, reading, and mathematics.	$80,000.00	Yes
2.11	Academic Coach	Provide bilingual instructional aides to support students in language acquisition by decreasing staff-to-pupil ratios, based on pupil learning needs.	$70,000.00	Yes
2.12	English Learner Program Implementation and Oversight	Executive Director of Student programs to ensure that English Learners are monitored and full implementation of EL programs Provide reading specialist to support teachers in providing high quality reading instruction in grade K-5.	$250,000.00	Yes
2.13	Academic Coach	Provide instructional coaching, data-analysis support, demonstration lessons, and collaborative planning to strengthen standards-aligned Tier 1 instruction and intervention. The coach will support consistent use of formative assessment and evidence-based practices, with particular attention to the needs of English learners, low-income students, and foster youth.	$20,000.00	Yes
2.14	Executive Director of Student Programs	Executive Director of Student Programs providing districtwide leadership for English Learner programs, services, compliance, assessment, and family engagement.	$222,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Students and families will be supported and encouraged to advocate safe and healthy lifestyle choices.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 3 was developed in response to state and local data and educational-partner feedback demonstrating continued needs in attendance, student behavior, mental health, safety, and school connectedness. The 2025 California School Dashboard showed that 42.2% of WUSD students were chronically absent. Although the suspension rate improved by 2.1 percentage points, it remained high at 9.3%. These results indicate that many students continue to experience barriers that affect regular attendance, engagement, and successful participation in school.

Feedback from students, families, staff, and community partners reinforced these findings. Educational partners identified the need for increased counseling and behavioral-health services, stronger attendance and family outreach, PBIS and restorative practices, safe and welcoming campuses, social-emotional supports, and greater connections to community health and wellness resources. Families also identified transportation, mental health, communication, and access to services as barriers to student engagement.

Goal 3 was therefore developed to strengthen the conditions necessary for students to be healthy, safe, connected, and engaged in school while helping students and families develop the knowledge and skills to advocate for healthy lifestyle choices. This goal is important because physical and emotional well-being, regular attendance, safety, and a sense of belonging are foundational to academic success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance rate will increase annually by 1%	23-24: 92%	24-25: 90%	25-26: 90%	95% attendance and decrease chronic absenteeism by 3 % annually.	-2%%
3.2	Suspension/expulsion rate will decrease by 1%	23-24: 11.4% were suspended for at least one day	24-25: 9.3% were suspended at least one day	25-26: 9%	3% suspension rate for proceeding year.	-2.4%
3.3	Facilities will be maintained.	23-24: one school had an overall rating of "good"	24-25: Four facilities have an overall rating of Good.	25-26: All our facilities are rated "Good".	All facilities' on SARC report to be at checked at the 'Good" level.	5 Schools
3.4	All parents will be encouraged to be engaged with the school, participate on committees, etc., especially parents of unduplicated pupils and students with special needs.	23-24: 20% parent participation	24-25: 25% parent participation	25-26: 25% parent participation	25% of parents will attend multiple events throughout the year. District will monitor base don survey data.	5%
3.5	Percentage of students reporting feeling safe and supported at school will increase measured through the use of CHKS survey data.	22-23: 46%	24-25: 58%	25-26: 47% of students reported feeling safe and supported at school, based on the combined average of Bullying and Safety (43%) and Staff-Student Relationships (51%). as measured by the Custom Insight Survey	80% of students will feel safe, supported	-11%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Chronic absenteeism will decrease by 3% annually.	23-24: 38.2% chronically absent	24-25: 42.2% chronically absent	25-26: 32.3%	Chronic Absenteeism will be reduced by 10%	5.9%
3.7	Summative Data from Benchmark	23-24: 18% chronic absences	24-25: 35% chronic absences	25-26: 32.3% chronic absences	Chronic Absences will increase 20%.	14.3%

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.

During 2025–26, WUSD implemented a whole-child approach through SEL instruction, counseling and mental health services, attendance and behavioral interventions, restorative practices, health and wellness education, family engagement, and community partnerships.

Implementation was generally successful, although staffing shortages, scheduling constraints, and increased demand for behavioral health services affected the consistency and availability of some supports. Family participation also varied due to scheduling, transportation, and access barriers.

Local data demonstrate progress. Chronic absenteeism decreased from 42.2% to 32.3%, and the percentage of students suspended at least one day decreased from 9.3% to 9%. Overall attendance remained at 90%, and reported parent participation was 25%.

Successes included improved chronic absenteeism, expanded counseling and referral supports, increased SEL and wellness opportunities, stronger community partnerships, and greater access to behavioral interventions. Continued needs include reducing chronic absenteeism and suspensions, expanding behavioral health capacity, increasing family engagement, and ensuring consistent Tier 1, Tier 2, and Tier 3 supports across all schools.

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.

Material differences between budgeted and estimated actual expenditures for Goal 3 were primarily related to staffing vacancies, service utilization, and implementation timelines. Some planned expenditures for counseling, behavioral and mental health supports, family engagement, campus supervision, and extended wellness activities were lower or delayed because of difficulty filling positions, staff availability, scheduling, and varying student and family participation.

Core services—including counseling, SEL, attendance intervention, PBIS/restorative practices, campus safety, family outreach, and connections to community-based health and mental health resources—continued throughout the year. In some cases, other available grant

or program funds supported portions of these services, resulting in differences between the original LCAP budget and estimated actual expenditures.

These differences affected the timing and level of expenditures but did not change the intent of the goal. WUSD will continue aligning resources with student needs, particularly in response to the 42.2% chronic absenteeism rate and continued need for behavioral health, safety, attendance, and family supports.

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

Material differences between planned and actual implementation were primarily related to staffing capacity, increased demand for behavioral and mental health services, and varying participation in family and wellness activities. Student behavioral health challenges have become a sustained operational need requiring continued Tier 2 and Tier 3 interventions.

Local data demonstrate both progress and continued need. Chronic absenteeism decreased from 42.2% to 32.3%, a 9.9-percentage-point improvement. The percentage of students suspended at least one day decreased from 9.3% to 9%, while overall attendance remained at 90%. Parent participation was reported at 25%.

Counseling, SEL, behavioral supports, attendance interventions, and family engagement activities continued; however, demand for services and staffing limitations affected the level and consistency of implementation. WUSD also provided event-access support for low-income students and English learner families to reduce financial barriers and increase family participation.

WUSD will strengthen quantitative monitoring in the coming year by documenting the number of students receiving counseling and behavioral interventions, counseling contacts, referrals completed, attendance improvements among students receiving interventions, suspension/incident changes, family event participation, and use of event-access supports. Survey participation and favorability will also be monitored; surveys from Custom Insight were administered in 2025–26, limiting school-climate outcome data for the year.

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

The overall goal will remain focused on supporting students and families in advocating for safe and healthy lifestyle choices; however, WUSD will strengthen actions and metrics based on prior-year data and educational-partner feedback.

In response to the 2025 Dashboard chronic absenteeism rate of 42.2% and suspension rate of 9.3%, WUSD will strengthen individualized attendance interventions, family outreach, counseling and behavioral-health services, PBIS/restorative practices, SEL, and campus-safety supports. Greater emphasis will also be placed on the early identification of students needing intensive support and connections to community resources.

Specific action changes include increasing campus-security resources under Action 3.1; clarifying under Action 3.5 that families may access school events without an admission charge; and expanding Action 3.7 to include CTE pathways, dual enrollment, and career-connected learning, with targeted support for low-income students, English learners, and foster youth.

Metric 3.7 was removed because it was not included in district surveys. Other changes include updating data and aligning the remaining metrics. Metrics will be strengthened to monitor chronic absenteeism, suspension rates, attendance improvement, behavioral incidents, counseling and mental-health services provided, completed referrals, student and family participation, and school-connectedness or climate survey results. Data will be reviewed by student group to determine whether actions are improving outcomes for unduplicated students and other groups experiencing disparities.

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	Maintain Campus Security at the high school and middle school campuses.	Maintain Campus Security – High School and Middle School Campuses Campus security staff will be maintained at both the high school and middle school to provide a safe, welcoming, and orderly environment for all students, staff, and visitors. Security personnel will monitor entrances, hallways, and common areas; assist with crisis response and emergency drills; and collaborate with administrators, counselors, and local agencies to prevent and address safety concerns. Security staff will be integrated into the school's Social-Emotional Learning (SEL) framework, receiving training to use restorative practices, de-escalation strategies, and positive relationship-building with students. Through daily interactions and mentoring, they will reinforce SEL competencies such as self-awareness, responsible decision-making, and relationship skills. The Minga platform will be used to monitor campus entry, student activities, and behavior data, helping staff proactively identify trends and provide early support. Security personnel will utilize Minga to communicate safety reminders, promote events centered on wellness and healthy lifestyles, and recognize students for positive behavior. As part of our commitment to safe and healthy schools, the district may utilize trained drug-detection dogs on campuses and at school activities to help deter illegal substances and support student safety and wellness. This proactive measure supports a positive learning environment focused on student well-being and school safety at all secondary sites.	$128,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		By combining consistent monitoring, SEL-based relationship-building, and technology-driven communication, campus security staff will be supported and encouraged to advocate for safe and healthy lifestyle choices, creating a culture where students feel valued, respected, and empowered to make positive decisions.		
3.2	Maintain administrative support across all sites in WUSD	Administrative support was maintained at WHS, SHS, SWE and BGMS. The additional support at these sites ensures foster youth, students from low income households, and English learners have additional administrative supports to address their unique needs.	$293,000.00	Yes
3.3	Continue to reduce the number of projects on Deferred Maintenance list. This is a huge issue for the district.	WUSD has 6 sites and the newest one is 32 years old. The district is working hard to maintain these facilities to an acceptable standard, including upscaling desks and other essential classroom furniture.	$0.00	No
3.4	Continue to provide counseling services at the middle and elementary schools to support Social Emotional Learning (SEL) and intervention programs including Restorative Practices with a focus on unduplicated students.	The counseling personnel is directly responsible for students social, emotional and well being. This staff also provides direct support for foster youth, English learners, and students from low income households. This goal is also supported by other funding in the district. Purchase SEL curriculum as Tier I interventions.	$310,000.00	Yes
3.5	WUSD is dedicated to creating a supportive environment where	Many parents from our targeted groups were not able to attend school sports events due to the cost of entry. This action is targeted toward our students from low income households and English learners. This has been	$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	students and families are encouraged and equipped to make safe and healthy lifestyle choices.	a very positive thing with the community raising parental attendance at events. There is no charge for access to events.		
3.6	Maintain an art and a music teacher at the middle school and provide for additional musical instruments at BGMS & WHS.	Many foster youth, students from low income households, and English learners lack the ability to engage in the arts outside of school. In meeting our desire to educate the whole child, particularly within these subgroups, this action addresses this need. The continued employment of these educators is principally directed toward enriching these students' experiences and engagement in school.	$228,706.00	Yes
3.7	Provide multiple CTE pathways, dual enrollment, and career-connected learning, with targeted support for low-income students, English learners, and foster youth.	Continue to provide multiple CTE offerings at WHS and begin to implement at middle school	$0.00	Yes
3.8	Family and community communication	The district website is now full compliant and our social media presence has improved. This vendor also provide emergency call out notification and parental information push out services.	$15,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Sanhedrin Altrnative High School, New Horizons Independent Study, and Sherwood Elementary School will use Equity Multiplier resources to improve academic achievement, student engagement, attendance, and equitable access to educational opportunities, with focused support for low-income students, English learners, foster youth, and students experiencing homelessness.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed to close achievement gaps, expand equitable access to courses, improve math and ELA proficiency, and reduce chronic absenteeism for unduplicated students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Sanhedrin Graduation Rate from CA Dashboard	67.6% 2023-24	79.6% 24-25	Data will be put in after October 15.	85%	
4.2	Sanhedrin: College/Career Readiness: Student completing Dual Enrollment Courses from Mendocino College data	10 2023-24	18 24-25	21 25-26	25	11

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Dropout Ratenfrom CA Dashboard	32.4% 2023-24	20.4% 24-25	Data will be put in after October 15.	15%	
4.4	New Horizons Graduation Rate from CA Dashboard (the school's first year was 2025-2026)	School not open during 2023-24	School not open at this time. 24-25	Data will be put in after October 15.	85%	
4.5	New Horizons: College/Career Readiness: Student completing Dual Enrollment Courses based on Mendocino College data	School not open during 2023-24	School not open at this time. 24-25	5 students 25-26	10 students	5
4.6	Sherwood: Chronic Absenteeism from CA Dashboard	28.9% 2023-24	33.3% 24-25	36.8% 25-26	25%	7.9%
4.7	Sherwood Suspension Rate from CA Dashboard	7.1% 2023-24	6% 24-25	Data will be put in after October 15.	5%	
4.8	Sherwood ELA CA Dashboard data	161.5 points below standard 2023-24	94.2 points below standard 24-25	Data will be put in after October 15.	no more than 39.4 points below standard	

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.

During 2025–26, WUSD provided targeted supports at Sanhedrin, New Horizons, and Sherwood to improve academic achievement, attendance, engagement, and equitable access. A substantive difference from the prior plan is that the Equity Multiplier action was primarily identified for Sanhedrin; New Horizons and Sherwood received related supports through existing district and site programs. The revised goal will formally align Equity Multiplier actions and metrics across all three small schools.

At Sanhedrin, implementation included individualized academic and graduation planning, credit recovery, attendance and behavioral-health supports, dual enrollment, CTE development, and college/career counseling. The graduation rate improved from 67.6% to 79.6%, and

suspensions declined from 4.4% to 1.03%. Sustainable Agriculture dual enrollment included 16 students in Fall 2025 and 21 in Spring 2026. Chronic absenteeism remained high at 46.5%, and transportation, scheduling, staffing, and work-based-learning partnerships limited some planned opportunities.

At New Horizons, students received individualized independent-study programming, academic progress monitoring, flexible learning options, intervention, and student/family support. The flexible model supported students whose needs were not being fully met in a traditional setting. Challenges included maintaining consistent engagement, attendance, course progress, and timely completion of assignments. Separate site-level effectiveness metrics were limited and will be strengthened in the new LCAP cycle.

At Sherwood, supports focused on ELA and mathematics achievement, attendance, intervention, SEL/behavior, and family engagement. Data showed academic improvement, including gains of approximately 12 points in ELA and 33 points in mathematics, but significant achievement and attendance gaps remained. Chronic absenteeism remained approximately 40% for White students and 55% for Hispanic students, reinforcing the need for continued targeted support.

Overall, implementation resulted in progress, particularly in Sanhedrin graduation and suspension outcomes and Sherwood academic growth. Persistent attendance, achievement, student engagement, transportation, staffing, and access challenges informed the decision to establish clearer school-specific actions and measurable outcomes for all three Equity Multiplier schools in the new LCAP cycle.

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.

Material differences between budgeted and estimated actual expenditures at Sanhedrin, New Horizons, and Sherwood were primarily related to staffing capacity, timing of implementation, transportation, scheduling, and availability of outside partners.

At Sanhedrin, some planned work-based learning, healthcare internships, transportation, and expanded CTE/dual-enrollment activities were delayed while partnerships and agreements were developed. At New Horizons, expenditures varied based on student enrollment, individual student needs, staffing, and participation in supplemental academic and engagement supports. At Sherwood, staffing and scheduling affected the timing and delivery of supplemental academic, attendance, SEL, and behavioral interventions.

Core services continued at all three schools; however, these implementation factors affected the timing and reach of some Equity Multiplier-funded services. The district will use clearer site-specific budgets, participation data, and implementation monitoring in the coming year.

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

Actions across Sanhedrin, New Horizons, and Sherwood were partially to strongly effective, with continued needs in attendance, academic achievement, and consistent student engagement.

At Sanhedrin, academic, counseling, graduation, and college/career supports demonstrated measurable progress. Graduation increased from 67.6% to 79.6%, while suspensions decreased from 4.4% to 1.03%. Dual enrollment expanded, with 16 Sustainable Agriculture enrollments in Fall 2025 and 21 in Spring 2026. Attendance interventions were less effective, as chronic absenteeism remained 46.5%.

At New Horizons, individualized instruction, flexible scheduling, progress monitoring, and student/family supports provided students with an alternative pathway for remaining engaged and progressing toward academic goals. Effectiveness was limited by inconsistent participation and insufficient site-specific outcome data. More consistent monitoring of attendance, course completion, credits, and academic growth is needed.

At Sherwood, targeted instruction and intervention contributed to academic growth, including approximately 12 points of improvement in ELA and 33 points in mathematics. Attendance supports were less effective, with chronic absenteeism remaining approximately 40% for White students and 55% for Hispanic students.

Overall, the actions supported academic and engagement improvements, but attendance remains a significant area of need across the small-school programs. The new cycle will strengthen site-specific metrics and progress monitoring to better measure effectiveness.

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

The overall goal has been expanded to include Sanhedrin, New Horizons, and Sherwood, with clearer site-specific actions and measures of effectiveness.

At Sanhedrin, WUSD will strengthen attendance and wraparound interventions, academic supports, graduation monitoring, dual enrollment, CTE pathways, and individualized postsecondary planning. Metrics will include chronic absenteeism, STAR growth, graduation/dropout rates, suspensions, dual-enrollment participation and units earned, and postsecondary-plan completion.

At New Horizons, WUSD will strengthen individualized academic planning, engagement, intervention, and progress monitoring. New metrics will include attendance/engagement, course completion, credits earned, STAR growth, and graduation progress for secondary students.

At Sherwood, WUSD will strengthen ELA and mathematics intervention, attendance supports, SEL/behavioral services, and family engagement. Metrics will include STAR and state assessment growth, chronic absenteeism, suspensions, intervention participation, and student-group outcomes.

These changes will allow WUSD to more clearly measure the effectiveness of Equity Multiplier resources at each school and adjust supports based on student outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1		Provide individualized attendance interventions, counseling, SEL/behavioral supports, family outreach, and wraparound services to address barriers to school participation.	$50,000.00	No
4.2		Provide targeted ELA/math intervention, tutoring, credit recovery, and individualized graduation monitoring to keep students on monitor and reduce dropout.	$0.00	No
4.3		Sanhedrin will use Equity Multiplier funds to expand college and career readiness through A-G coursework, individualized graduation planning, dual enrollment, CTE pathways, credit recovery, and career exploration. Progress will be measured by graduation and A-G completion, dual-enrollment participation and units earned, CTE participation/completion, credits earned, and completed postsecondary plans.	$85,454.00	No

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
$2653458	$149173

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
15.563%	0.000%	$0.00	15.563%

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:** Continue to plan and staff for career opportunities through the development of pathways with A - G designation. **Need:** Low-income students, English learners, and foster youth need equitable access to A–G-approved courses, CTE pathways, dual enrollment, career exploration, and individualized academic guidance. These	WUSD's plan and staffing for career opportunities through the development of pathways with A-G designation is crucial for preparing students for success in both college and career. Here are some steps that can be taken to achieve this: Career Pathway Development: Identify key industries or sectors in the local community where there are opportunities for career growth. Develop career pathways aligned with these industries, incorporating A-G courses along with career and	Labor Market Analysis: Conduct regular labor market analyses to identify emerging industries, in-demand occupations, and skills gaps in the local and regional economy. This analysis can help inform the development of career pathways that align with

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students may face financial, transportation, scheduling, language, and advising barriers that limit their participation in rigorous coursework and career-connected learning. Expanded pathways will help ensure they graduate with the preparation and options needed to enter college, training programs, or the workforce. **Scope:** Schoolwide	technical education (CTE) courses that provide practical skills and knowledge relevant to specific career fields. Curriculum Alignment: Ensure that the A-G courses offered within these career pathways align with the academic rigor and content requirements set forth by the University of California (UC) and California State University (CSU) systems. This alignment will allow students to meet college entrance requirements while also gaining valuable career-focused skills. Partnerships with Industry Partners: Forge partnerships with local businesses, industry organizations, and post-secondary institutions to provide students with real-world learning experiences, such as internships, job shadowing opportunities, and mentorship programs. These partnerships can also help inform curriculum development and ensure that students are learning relevant skills that are in demand in the workforce. Professional Development: Provide ongoing professional development opportunities for teachers to enhance their knowledge and skills in delivering A-G courses within the context of career pathways. This may include training on project-based learning, integrating academic and technical content, and incorporating work-based learning experiences into the curriculum. Student Support Services: Offer comprehensive student support services to ensure that all students have access to academic advising,	current and future workforce needs. Industry Partnerships: Establish ongoing partnerships with local businesses, industry associations, and employers to stay informed about industry trends, job requirements, and opportunities for work-based learning experiences. Collaborate with industry partners to ensure that career pathways are aligned with industry standards and expectations. Advisory Committees: Form advisory committees comprised of representatives from key industries, post-secondary institutions, community organizations, and workforce development agencies. These committees can provide valuable feedback and guidance on the design and implementation of career pathways, ensuring their relevance and effectiveness.

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
		career counseling, financial aid assistance, and other resources to help them navigate their pathway from high school to college and/or career. This support is especially important for first-generation college students and those from underserved communities. By continuing to plan and staff for career opportunities through the development of pathways with A-G designation, schools can better prepare students for success in both college and career, equipping them with the knowledge, skills, and experiences they need to thrive in the 21st-century workforce.	Student and Alumni Surveys: Administer surveys to current students and alumni to gather feedback on their career interests, aspirations, and experiences within career pathways. Use this data to assess the effectiveness of existing pathways and identify areas for improvement or expansion. Performance Metrics: Establish performance metrics and benchmarks to monitor the success of career pathways, such as student enrollment and completion rates, attainment of industry-recognized credentials, post-secondary enrollment and employment outcomes, and employer satisfaction with program graduates. Program Evaluation: Conduct regular evaluations of career pathways to assess their impact on student

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
			learning, skill development, and post-secondary outcomes. Use qualitative and quantitative data to measure the effectiveness of instructional practices, curriculum alignment, and student support services within career pathways. Continuous Improvement: Use data-driven insights from monitoring and evaluation efforts to make informed decisions about programmatic changes and improvements. Continuously review and update career pathways to ensure they remain responsive to changing workforce needs and student interests. CTE Offerings for Unduplicated Student Groups: By June 2027, increase by 5 percentage points from the 2025–26 percentage of low-income students, English learners, and foster youth who enroll in and successfully complete an A–G-aligned CTE pathway.

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
			Participation and completion will be monitored separately for each student group.
1.2	**Action:** Identify first time college bound students **Need:** Low-income students, English learners, and foster youth who would be the first in their families to attend college need early identification and individualized support with A–G planning, college applications, financial aid, enrollment requirements, and postsecondary transitions. These students may have limited access to college-going information, family experience, financial resources, and personalized guidance. **Scope:** Schoolwide	Student Surveys: Administer surveys to high school students to gather information about their post-secondary plans and aspirations. Include questions about whether they plan to attend college, their intended major or career path, and any concerns or barriers they may face in pursuing higher education. College and Career Readiness Assessments: Use college and career readiness assessments, such as the SAT, ACT, or PSAT/NMSQT, to identify students who are likely to pursue post-secondary education. These assessments can provide insights into students' academic strengths and areas for improvement, as well as their readiness for college-level coursework. Academic Records: Review students' academic records, including grades, transcripts, and standardized test scores, to identify those who have demonstrated academic potential and are likely candidates for college admission. Pay attention to students who have taken rigorous coursework, such as Advanced Placement (AP) or International Baccalaureate (IB) classes. Guidance Counselor Input: Consult with guidance counselors and school staff who work closely with students to identify individuals who have expressed an interest in attending college or who may benefit from additional support in the college application process. Guidance counselors can	Intent to Attend College: Survey students regarding their postsecondary plans, including whether they intend to attend college, their preferred type of institution (such as a four-year university or community college), and their intended major or field of study. Academic Performance: Monitor students' academic performance using indicators such as GPA, class rank, and achievement in rigorous coursework, including Advanced Placement, International Baccalaureate, and dual-enrollment courses. Strong academic performance can indicate readiness to pursue higher education. Standardized Test Scores: Review student performance on college entrance examinations, including the SAT and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		provide valuable insights into students' aspirations and needs. College and Career Workshops: Host college and career workshops or information sessions to educate students about the college application process, financial aid options, and available resources. Encourage students to attend these events and provide opportunities for them to ask questions and seek guidance from counselors or college advisors. Parental Involvement: Engage parents and guardians in discussions about their children's post-secondary plans and encourage them to support their children's college aspirations. Provide resources and information to parents about the college application process and financial aid opportunities. Early College Programs: Identify students who participate in early college programs, dual enrollment courses, or other initiatives that provide opportunities for high school students to earn college credits or explore college-level coursework. These students may be more likely to pursue post-secondary education after high school. Monitoring Systems: Implement monitoring systems or databases to monitor students' progress towards college readiness and identify those who may need additional support or intervention. Regularly review and update these systems to ensure accuracy and completeness of data.	ACT, as an additional indicator of college readiness. Participation in College-Preparatory Programs: Monitor student participation in college-preparatory programs and activities, such as AVID, Upward Bound, college-readiness workshops, and other initiatives designed to prepare students for postsecondary education. Completion of College-Preparatory Courses: Monitor students’ completion of A–G requirements and other college-preparatory coursework. Completion of these courses indicates preparation for college-level study and eligibility for admission to California’s public universities. Engagement in Extracurricular Activities: Administer student surveys to assess participation in extracurricular activities,

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
		By using a combination of these strategies, schools and districts can effectively identify first-time college-bound students and provide them with the support and resources they need to successfully navigate the college application and enrollment process. WUSD will identify and support first-generation and college-bound students, prioritizing low-income students, English learners, foster youth, and students experiencing homelessness. These students may have limited access to college-planning information, financial resources, family experience with higher education, rigorous coursework, and individualized advising. Student surveys, academic records, A–G progress, college-readiness assessments, counselor input, and CaliforniaColleges.edu will be used to identify students' aspirations, readiness, and barriers. Identified students and families will receive individualized advising, college and financial-aid workshops, application assistance, dual-enrollment opportunities, and multilingual communication.	leadership roles, and community service. These experiences can demonstrate leadership, initiative, and commitment to personal and academic growth. Survey results will be shared with school administrators. Attendance and Behavior: Monitor attendance and behavior data to identify patterns that may affect academic success and college readiness. Consistent attendance and positive behavior support students' preparation for postsecondary education. College and Career Planning Activities: Monitor participation in college and career planning activities, including college fairs, campus visits, career-exploration workshops, and individualized counseling sessions. Counselors will compile the data and share the results with school administrators.

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
			By June 2027, 95% of identified juniors and seniors will complete a postsecondary-interest survey and an individualized college and career plan. WUSD will also monitor A–G completion, college applications, FAFSA/CADAA completion, and college enrollment, with results disaggregated by student group.
1.3	**Action:** Continue to offer enrichment opportunities for students through Dual Enrollment with Mendocino College, Academic Decathlon, and Early child mentoring. **Need:** Low-income students, English learners, and foster youth need equitable access to rigorous coursework, academic enrichment, college credit, leadership development, and career exploration. These students may face financial, transportation, scheduling, language, and advising barriers that limit participation in dual enrollment, Academic Decathlon, and early-childhood mentoring opportunities. **Scope:** Schoolwide	WUSD will intentionally recruit students from socioeconomically, linguistically, and culturally diverse backgrounds for dual enrollment, Academic Decathlon, and early-childhood mentoring. These actions address barriers experienced by low-income students, English learners, foster youth, and students experiencing homelessness by providing expanded college coursework, individualized counseling, application assistance, tutoring, multilingual family outreach, mentoring, transportation support, and structured academic enrichment. Through Mendocino College and CaliforniaColleges.edu, students will access dual-enrollment courses, career-readiness assessments, A–G monitoring, career exploration, and individualized postsecondary planning. Academic Decathlon participants will receive coaching and preparation, while early-childhood	Monitoring and Measuring Success To ensure the effectiveness and continuous improvement of these enrichment programs, WUSD will implement the following monitoring and evaluation strategies: Data Collection and Analysis: Monitor enrollment numbers, course completion rates, and academic performance of students participating in dual enrollment, Academic

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
		mentors will receive training and structured opportunities to support younger students. The actions are provided LEA-wide because unduplicated pupils attend schools throughout WUSD and require consistent access to these opportunities. Although all students may participate, the services are principally directed toward increasing access, participation, and successful completion for unduplicated student groups.	Decathlon, and early child mentoring programs. Surveys and Feedback: Conduct regular surveys of students, parents, and teachers to gather feedback on the quality and impact of the programs, identifying areas for improvement. Performance Metrics: Establish clear performance metrics, such as college credit accumulation, competition results, and mentor-mentee progress, to measure the success of each program. Annual Review: Perform an annual review of the programs, incorporating data analysis and feedback to make informed decisions about program enhancements and resource allocation. By continuing to offer and enhance these enrichment opportunities, WUSD aims to provide a comprehensive and supportive educational environment that fosters academic excellence, personal growth, and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			lifelong success for all students.
1.4	**Action:** Maintain number of elementary teachers to support class size reduction. **Need:** WUSD will maintain sufficient elementary teachers to support smaller, balanced classes. This action principally benefits low-income students who need timely intervention, English learners who require differentiated language support, and foster youth who benefit from consistent relationships and individualized academic and social-emotional support. Effectiveness will be measured through class sizes, staffing levels, STAR and CAASPP growth, ELPAC progress, attendance, and disaggregated student-group outcomes. **Scope:** LEA-wide	WUSD will maintain sufficient elementary teaching staff to support smaller, balanced class sizes and increase access to individualized instruction, small-group intervention, language-development support, and timely progress monitoring. Research indicates that smaller classes of approximately 13–17 students can produce the greatest academic and social-emotional benefits, particularly for low-income students, English learners, and foster youth. The action is provided LEA-wide because unduplicated pupils are enrolled across all elementary schools and need consistent access to appropriately sized classes. Although all students benefit, the increased instructional attention, differentiation, and intervention made possible by smaller classes are principally directed toward reducing outcome gaps for unduplicated pupils. Effectiveness will be monitored through class sizes, student-to-teacher ratios, staffing levels, STAR and state assessment growth, and outcomes disaggregated by student group.	Student-Teacher Ratio Definition: The average number of students per teacher. Target: Specific ratios tailored to grade levels (e.g., 20:1 for lower grades, 25:1 for upper grades). Measurement: Total number of students divided by the total number of teachers per grade level or school. Class Size Distribution Definition: The number of classes and their respective sizes across the school or district. Target: Uniform distribution of class sizes within optimal ranges. Measurement: Number of classes falling within specific size ranges (e.g., 15-20, 21-25 students) and identify outliers. Academic Performance Definition: Student achievement metrics such

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			as test scores, grades, and proficiency levels. Target: Improvements in academic outcomes related to reduced class sizes. Measurement: Analysis of standardized test scores, report card grades, and subject-specific proficiency before and after class size reduction. Teacher Satisfaction and Retention Definition: Levels of teacher job satisfaction and retention rates. Target: Increased satisfaction and lower turnover rates. Measurement: Annual teacher surveys and monitoring retention statistics. Student Engagement and Behavior Definition: Levels of student engagement and incidence of behavioral issues. Target: Higher engagement and fewer behavioral problems.

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			Measurement: Teacher, parent, and student surveys to gather feedback regarding the effectiveness of class size reduction. Parental Satisfaction Definition: Parental perceptions of class size and its impact on education. Target: High levels of satisfaction with class sizes. Measurement: Teacher, parent, and student surveys to gather feedback regarding the effectiveness of class size reduction. Resource Allocation Efficiency Definition: Effective use of financial and human resources. Target: Optimal budget use to support class size reduction. Measurement: Budget analysis reports, teacher hiring data, and resource distribution reviews.

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			Enrollment and Capacity Management Definition: Balance between student enrollment numbers and classroom capacity. Target: Maintain manageable class sizes within existing facilities. Measurement: Enrollment statistics compared to classroom and school capacity. By June 2027, 100% of students identified for additional support will have a documented support plan, with progress reviewed at least quarterly. Measurement: Student support plans, intervention and counseling logs, services received, intervention frequency and duration, and the percentage of participating students demonstrating improvement in academics, attendance, behavior, or social-emotional functioning. Participation and outcomes will be

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			disaggregated for low-income students, English learners, and foster youth. Professional Development Impact Definition: Effectiveness of teacher training related to managing smaller classes. Target: Enhanced teacher skills and strategies for small class instruction. Measurement: Professional development attendance, feedback surveys, and observed changes in teaching practices. Equity in Education Definition: Ensuring equitable class sizes across different schools and demographics. Target: Fair distribution of resources and class sizes. Measurement: Comparison of class sizes and resource allocation across schools and demographic groups.
1.6	**Action:** Implement new Student Study Team procedures **Need:**	The updated Student Study Team procedures will provide a consistent process for identifying student needs, assigning appropriate interventions, documenting services, and monitoring student progress. The use of monitoring software will	Number and percentage of students referred to and served through the SST process; timeliness of SST meetings and follow-up

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	Unduplicated pupils—including low-income students, English learners, foster youth, and students experiencing homelessness—may face academic, attendance, behavioral, social-emotional, and family-related barriers that affect their success in school. Updated Student Study Team procedures and monitoring software are needed to support early identification, timely intervention, consistent follow-up, and coordination of appropriate services. The revised process will help ensure these students receive equitable, individualized support before challenges become more significant. **Scope:** LEA-wide	support timely referrals, improve communication among staff, and help ensure that unduplicated pupils—including low-income students, English learners, foster youth, and students experiencing homelessness—receive coordinated academic, behavioral, attendance, and social-emotional supports. The action is provided on an LEA-wide basis because a consistent districtwide SST system is necessary to ensure equitable identification, access to services, and follow-up across all schools. Although all students may benefit, the action is principally directed toward unduplicated pupils because they are more likely to experience barriers that require early intervention and coordinated support.	reviews; percentage of students with documented interventions and progress monitoring; and changes in student academic performance, attendance, behavior, and social-emotional outcomes, disaggregated by student group.
2.2	**Action:** Staffing to maintain the 1 to 1 student computers. **Need:** Low-income students, English learners, and foster youth may have limited access to reliable devices, internet connectivity, and technical support outside school. Maintaining one-to-one student computers and adequate technology staffing ensures equitable access to digital curriculum, assessments, language-development resources, intervention programs, and school-required assignments. **Scope:**	To effectively maintain a 1:1 computer ratio and ensure all students, including unduplicated students, have access to technology, WUSD can implement the following strategies and metrics: Strategies for Maintaining a 1:1 Computer Ratio Inventory Management: Regularly update the inventory of computers and auxiliary equipment. Monitor the condition and usage of devices to anticipate replacement needs. Funding and Budget Allocation: Allocate a specific budget for purchasing new computers and auxiliary equipment. Seek grants and partnerships with technology companies to supplement funding.	Metrics to Monitor and Maintain a 1:1 Computer Ratio Device Distribution Metrics: Number of Devices Distributed: Monitor the total number of devices distributed to students each year. Student Access Rate: Percentage of students with access to a personal device. Inventory and Replacement Metrics:

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	LEA-wide	Maintenance and Repairs: Establish a maintenance schedule and a repair process to keep devices in working order. Create a system for students and teachers to report issues promptly. Replacement Cycle: Implement a replacement cycle to ensure outdated or malfunctioning devices are replaced timely. Plan for periodic upgrades to keep up with technological advancements. Distribution and Collection: Develop a distribution plan to ensure every student receives a device. Create protocols for collecting devices at the end of the school year or when students leave the district. Professional Development: Provide training for teachers and staff on integrating technology into the curriculum. Offer workshops for students and parents on using the devices effectively. Equity and Access: Ensure all students, especially unduplicated students, have equal access to devices and internet connectivity. Provide hotspots or internet subsidies for students without home internet access. Maintain District-wide Director of Technology and staff in order to support the implementation of classroom technology.	Device Condition Reports: Regular assessments of device conditions (e.g., working, needs repair, outdated). Replacement Rate: Percentage of devices replaced annually according to the replacement cycle. Usage and Engagement Metrics: Login and Usage Data: Monitor how frequently students log in and use their devices for educational purposes. Engagement in Digital Learning: Measure student engagement in digital learning activities and assignments. Support and Maintenance Metrics: Repair Turnaround Time: Average time taken to repair or replace faulty devices. Help Desk Tickets: Number and types of help desk tickets related to device issues. Training and Professional Development Metrics:

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			Training Participation Rates: Percentage of teachers and staff participating in technology training sessions. Feedback on Training: Satisfaction levels and effectiveness of professional development as reported by participants. Equity and Access Metrics: Device Distribution by Demographics: Monitor device distribution across different student demographics to ensure equity. Internet Access Rate: Percentage of students with reliable internet access at home. Academic Performance Metrics: Impact on Learning Outcomes: Analyze how access to technology impacts student learning outcomes, grades, and standardized test scores. Digital Literacy Skills: Assess students'

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			proficiency in digital literacy and technology use. By implementing these strategies and monitoring these metrics, WUSD can effectively maintain a 1:1 computer ratio, ensuring all students have the technology they need to succeed academically.
2.3	**Action:** Continued Professional development directed by Executive Director or site leadership, with input from teachers. **Need:** English learners, low-income students, and foster youth need consistent access to standards-aligned, culturally responsive, and differentiated instruction. Staff require ongoing professional development in ELD, academic intervention, formative assessment, trauma-informed practices, and effective family engagement to address these students' academic, language, social-emotional, and engagement needs. **Scope:**	Professional development is essential for ensuring that teachers, staff, and administrators are well-equipped to support students' academic, social, and emotional growth. Based on the goals and initiatives outlined for WUSD, here are some key areas of professional development needs: Professional Development Needs Technology Integration and Digital Literacy: Effective Use of Educational Technology: Training on integrating technology into the curriculum to enhance teaching and learning. Digital Literacy for Students: Techniques for teaching digital literacy skills to students. Online and Blended Learning: Best practices for online and blended learning environments, including remote teaching strategies.	To effectively measure the impact and success of professional development (PD) initiatives in the Willits Unified School District (WUSD), it is important to establish clear, quantifiable metrics. These metrics will help to evaluate the effectiveness of PD programs, identify areas for improvement, and ensure that the PD efforts are aligned with district goals. Here are some suggested metrics:

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	LEA-wide	Language Acquisition and Literacy: ELL Instruction: Strategies for teaching English Language Learners, including differentiation and language development programs. Reading Intervention Programs: Training on specific reading intervention programs like Lexia and Flocabulary. Literacy Instruction: Techniques for improving literacy instruction across grade levels, with a focus on foundational skills in early grades and remedial support in higher grades. Mathematical Literacy: Math Instructional Strategies: Effective methods for teaching math, including hands-on learning, problem-solving, and critical thinking skills. Supporting Struggling Learners: Intervention strategies for students who need additional support in math. Social-Emotional Learning (SEL) and Trauma-Informed Practices: SEL Curriculum: Implementing and integrating SEL into daily classroom activities. Trauma-Informed Care: Understanding the impact of trauma on learning and behavior and using trauma-informed practices to support students. Conflict Resolution and Restorative Practices: Training on restorative practices and conflict resolution to create a positive school climate. College and Career Readiness: Career Pathways and CTE Programs: Developing and supporting career and technical education	1. Participation and Engagement Attendance Rates: Monitor the number of teachers, staff, and administrators who attend PD sessions. Completion Rates: Measure the percentage of participants who complete multi-session PD programs. Engagement Levels: Use surveys and feedback forms to assess participants' engagement and satisfaction with the PD sessions. 2. Knowledge and Skill Acquisition Pre- and Post-Assessment Scores: Administer assessments before and after PD sessions to measure the increase in participants' knowledge and skills. Self-Assessment Surveys: Have participants rate their own confidence and competency levels before and after PD sessions. 3. Application and Implementation Classroom Observations: Conduct observations to see if and how teachers

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		pathways, including A-G courses and dual enrollment opportunities. College Counseling: Providing guidance on college admissions, financial aid, and career planning. Data-Driven Instruction: Using Data to Inform Instruction: Training on collecting, analyzing, and using student data to drive instructional decisions and improve student outcomes. MTSS Implementation: Multi-Tiered System of Supports (MTSS) training to help identify and support students' academic and behavioral needs. Inclusive Education and Special Education: Differentiation Strategies: Techniques for differentiating instruction to meet the diverse needs of all learners. Best Practices: Strategies for supporting students with a variety of needs. Universal Design for Learning (UDL): Training on UDL principles to create flexible learning environments that accommodate diverse learners. Cultural Competency and Equity: Cultural Awareness: Building cultural competency to better understand and support the diverse student population. Equity in Education: Strategies for promoting equity and addressing disparities in educational outcomes. Professional Learning Communities (PLCs):	are implementing new strategies and practices learned during PD sessions. Teacher Portfolios: Review portfolios that include lesson plans, student work samples, and reflections on how PD has influenced their teaching. 4. Student Outcomes Academic Performance: Monitor changes in student performance on standardized tests, benchmark assessments, and classroom grades in subjects related to the PD focus areas (e.g., math, reading, technology). Behavioral Indicators: Monitor changes in student attendance, behavior incidents, and engagement in classrooms where teachers have participated in PD. Social-Emotional Learning (SEL): Measure improvements in SEL competencies through surveys and behavior checklists. 5. Teacher and Staff Retention

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
		Collaboration and Team Building: Facilitating effective collaboration among teachers through PLCs. Continuous Improvement: Using PLCs to focus on continuous improvement and shared accountability for student success. Leadership and Administration: Instructional Leadership: Training for administrators on instructional leadership and supporting teachers in their professional growth. School Climate and Culture: Developing strategies to foster a positive school climate and culture.	Retention Rates: Monitor the retention rates of teachers and staff who participate in PD compared to those who do not. Promotion Rates: Monitor the number of teachers and staff who advance to leadership roles or receive promotions after engaging in PD programs. 6. Collaboration and Professional Growth PLC Participation: Measure the frequency and quality of teacher participation in Professional Learning Communities (PLCs). Collaboration Indicators: Use surveys and interviews to assess the level of collaboration and shared practices among teachers following PD. 7. Feedback and Satisfaction PD Feedback Forms: Collect feedback from participants after each PD session to gauge their satisfaction and gather suggestions for improvement.

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			Long-Term Follow-Up Surveys: Conduct follow-up surveys several months after PD sessions to assess the long-term impact and continued relevance of the training. 8. Resource Utilization Utilization Rates: Monitor the usage rates of new tools, resources, or technologies introduced during PD sessions. Support Requests: Monitor the number of requests for additional support or coaching related to PD topics. Implementation and Monitoring Plan Establish Baselines: Before implementing new PD initiatives, establish baseline data for all metrics to compare against future results. Data Collection Tools: Develop or adopt tools such as surveys, assessment instruments, observation checklists, and data monitoring systems to collect relevant data.

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			Regular Monitoring: Conduct regular check-ins and data reviews (e.g., quarterly) to monitor progress and make adjustments to PD programs as needed. Reporting: Create regular reports to share with stakeholders, including school board members, administrators, teachers, and the community, highlighting the impact and effectiveness of PD initiatives. Continuous Improvement: Use the data collected to inform continuous improvement cycles, refining and enhancing PD programs based on feedback and outcomes. By using these metrics, WUSD can ensure that its professional development initiatives are effective, impactful, and aligned with the district's goals of improving teaching practices and student outcomes.

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2.4	**Action:** Supplemental Academic, Technology, and Whole-Child Supports **Need:** Low-income students, English learners, and foster youth may have less access to technology, reliable internet, digital-learning support, and opportunities to develop technology skills. Prioritizing technological literacy ensures equitable access to digital curriculum, communication tools, assessments, college and career resources, and the skills needed for academic and postsecondary success. **Scope:** LEA-wide	This action provides supplemental language-development instruction, literacy and mathematics intervention, tutoring, mentoring, educational resources, and trauma-informed support. English learners will receive targeted language-development services designed to accelerate English proficiency and academic achievement. Low-income students, foster youth, and students experiencing homelessness will receive additional academic and individualized support to address learning gaps, interrupted schooling, and barriers to participation. The action also maintains one-to-one device access and digital-literacy support to ensure students can access instructional materials and technology-based learning opportunities. Professional learning will strengthen teachers' ability to provide effective language-development, literacy, mathematics, technology-integrated, and trauma-informed instruction. The action is provided on an LEA-wide basis because eligible students are enrolled throughout the district and need consistent access to supplemental services across schools and grade levels. Although all students may benefit, the action is principally directed toward English learners, low-income students, foster youth, and students experiencing homelessness because these groups experience greater barriers to academic achievement, engagement, stability, and access to educational resources.	ELPAC results and English Learner Progress Indicator outcomes Reading and mathematics assessment results Student progress following literacy, mathematics, and language-development interventions Digital-literacy assessment results and technology-integrated student work Participation in tutoring, mentoring, intervention, summer learning, and supplemental language programs Student access to devices, instructional materials, tutoring, and other educational resources Teacher participation in professional learning related to language development, literacy, mathematics, technology integration, and trauma-informed practices School stability, including the number of school or placement changes experienced by foster youth and students experiencing homelessness

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			Changes in academic performance, attendance, and engagement following the provision of supplemental supports
2.6	**Action:** Continue implementation of TK transition to Kinder. **Need:** Low-income students, English learners, and foster youth may enter kindergarten with unequal access to early-learning experiences, school-readiness resources, and familiarity with school routines. A coordinated TK-to-kindergarten transition provides early academic and language support, family communication, continuity of services, and timely identification of learning and social-emotional needs. **Scope:** Schoolwide	WUSD will align TK and Kindergarten curriculum, instructional practices, assessments, and student-support systems to provide continuity as students enter elementary school. TK and Kindergarten teachers will communicate and collaborate regarding student strengths, developmental needs, language acquisition, social-emotional development, and readiness for Kindergarten. Students will receive developmentally appropriate instruction, social-emotional support, and individualized assistance based on identified needs. Additional attention will be provided to English learners, students with disabilities, low-income students, foster youth, and students experiencing homelessness. Staff professional learning will strengthen teachers' capacity to provide developmentally appropriate, inclusive, language-rich, and trauma-informed instruction. Families will receive transition information, resources, workshops, and opportunities to communicate with school staff. WUSD will also collaborate with preschools, childcare centers, and community organizations to improve coordination and connect families with available services. This action is provided on an LEA-wide basis because students transition from a variety of early-learning settings into WUSD elementary schools and need a consistent, coordinated process.	Effectiveness of the TK-to-Kindergarten transition program will be measured using the following indicators: Percentage of eligible students participating in transition activities Kindergarten-readiness assessment results, including early literacy, mathematics, language development, and social-emotional skills Student progress from baseline through the end of the transition period Percentage of students identified for and receiving individualized transition supports Family participation in orientations, workshops, transition meetings, and other engagement activities Family satisfaction and feedback regarding the transition process

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		Although all students will benefit, the action is principally directed toward unduplicated pupils because they are more likely to experience barriers to school readiness, consistent enrollment, family engagement, and access to early-learning resources.	Teacher and staff feedback regarding student readiness, program effectiveness, and implementation needs Staff participation in early-childhood and transition-focused professional learning Evidence of alignment between TK and Kindergarten curriculum, assessments, and instructional practices Number and type of collaborative activities with preschools, childcare providers, and community partners Program implementation results based on surveys, observation checklists, assessment data, and documentation of transition activities
2.8	**Action:** Elementary Instructional Aides for Targeted Student Support **Need:** Low-income students, English learners, and foster youth may require additional academic, language, behavioral, and social-emotional support to access grade-level instruction and make academic progress. Maintaining appropriate instructional aide staffing at	WUSD will maintain instructional aides at appropriate levels across elementary schools to provide additional support for low-income students, English learners, and foster youth. Aides will support small-group instruction, language development, academic intervention, classroom engagement, and individualized assistance based on student need. Aides will work collaboratively with teachers and receive training in effective instructional, language-	Effectiveness will be monitored through: Student-to-aide ratios and service hours to determine whether staffing provides adequate support. Intervention participation and progress for students receiving aide-supported

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	elementary schools provides increased opportunities for small-group instruction, individualized support, language development, intervention, and progress monitoring. This action is provided across WUSD elementary schools because unduplicated students are enrolled throughout the district. Although all students may benefit, aide support is principally directed toward addressing identified needs and reducing achievement gaps for low-income students, English learners, and foster youth. **Scope:** LEA-wide	development, behavioral, and intervention strategies. Staffing will be reviewed regularly using enrollment, assessment, intervention, and student-progress data to ensure resources are directed to schools and students with the greatest identified needs.	small-group or individualized instruction. STAR and local assessment growth in ELA and mathematics for students receiving aide support. Attendance, behavior, and classroom engagement for participating students. Staff, student, and family feedback was gathered through Custom Insights survey in 2026.. Results will be disaggregated for low-income students, English learners, and foster youth to determine whether aide support is reducing identified outcome gaps. Effectiveness will be monitored through aide staffing and service data, intervention participation, STAR and local assessment growth, and student outcomes disaggregated by unduplicated student group.
2.9	**Action:** Language Acquisition Support	The District Family and Community Engagement Specialist will provide supplemental multilingual outreach, connect English learners to tutoring and	ELPAC/ELPI growth, reclassification rates, academic progress,

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	Need: English learners and their families may experience language, communication, and access barriers that affect participation in school and students' English language development. English learners need supplemental language-development resources, consistent family-school communication, connections to tutoring and intervention, and family support in understanding ELPAC progress and available services. The District Family and Community Engagement Specialist will help reduce these barriers and strengthen family participation in students' language acquisition and academic success. **Scope:** LEA-wide Schoolwide	language-development resources, support families in understanding ELPAC progress, and coordinate access to school and community services. The action is provided LEA-wide because English learners are enrolled across WUSD schools and need consistent, accessible family and language-support services. These services are supplemental to legally required integrated and designated ELD.	number of students/families receiving supplemental support, completed referrals, multilingual family engagement and workshop participation, and student/family feedback on accessibility and effectiveness of services.
2.10	**Action:** All students will continue to have access to California State Standards aligned instructional materials. **Need:** English learners, low-income students, and foster youth may have limited access to grade-level and supplemental instructional resources. WUSD will ensure equitable access to California Standards-aligned materials, including resources responsive to identified needs such as leveled and dual-language texts, culturally responsive literature, scaffolded materials, and targeted intervention	WUSD will provide supplemental materials above and beyond the standards-aligned core curriculum required for all students. These resources may include culturally and linguistically responsive texts, supplemental literacy and mathematics materials, language-development resources, intervention tools, digital-learning programs, take-home materials, and other instructional supports selected to address the identified needs of unduplicated pupils. Instructional materials will reflect diverse cultures, backgrounds, identities, and perspectives to increase student engagement, strengthen school connectedness, and provide meaningful access to	Student access to and use of supplemental instructional resources ELPAC results and English Learner Progress Indicator outcomes Reading and mathematics assessment results Progress of students receiving supplemental intervention Student engagement and participation in supplemental learning activities

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	resources that support language development and academic achievement. **Scope:** LEA-wide	grade-level content. Teachers will receive professional learning on effectively using these resources, differentiating instruction, supporting language development, and implementing culturally responsive instructional practices.	Teacher participation in related professional learning Teacher feedback regarding the usefulness and effectiveness of supplemental resources Student and family feedback regarding access, cultural relevance, and engagement Results disaggregated for low-income students, English learners, foster youth, and students experiencing homelessness
2.11	**Action:** Academic Coach **Need:** State and local assessment data show persistent ELA and mathematics achievement gaps for English learners, low-income students, and foster youth. These students need consistent standards-aligned Tier 1 instruction, appropriate differentiation and language supports, timely academic intervention, and regular use of formative assessment data to identify needs and monitor progress. Teachers also need sustained coaching and collaborative planning to implement these practices consistently across classrooms and schools. **Scope:**	The Academic Coach will strengthen standards-aligned Tier 1 instruction through instructional coaching, demonstration lessons, collaborative planning, data analysis, and support with formative assessments and evidence-based interventions. The action is provided LEA-wide because English learners, low-income students, and foster youth are enrolled across all district schools and need consistent instructional practices and timely support. Although all students may benefit, the action is principally directed toward reducing achievement gaps for unduplicated pupils.	Number of teachers completing coaching cycles; classroom walkthrough evidence of standards-aligned instruction and formative assessment use; common assessment, STAR, and CAASPP growth; intervention progress; and achievement-gap changes for English learners, low-income students, and foster youth.

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	LEA-wide		
2.12	**Action:** English Learner Program Implementation and Oversight **Need:** Executive Director of Student Programs dedicated to overseeing EL programs ensures that the district maintains a strong focus on meeting the needs of EL students, promoting their academic success, and fostering equity and inclusion in the educational system. **Scope:** LEA-wide Schoolwide	Program Leadership: An Executive Director can provide strategic leadership and direction for EL programs, ensuring alignment with district goals, state standards, and best practices in language acquisition and bilingual education. Program Evaluation and Monitoring: The Executive Director can oversee the evaluation of EL programs to assess their effectiveness in meeting the needs of students. This includes monitoring student progress, analyzing assessment data, and identifying areas for improvement. Compliance and Accountability: The Executive Director can ensure that EL programs comply with federal and state regulations, including requirements related to program design, instructional materials, staffing qualifications, and student outcomes. They can also oversee the reporting process to regulatory agencies and stakeholders. Resource Allocation: By overseeing EL programs, the Executive Director can advocate for appropriate resources, including funding, staffing, and instructional materials, to support the needs of EL students. They can allocate resources strategically based on program priorities and student needs. Professional Development: The Executive Director can coordinate professional development opportunities for teachers and staff working with	EL Student Progress: Monitor the academic progress of EL students across the district, including proficiency levels in English language acquisition, standardized test scores, and graduation rates. Program Effectiveness: Evaluate the effectiveness of EL programs based on student outcomes, such as English proficiency gains, academic achievement, and graduation rates, compared to established benchmarks and targets. Compliance with Regulations: Ensure that EL programs adhere to federal and state regulations, including requirements related to program design, instructional materials, staffing qualifications, and student support services. Resource Allocation: Assess the allocation of resources for EL

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		EL students. This may include training on effective instructional strategies, cultural competency, language development, and differentiation. Parent and Community Engagement: The Executive Director can facilitate communication and collaboration with parents, families, and community organizations to support EL students' academic success. They can provide resources, support, and outreach initiatives to engage families in their children's education and promote a welcoming and inclusive school environment.	programs, including funding, staffing, instructional materials, and professional development, to ensure equitable access and support for EL students district-wide. Parent and Community Engagement: Monitor the level of parent and community engagement in EL programs, including participation in parent meetings, workshops, and school events, as well as feedback received from stakeholders regarding program effectiveness and responsiveness to student needs. Professional Development: Monitor the provision of professional development opportunities for teachers and staff working with EL students, including training on effective instructional strategies, cultural competency, language development, and differentiation, and evaluate the impact of these initiatives on

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			teaching practices and student outcomes. Program Evaluation: Conduct regular evaluations of EL programs, using data-driven decision-making processes to identify strengths, weaknesses, and areas for improvement, and develop action plans to address any identified issues or challenges. Longitudinal Data Analysis: Analyze longitudinal data on EL student performance and outcomes over time to identify trends, patterns, and areas of improvement, and use this information to inform programmatic decisions and interventions. Collaboration and Coordination: Facilitate collaboration and coordination between district departments, schools, and community partners involved in EL programs to ensure a

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			cohesive and integrated approach to serving EL students and meeting their diverse needs. Continuous Improvement: Implement a cycle of continuous improvement for EL programs, regularly reviewing and revising program goals, strategies, and practices based on ongoing monitoring, evaluation, and feedback to ensure continuous growth and effectiveness.
2.13	**Action:** Academic Coach **Need:** English learners, low-income students, and foster youth continue to experience disparities in English language arts and mathematics achievement. Teachers need ongoing, job-embedded support to analyze student data, differentiate instruction, implement effective language-development strategies, and provide	The Academic Coach will strengthen teachers' capacity to provide high-quality Tier 1 instruction and targeted intervention through collaborative planning, modeling, classroom-based coaching, data analysis, and support with formative assessments. Coaching will emphasize evidence-based literacy and mathematics practices, differentiation, scaffolding, and integrated language-development strategies that address the identified needs of unduplicated pupils.	Number and percentage of teachers participating in coaching Frequency and type of coaching services provided Teacher participation in collaborative planning, demonstration lessons, and data-analysis sessions

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	timely interventions for students who are not yet meeting grade-level standards. **Scope:** LEA-wide Schoolwide	This action is provided on an LEA-wide or schoolwide basis because English learners, low-income students, and foster youth are enrolled across WUSD schools and grade levels. A consistent coaching system will support alignment of instructional practices and interventions throughout the district. Although all students and teachers may benefit, the action is principally directed toward improving services and outcomes for unduplicated pupils.	Implementation of evidence-based Tier 1 and intervention practices Student growth on STAR, CAASPP, ELPAC, and district assessments Progress of students receiving targeted interventions Teacher feedback regarding the usefulness and effectiveness of coaching Results disaggregated for English learners, low-income students, and foster youth
2.14	**Action:** Executive Director of Student Programs **Need:** English learners need consistent designated and integrated ELD, differentiated instruction, language-development monitoring, and family access to translated information and support. **Scope:** LEA-wide Schoolwide	This LEA-wide action provides consistent leadership, monitoring, instructional support, and family engagement to ensure English learners across all schools receive equitable access to effective language-development services.	ELPAC progress, reclassification rates, CAASPP and STAR growth, designated ELD implementation, attendance, and family engagement.
3.1	**Action:** Maintain Campus Security at the high school and middle school campuses. **Need:**	Campus security staff will be maintained at both the high school and middle school to provide a safe, welcoming, and orderly environment for all students, staff, and visitors. Security personnel will monitor entrances, hallways, and common areas;	• Minga platform reports on student activities and behavior trends

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	A safe, secure learning environment is a foundational prerequisite for learning. Low-income students, English learners, and foster youth may experience additional barriers that affect safety, connectedness, attendance, and engagement. By reducing physical, emotional, and social stress, campus security helps students shift their focus from self-protection to academic learning, positive relationships, and school engagement. **Scope:** Schoolwide	assist with crisis response and emergency drills; and collaborate with administrators, counselors, and local agencies to prevent and address safety concerns. Security staff will be integrated into the school's Social-Emotional Learning (SEL) framework, receiving training to use restorative practices, de-escalation strategies, and positive relationship-building with students. Through daily interactions and mentoring, they will reinforce SEL competencies such as self-awareness, responsible decision-making, and relationship skills. The Minga platform will be used to moniot campus entry, student activities, and behavior data, helping staff proactively identify trends and provide early support. Security personnel will utilize Minga to communicate safety reminders, promote events centered on wellness and healthy lifestyles, and recognize students for positive behavior. By combining consistent monitoring, SEL-based relationship-building, and technology-driven communication, campus security staff will be supported and encouraged to advocate for safe and healthy lifestyle choices, creating a culture where students feel valued, respected, and empowered to make positive decisions. Expected Outcomes: - Reduced disciplinary incidents and suspensions • Improved campus climate and SEL survey scores	• Climate and SEL survey results • Suspension and incident data • Attendance rates • Feedback from students, staff, and families on perceived safety

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		• Increased student engagement in healthy and safe lifestyle activities • Positive student–staff relationships that foster trust and belonging	
3.2	**Action:** Maintain administrative support across all sites in WUSD **Need:** Low-income students, English learners, and foster youth often require coordinated academic, attendance, behavioral, language, and family supports. Administrative staffing ensures consistent implementation and monitoring of interventions, timely identification of student needs, family engagement, and coordination of services designed to reduce achievement and opportunity gaps across WUSD schools. **Scope:** LEA-wide Schoolwide	Operational Efficiency: Administrative support staff play a vital role in ensuring the smooth operation of schools by handling various administrative tasks such as scheduling, record-keeping, correspondence, and communication. Their efficient management of administrative functions allows teachers and school leaders to focus more on educational priorities. Student Services: Administrative support staff often serve as the first point of contact for students and parents, providing assistance with inquiries, enrollment, student records, and other student-related services. Their presence ensures that students and parents receive the support they need in a timely and efficient manner. They also provide bilingual support to our English learners and their families. They provide direct access to services for homeless and foster students as well as low income students. Staff Support: Administrative support staff provide valuable support to teachers, counselors, and other school staff by assisting with tasks such as preparing instructional materials, organizing meetings and events, managing paperwork, and coordinating logistics. Their assistance helps alleviate workload pressures on instructional staff, enabling them to focus more on teaching and student support.	Operational Efficiency Percentage of administrative requests, records, scheduling tasks, and correspondence completed accurately and within established timelines. Student Services Percentage of student/family requests and referrals responded to within two school days and successfully connected to needed services. Monitor bilingual services and supports provided to EL, low-income, foster, and homeless students. Staff Support Percentage of staff reporting that administrative support is timely and allows them to focus on instruction and student services. Safety & Security Percentage of visitor procedures, emergency documentation, drills, and

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		Safety and Security: Administrative support staff play a role in maintaining safety and security on campus by monitoring visitor access, enforcing school policies, and assisting with emergency procedures. Their presence contributes to the overall safety and well-being of students, staff, and visitors. Parent and Community Engagement: Administrative support staff often facilitate communication between the school, parents, and the broader community. They help coordinate parent meetings, school events, and community outreach initiatives, fostering positive relationships and engagement between the school and its stakeholders. Compliance and Reporting: Administrative support staff assist with ensuring compliance with state and federal regulations, maintaining accurate records, and preparing reports required for accountability and funding purposes. Their attention to detail and organizational skills are essential for meeting regulatory requirements and fulfilling reporting obligations. Administrative Leadership: Administrative support staff provide essential support to school leaders, assisting with administrative tasks, project management, and coordination of initiatives. Their collaboration with school administrators helps ensure effective leadership and management of school operations.	required safety processes completed according to district expectations. Parent & Community Engagement Family participation in meetings/events, ParentSquare engagement rates, and percentage of families reporting communication is accessible and helpful. Compliance & Reporting Percentage of required reports, student records, and state/federal submissions completed accurately and by deadline. Administrative Leadership Percentage of identified site/district projects and administrative initiatives completed by established deadlines.
3.4	**Action:** Continue to provide counseling services at the middle and elementary schools to support	Hiring Qualified Counselors: Ensure that each middle and elementary school has qualified counselors trained in SEL and Restorative	Student Attendance: Monitor the attendance rates of unduplicated

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	Social Emotional Learning (SEL) and intervention programs including Restorative Practices with a focus on unduplicated students. **Need:** Low-income students, English learners, and foster youth may experience additional barriers related to stress, trauma, school connectedness, attendance, behavior, and access to mental health resources. Counseling, SEL, and restorative practices provide early intervention, relationship-building, coping skills, and individualized support that help these students remain engaged in school and ready to learn. **Scope:** LEA-wide	Practices. These counselors should have expertise in addressing the diverse needs of unduplicated students, including those from underrepresented backgrounds. Needs Assessment: Conduct a comprehensive needs assessment to identify the specific social and emotional needs of unduplicated students at each school. This assessment can include surveys, interviews, and focus groups with students, parents, teachers, and community members. Individual and Group Counseling: Offer individual counseling sessions for unduplicated students who require personalized support to address social and emotional challenges. Additionally, provide group counseling sessions focused on topics such as self-esteem, conflict resolution, anger management, and coping skills. SEL Curriculum: Implement evidence-based SEL curriculum and programs tailored to the needs of unduplicated students. These programs should promote self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Restorative Practices Training: Provide training for counselors, teachers, and staff on Restorative Practices principles and techniques. Encourage the use of restorative circles, peer mediation, and conflict resolution strategies to address behavioral issues and build a positive school climate.	students who receive counseling services compared to those who do not. Improved attendance can indicate the positive impact of SEL and intervention programs on student engagement. Behavioral Incidents: Monitor the number of behavioral incidents involving unduplicated students before and after receiving counseling services. A reduction in disciplinary referrals or suspensions suggests the effectiveness of SEL and Restorative Practices in addressing behavioral issues. Academic Progress: Assess the academic performance of unduplicated students who participate in counseling services, such as changes in grades, standardized test scores, and course completion rates. Improved academic outcomes demonstrate the impact of SEL on student learning.

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		Parent and Family Engagement: Engage parents and families of unduplicated students in the counseling process by offering workshops, seminars, and informational sessions on topics related to SEL, parenting skills, and supporting their children's social and emotional development. Collaboration with Community Partners: Partner with community organizations, mental health agencies, and social services to expand access to counseling services and additional support resources for unduplicated students and their families. Continuous Professional Development: Provide ongoing professional development opportunities for counselors, teachers, and staff to enhance their skills in supporting SEL and Restorative Practices. Encourage collaboration and sharing of best practices among educators. Culturally Responsive Practices: Ensure that counseling services and intervention programs are culturally responsive and inclusive of the diverse backgrounds and experiences of unduplicated students. Incorporate culturally relevant materials, activities, and perspectives into SEL curriculum and counseling sessions.	SEL Skill Development: Use pre- and post-assessments to measure the development of social and emotional skills among unduplicated students participating in counseling services. Assessments can focus on self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Parent and Teacher Feedback: Collect feedback from parents and teachers regarding the impact of counseling services on the social and emotional well-being of unduplicated students. Surveys or interviews can provide valuable insights into the effectiveness of SEL interventions. Attendance and Participation in Intervention Programs: Monitor the attendance and participation rates of unduplicated students in intervention programs,

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			such as group counseling sessions or Restorative Practices circles. Higher attendance rates indicate student engagement and perceived value in the programs. Graduation and Dropout Rates: Monitor the graduation rates of unduplicated students who receive counseling services compared to those who do not. A decrease in dropout rates and an increase in graduation rates suggest the effectiveness of SEL interventions in promoting student success. Referral Rates: Evaluate the number of unduplicated students referred to counseling services by teachers, administrators, or parents. An increase in referrals may indicate greater awareness and utilization of available support services. Data Monitoring and Evaluation: Establish a

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			system for monitoring the effectiveness of counseling services and intervention programs for unduplicated students. Collect data on attendance, academic performance, behavior incidents, and student feedback to assess the impact of these initiatives.
3.5	**Action:** WUSD is dedicated to creating a supportive environment where students and families are encouraged and equipped to make safe and healthy lifestyle choices. **Need:** Low-income students, English learners, and foster youth may face barriers to accessing health, mental health, wellness, and community resources. Providing culturally and linguistically responsive wellness education, family outreach, counseling, and connections to community services helps reduce these barriers and supports student health, attendance, engagement, and readiness to learn. **Scope:** LEA-wide Schoolwide	Meeting the Specific Needs of Unduplicated Student Groups The Healthy Lifestyle Choices action directly addresses the needs of unduplicated student groups—low-income students, foster youth, and English Learners—by removing barriers to health, wellness, and engagement that disproportionately affect these populations. Many students in these groups experience food insecurity, limited access to healthcare or recreational activities, and heightened mental health challenges. This action ensures equitable access to supports that influence both academic success and long-term well-being. 1. Health Education Curriculum A comprehensive, culturally relevant health education curriculum provides unduplicated students with knowledge and practical skills in nutrition, physical activity, mental health, substance abuse prevention, and healthy relationships. By ensuring instruction is age-appropriate and culturally responsive, the curriculum reflects the lived experiences and	Student Attendance Rates: Monitor overall student attendance rates as well as rates of chronic absenteeism, which can be indicators of underlying health and wellness issues affecting students and families. Participation in Physical Activity: Monitor student participation in physical education classes, extracurricular sports, and recreational activities. Measure changes in physical fitness levels and assess student engagement in regular exercise. Healthy Eating Habits: Collect data on student consumption of nutritious

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		diverse backgrounds of students who may otherwise feel excluded or underserved. 2. Promotion of Physical Activity & Nutrition Initiatives Low-income and foster youth may not have regular access to organized sports, exercise opportunities, or healthy foods outside of school. Offering structured exercise, intramural sports, and active transportation options, along with school gardens, nutritious meals, and cooking classes, closes these opportunity gaps and supports physical health for students who may face economic or environmental barriers at home. 3. Mental Health Support Services & Substance Abuse Prevention Providing counseling services as a benefit for unduplicated student groups—such as English learners, foster youth, students experiencing homelessness, and low-income students—is a high-impact strategy used to improve student outcomes. Peer-led prevention activities, guest speakers, and workshops create safe spaces for students to learn about the risks of substance use and develop strong decision-making skills. 4. Family Engagement & Community Partnerships Families of unduplicated students may face language, cultural, or economic barriers to participation. Hosting multilingual workshops, family wellness events, and providing take-home resources strengthens family involvement. Partnering with local health departments, nonprofits, and community organizations expands access to preventive screenings, healthcare	foods and beverages, including school meals and snacks. Monitor changes in dietary habits and assess adherence to dietary guidelines. Mental Health Support Utilization: Measure the utilization of mental health support services, including counseling, therapy sessions, and crisis interventions. Monitor the number of students seeking assistance for mental health concerns. Substance Abuse Prevention Efforts: Evaluate the effectiveness of substance abuse prevention programs by monitoring student participation, knowledge acquisition, and attitudes towards drug and alcohol use. Monitor changes in substance abuse-related incidents or disciplinary actions. Family Engagement Activities: Assess participation rates in family engagement activities,

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		services, and wellness programs that many families might otherwise lack. Professional development for staff on trauma-informed care, suicide prevention, and inclusive practices ensures these efforts are delivered effectively and with sensitivity to the unique challenges faced by unduplicated groups. Willits Unified pays event entry fees to ensure that there is no charge for access to events.	workshops, and events focused on health and wellness topics. Measure the impact of these activities on family knowledge, attitudes, and behaviors related to health promotion. Implementation of School Wellness Policies: Evaluate the implementation of school wellness policies by assessing adherence to guidelines for nutrition standards, physical activity opportunities, health education requirements, and mental health support services. Community Partnerships: Measure the extent of collaboration with community organizations, healthcare providers, and other stakeholders in promoting student and family health. Assess the reach and effectiveness of community-based health promotion initiatives. Staff Training and Development: Monitor staff

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			participation in professional development activities related to health promotion and wellness. Assess changes in staff knowledge, attitudes, and practices regarding student and family health. Surveys and Feedback: Administer surveys to students, families, and staff to gather feedback on the school environment, health promotion initiatives, and perceived levels of support for making safe and healthy lifestyle choices. Use qualitative and quantitative data to identify areas of strength and areas for improvement. Data Monitoring & Professional Development Collecting and analyzing attendance, fitness, nutrition, mental health referrals, and behavior data allows the district to target interventions for unduplicated students.
3.6	**Action:**	This action funds the salary and benefits necessary to maintain an art teacher and a music teacher at BGMS and the purchase, replacement,	Effectiveness will be monitored through:

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	Maintain an art and a music teacher at the middle school and provide for additional musical instruments at BGMS & WHS. **Need:** Low-income students, English learners, and foster youth may have limited access to art, music, private lessons, instruments, and other enrichment opportunities outside of school. Maintaining arts instruction and providing musical instruments reduces financial barriers and ensures equitable access to creative expression, school connectedness, engagement, and opportunities to develop academic, social-emotional, and collaborative skills. **Scope:** LEA-wide Schoolwide	and maintenance of musical instruments for students at BGMS and WHS. These services reduce financial and access barriers for low-income students, English learners, and foster youth who may have limited opportunities to participate in arts and music outside of school. Providing the action schoolwide ensures that unduplicated students can participate within the regular school day without cost or separate identification.	Art and music enrollment and participation rates, disaggregated for low-income students, English learners, and foster youth. Percentage of students requesting an instrument who receive one at no cost. Student attendance and participation in performances, exhibitions, band, choir, and other arts activities. Student and family survey results regarding access, engagement, belonging, and satisfaction with arts opportunities. Number and condition of musical instruments purchased, repaired, and available for student use. Student retention and continued participation in art and music courses from year to year. WUSD will review these measures annually to determine whether the action is increasing equitable access and engagement for unduplicated students.

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			Effectiveness will be monitored through art and music enrollment and participation, instrument access, attendance, student engagement, and student/family feedback, with data reviewed for unduplicated student groups.
3.7	**Action:** Provide multiple CTE pathways, dual enrollment, and career-connected learning, with targeted support for low-income students, English learners, and foster youth. **Need:** Low-income students, English learners, and foster youth may have less access to career exploration, industry experiences, college credit, and career-connected learning. Multiple CTE pathways provide equitable access to hands-on learning, industry skills, dual enrollment, certifications, and postsecondary opportunities that prepare these students for college, careers, and the workforce. **Scope:** LEA-wide Schoolwide	Career Readiness: Career Technical Education (CTE) programs increase graduation rates, decrease dropout rates, and provide high-demand employability skills. For unduplicated student groups, CTE is a high-yield intervention that meets funding requirements and boosts post-secondary success. Engagement and Motivation: CTE courses often appeal to students who may be disengaged or less interested in traditional academic subjects. By offering courses aligned with their interests and career aspirations, schools can increase student engagement and motivation. Relevance to Local Job Market: Tailoring CTE offerings to local workforce needs ensures that students are equipped with skills that are in demand in the community, thereby enhancing their employability and contributing to the local economy. College Pathways: CTE pathways can also serve as a pathway to higher education, as many programs offer articulation agreements with	Curriculum Development: Develop a comprehensive CTE curriculum that aligns with industry standards and addresses local workforce needs. Consider offering a diverse range of pathways, including fields such as healthcare, information technology, manufacturing, agriculture, and hospitality. Facilities and Equipment: Ensure that CTE programs have access to modern facilities, equipment, and resources needed to deliver high-quality instruction. This may require investment in infrastructure upgrades and the procurement of specialized equipment.

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		colleges and universities, allowing students to earn college credits while still in high school. Diverse Career Options: By exposing students to a wide range of CTE pathways, schools can help them explore various career options and make informed decisions about their future education and career paths.	Qualified Instructors: Hire qualified instructors with expertise in their respective fields to teach CTE courses. Provide professional development opportunities to ensure instructors stay current with industry trends and best practices. Middle School Integration: Determine how CTE offerings can be introduced at the middle school level in a developmentally appropriate manner. Consider exploring introductory courses, career exploration activities, and partnerships with local businesses and community organizations. Student Support Services: Provide comprehensive support services to CTE students, including academic advising, career counseling, work-based learning opportunities, and assistance with post-secondary planning.

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			Community Partnerships: Forge partnerships with local businesses, industry associations, and post-secondary institutions to enhance CTE programs. Collaborate on internship programs, guest speakers, job shadowing opportunities, and mentorship initiatives to provide real-world experiences for students. Evaluation and Continuous Improvement: Regularly assess the effectiveness of CTE programs through student outcomes, stakeholder feedback, and industry partnerships. Use data-driven decision-making to identify areas for improvement and refine program offerings over time.
3.8	**Action:** Family and community communication **Need:** English learners, low-income students, and foster youth need timely, accessible, and culturally and linguistically responsive communication about student progress, academic supports, attendance, school programs, college and career opportunities,	Funding for the district and school websites supports equitable access to information, resources, and communication for unduplicated pupils and their families. The websites provide centralized access to academic programs, multilingual resources, counseling and mental health supports, attendance information, college and career pathways, family engagement opportunities, and important district updates. Providing these resources on an LEA-wide or	Increased family engagement and communication participation rates Website usage and access analytics Parent and family survey feedback

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	and available community resources. Consistent family communication helps reduce access barriers and strengthens family engagement in student success. **Scope:** LEA-wide	schoolwide basis ensures that unduplicated pupils across all schools consistently receive access to critical information and support systems necessary for academic success, engagement, and connectedness to school.	Increased participation in student support programs and activities Improved attendance and student engagement data Monitoring access to multilingual and support resources for families and students
4.1	**Action:** **Need:** Low-income students, English learners, foster youth, and students experiencing homelessness at Sanhedrin, New Horizons, and Sherwood need additional academic, attendance, engagement, wellness, and postsecondary supports. Dashboard and local data identify persistent needs in ELA and mathematics achievement, chronic absenteeism, graduation and dropout outcomes, and equitable access to dual enrollment and career pathways. These students also benefit from individualized academic planning, counseling, family outreach, transportation assistance, credit recovery, and coordinated wraparound services that address barriers to consistent participation and school success. **Scope:**	The actions provide targeted academic intervention, attendance supports, counseling, family outreach, transportation assistance, credit recovery, dual enrollment, and college and career planning to address barriers experienced by low-income students, English learners, foster youth, and students experiencing homelessness. The actions are provided schoolwide at Sanhedrin, New Horizons, and Sherwood because these small schools serve high concentrations of unduplicated pupils, and schoolwide implementation allows staff to respond flexibly without stigmatizing individual students. Although all students may benefit, the actions are principally directed toward and designed to improve outcomes for unduplicated pupils and will be monitored by student group.	These metrics measure student engagement, school completion, postsecondary participation, attendance, and school climate across the three Equity Multiplier schools. Sanhedrin's graduation rate increased from 67.6% to 79.6%, its dropout rate decreased from 32.4% to 20.4%, and dual-enrollment participation increased from 10 to 21 students. New Horizons will establish graduation and dual-enrollment baselines following its first year of operation. At Sherwood, chronic absenteeism increased from 28.9% to 36.8%, while the suspension rate decreased from 7.1% to 6%. These results support continued attention to

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			attendance interventions, graduation support, college and career access, student engagement, and wellness services.
4.2	**Action:** **Need:** Low-income students, English learners, foster youth, and students experiencing homelessness need additional academic intervention, credit recovery, progress monitoring, and individualized graduation support. Dashboard and local data show persistent ELA and mathematics achievement gaps, incomplete credits, inconsistent engagement, and lower graduation outcomes. These barriers increase the risk that unduplicated pupils will fall behind, disengage, or leave school without graduating. **Scope:**	The actions provide targeted ELA and mathematics intervention, tutoring, credit recovery, progress monitoring, and individualized academic and graduation planning for low-income students, English learners, foster youth, and students experiencing homelessness. Services are provided schoolwide at Sanhedrin, New Horizons, and Sherwood because these small schools serve high concentrations of unduplicated pupils and require flexible, integrated support systems. Although all students may benefit, the actions are principally directed toward improving academic achievement, credit completion, engagement, and graduation outcomes for unduplicated pupils. Effectiveness will be monitored by student group.	California Dashboard ELA results for Sherwood. For the high schools, course and credit completion, graduation and dropout rates, chronic absenteeism, suspensions, dual-enrollment participation and completion, college units earned, and completed postsecondary plans, disaggregated by student group.
4.3	**Action:** **Need:** Low-income students, English learners, foster youth, and students experiencing homelessness at Sherwood need early college and career awareness, stronger academic foundations, and equitable access to enrichment and career-exploration opportunities. These students also need	The action provides career exploration, academic enrichment, goal-setting, transition planning, field trips, and exposure to college and career pathways. It is provided schoolwide at Sherwood because of the school's small enrollment and high concentration of unduplicated pupils. Although all students may benefit, the action is principally directed toward expanding access and future readiness for low-income students, English learners, foster youth, and students experiencing homelessness.	Student participation in college and career exploration, enrichment activities, field trips, and transition planning; completion of individualized academic/career plans; student survey results on college and career awareness; and

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	individualized transition planning, family guidance, and support connecting their interests and strengths to future middle school, high school, college, and career pathways. **Scope:**		participation and outcomes disaggregated for low-income students, English learners, foster youth, and students experiencing homelessness.

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
2.5	**Action:** Supplemental English Learner Academic and Language Supports **Need:** Crucial to ensure that EL students have access to high-quality English language development programs that provide targeted instruction in listening, speaking, reading, and writing skills. **Scope:** Limited to Unduplicated Student Group(s)	WUSD will continue to provide legally required integrated and designated ELD. This action specifically provides supplemental services beyond the required ELD program to accelerate English learners' language development, academic achievement, and access to grade-level instruction. Supplemental supports include bilingual aides and tutoring, additional language-development and culturally responsive materials, technology resources, peer mentoring, staff professional development, and enhanced ELPAC/ELPI progress monitoring. The District Family and Community Engagement Specialist will provide multilingual communication, family workshops, and connections to school and community resources.	ELPAC/ELPI Growth: Percentage of English learners making annual progress in English proficiency. Reclassification: Number and percentage of students meeting RFEP criteria. Academic Growth: STAR, CAASPP, and local ELA/math assessment growth for English learners. Supplemental Intervention: Number of EL students receiving tutoring, bilingual aide support, mentoring, or additional language

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		These additional supports address identified language, academic, engagement, and family-access barriers and will be monitored through ELPAC/ELPI growth, reclassification, academic assessments, intervention participation, and family engagement data.	intervention and percentage demonstrating progress. Instructional Practice: Classroom walkthrough data showing use of scaffolds, differentiated instruction, and language-development strategies supported through professional learning. Professional Learning: Staff participation and implementation of EL-focused professional development. Family Engagement: Participation in multilingual workshops, outreach, and family-support activities. Student Feedback: Percentage of English learners reporting they feel supported and able to access classroom instruction.
2.7	**Action:** Provide professional development activities for staff supporting English Learners **Need:** WUSD can enhance the capacity of staff to effectively support English Learners and promote their academic success and language proficiency.	Cultural Competence Training: Offer workshops and training sessions to help staff understand the cultural backgrounds and experiences of EL students. This can promote empathy, sensitivity, and effective communication between staff and EL students and their families. Language Acquisition Strategies: Provide training on evidence-based instructional strategies for supporting language acquisition among EL	Attendance and Participation: Monitor the attendance and participation of staff in professional development sessions focused on supporting ELs. Keep records of staff members who attend workshops, training sessions,

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	Scope: Limited to Unduplicated Student Group(s)	students. This may include techniques for differentiating instruction, providing language-rich environments, and incorporating language development activities into content-area instruction. Understanding Language Proficiency Levels: Educate staff about the various levels of English language proficiency and how to differentiate instruction accordingly. Provide guidance on assessing language proficiency and monitoring EL students' progress over time. Use of Technology: Offer training on how to integrate technology tools and resources to support English language development. This may include language learning apps, multimedia resources, online language programs, and digital literacy tools. Collaborative Planning: Facilitate collaborative planning sessions where staff can share strategies, resources, and best practices for supporting EL students. Encourage cross-disciplinary collaboration to ensure that EL support is integrated across all subject areas. Family Engagement: Provide training on effective strategies for engaging and communicating with EL students' families. Offer resources and guidance on how to build positive relationships with families, involve them in their child's education, and address language barriers. Data-Informed Instruction: Train staff on how to use assessment data to inform instruction and	conferences, webinars, or other professional development opportunities related to English language acquisition and instruction. Evaluation Forms: Distribute evaluation forms or surveys to participants at the end of professional development sessions to gather feedback on the content, delivery, and usefulness of the training. Include questions about the relevance of the topics covered, the clarity of the presentation, and the applicability of the strategies discussed. Pre- and Post-Assessments: Administer pre- and post-assessments to gauge educators' knowledge and understanding of effective practices for supporting ELs before and after professional development activities. Compare assessment results to measure growth and identify areas of improvement.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		support decision-making for EL students. Provide guidance on analyzing language proficiency data, identifying areas of need, and adjusting instruction accordingly. Professional Learning Communities (PLCs): Facilitate PLCs focused on EL support where staff can collaborate, share successes and challenges, and engage in ongoing professional learning. Provide opportunities for peer observation, feedback, and reflection on instructional practices. Trauma-Informed Practices: Offer training on trauma-informed practices to help staff understand the potential impact of trauma on EL students and how to create a safe and supportive learning environment. Provide strategies for addressing trauma-related needs and promoting social-emotional well-being. Continued Support and Follow-Up: Offer ongoing coaching, mentoring, and follow-up support to reinforce learning and implementation of new strategies. Provide opportunities for staff to reflect on their practice, seek additional support as needed, and continue their professional growth in supporting EL students.	Observations and Feedback: Conduct classroom observations of educators who have participated in professional development activities focused on EL support. Provide constructive feedback based on observations of instructional practices, language-rich environments, differentiation strategies, and other key indicators of effective EL instruction. Follow-Up Support: Offer ongoing support and follow-up sessions to reinforce concepts and strategies covered in professional development activities. Provide opportunities for educators to apply what they've learned in their classrooms and reflect on their experiences with colleagues and instructional leaders. Implementation Checklists: Develop checklists or rubrics that outline key

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			practices or strategies learned during professional development sessions. Encourage educators to use these tools to self-assess their implementation of effective practices for supporting ELs and set goals for improvement. Student Outcomes: Monitor student outcomes, such as English language proficiency levels, academic achievement, and engagement, following professional development initiatives. Analyze data to determine if there are correlations between educator participation in professional development and improvements in student outcomes. Collaborative Reflection: Facilitate collaborative reflection sessions or professional learning communities where educators can discuss their experiences, share insights, and troubleshoot challenges related to supporting ELs.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			Encourage peer-to-peer learning and collaboration to reinforce professional development goals. By monitoring professional development activities for staff supporting English Learners using these methods, WUSD can ensure that educators are equipped with the knowledge, skills, and resources needed to effectively meet the diverse needs of EL students and promote their academic success.

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.

WUSD will use the additional concentration grant add-on funding to increase direct student services at schools where more than 55% of students are English learners, low-income, and/or foster youth. Funding will support additional PE coordinators and bilingual instructional aides and, where applicable, direct-service time from specialized staff.

Bilingual aides will provide language and instructional support for English learners; PE coordinators will provide additional health, wellness, and student-engagement services; and specialized staff will provide targeted intervention and coordination for unduplicated pupils with identified needs. These positions increase the amount of direct adult support available to students beyond base staffing levels.

Staffing allocations will be reviewed annually using enrollment, unduplicated-pupil concentration, student needs, and service data to ensure the additional funding increases direct services at qualifying schools.

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.

WUSD will direct additional funds towards critical support roles such as PE coordinators, and bilingual classroom aides. These positions play vital roles in providing targeted support to students who are English learners, come from low-income households, and/or are foster youth.

PE coordinators can enhance physical education programs, promoting overall health and wellness among students. Bilingual classroom aides provide valuable support for English learners, helping to facilitate comprehension and engagement in classroom activities. Special education program specialists play a crucial role in ensuring that students with special needs receive the necessary support and accommodations to succeed academically and socially.

By allocating resources in this way, WUSD is prioritizing the needs of vulnerable student populations and working to ensure equitable access to quality education and support services. This investment reflects a commitment to fostering a supportive and inclusive learning environment where all students have the opportunity to thrive.

The additional funds will be used to provide PE coordinators, bilingual classroom aides, and a portion of the special education program specialist. These funds are principally directed toward ensuring students who are English learners, come from low income households, and/or are foster youth benefit from the services.

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	0	131:1535
Staff-to-student ratio of certificated staff providing direct services to students	0	102:1535

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	17049265	2653458	15.563%	0.000%	15.563%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,723,604.99	$2,145,329.00	$235,000.00	$597,000.00	$5,700,933.99	$5,200,479.99	$500,454.00

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	Continue to plan and staff for career opportunities through the development of pathways with A - G designation.	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Willits High School 9-12	2024-27	$649,233.20	$0.00	$649,233.20				$649,233.20	
1	1.2	Identify first time college bound students	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BGMS 6-8	2024-27	$0.00	$0.00	$0.00				$0.00	
1	1.3	Continue to offer enrichment opportunities for students through Dual Enrollment with Mendocino College, Academic Decathlon, and Early child mentoring.	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2024-27	$5,000.00	$5,000.00			$10,000.00		$10,000.00	
1	1.4	Maintain number of elementary teachers to support class size reduction.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Brookside and Blosser Grades TK-5	2024-27	$527,371.79	$0.00	$527,371.79				$527,371.79	
1	1.6	Implement new Student Study Team procedures	All	No Yes	LEA-wide		All Schools	2024-27	$0.00	$10,000.00				$10,000.00	$10,000.00	
1	1.7	STEAM	All	No				2024-27	$150,000.00	$40,000.00		$190,000.00			$190,000.00	
2	2.1	1 to 1 computers for students	All	No			All Schools	2024-27	$0.00	$130,000.00		$100,000.00		$30,000.00	$130,000.00	
2	2.2	Staffing to maintain the 1 to 1 student computers.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-27	$250,000.00	$0.00	$250,000.00				$250,000.00	

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	2.3	Continued Professional development directed by Executive Director or site leadership, with input from teachers.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$25,000.00	$25,000.00				$50,000.00	$50,000.00	
2	2.4	Supplemental Academic, Technology, and Whole-Child Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$20,000.00	$0.00	$20,000.00				$20,000.00	
2	2.5	Supplemental English Learner Academic and Language Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: BGMS and/or WHS 6-12	2024-27	$100,000.00	$10,000.00	$100,000.00			$10,000.00	$110,000.00	
2	2.6	Continue implementation of TK transition to Kinder.	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Sherwood Sherwood K-5K-5	2024-27	$400,000.00	$0.00	$200,000.00		$200,000.00		$400,000.00	
2	2.7	Provide professional development activities for staff supporting English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-27	$10,000.00	$15,000.00				$25,000.00	$25,000.00	
2	2.8	Elementary Instructional Aides for Targeted Student Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Brookside K-2	2024-27	$1,480,169.00	$0.00	$89,000.00	$1,391,169.00			$1,480,169.00	
2	2.9	Language Acquisition Support	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	2024-27	$72,000.00	$0.00	$72,000.00				$72,000.00	
2	2.10	All students will continue to have access to California State Standards aligned instructional materials.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-27	$0.00	$80,000.00		$80,000.00		$0.00	$80,000.00	
2	2.11	Academic Coach	English Learners	Yes	LEA-wide	English Learners	Specific Schools: Brookside and Blosser Lane	2024-27	$70,000.00	$0.00		$70,000.00			$70,000.00	
2	2.12	English Learner Program Implementation and Oversight	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Brookside and Blosser Lane	2024-2027	$250,000.00	$0.00				$250,000.00	$250,000.00	

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
							k-5									
2	2.13	Academic Coach	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	2024-2027	$20,000.00	$0.00	$20,000.00				$20,000.00	
2	2.14	Executive Director of Student Programs	English Learners	Yes	LEA-wide Schoolwide	English Learners	All Schools	2024-27	$222,000.00	$0.00				$222,000.00	$222,000.00	
3	3.1	Maintain Campus Security at the high school and middle school campuses.	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Willits HS, BGMS, SHS 6-12	2024-27	$118,000.00	$10,000.00	$128,000.00				$128,000.00	
3	3.2	Maintain administrative support across all sites in WUSD	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WHS, SHS, BGMS, SWE 6-12	2024-27	$293,000.00	$0.00	$293,000.00				$293,000.00	
3	3.3	Continue to reduce the number of projects on Deferred Maintenance list. This is a huge issue for the district.	All	No			All Schools	2024-27	$0.00	$0.00	$0.00				$0.00	
3	3.4	Continue to provide counseling services at the middle and elementary schools to support Social Emotional Learning (SEL) and intervention programs including Restorative Practices with a focus on unduplicated students.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$310,000.00	$0.00	$310,000.00				$310,000.00	
3	3.5	WUSD is dedicated to creating a supportive environment where students and families are encouraged and equipped to make safe and healthy lifestyle choices.	English Learners Low Income	Yes	LEA-wide Schoolwide	English Learners Low Income	All Schools	2024-27	$0.00	$25,000.00			$25,000.00		$25,000.00	
3	3.6	Maintain an art and a music teacher at the middle school and provide for additional musical instruments at BGMS & WHS.	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BGMS & WHS 6-12	2024-27	$228,706.00	$0.00		$228,706.00			$228,706.00	
3	3.7	Provide multiple CTE pathways, dual enrollment, and career-connected learning, with targeted support for low-income students, English learners, and foster youth.	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.8	Family and community communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$15,000.00	$15,000.00				$15,000.00	
4	4.1		All	No			Specific Schools: Sanhedrin, Sherwood and New Horizons	25-26	$0.00	$50,000.00	$50,000.00				$50,000.00	
4	4.2		All	No			Specific Schools: Sanhedrin, Sherwood and New Horizons	25-26	$0.00	$0.00	$0.00				$0.00	
4	4.3		All	No			Specific Schools: Sanhedrin, Sherwood and New Horizons	25-26	$0.00	$85,454.00		$85,454.00			$85,454.00	

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
17049265	2653458	15.563%	0.000%	15.563%	$2,673,604.99	0.000%	15.682 %	**Total:**	$2,673,604.99
								LEA-wide Total:	$1,596,371.79
								Limited Total:	$100,000.00
								Schoolwide Total:	$1,362,233.20

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	Continue to plan and staff for career opportunities through the development of pathways with A - G designation.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Willits High School 9-12	$649,233.20	
1	1.2	Identify first time college bound students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BGMS 6-8	$0.00	
1	1.3	Continue to offer enrichment opportunities for students through Dual Enrollment with Mendocino College, Academic Decathlon, and Early child mentoring.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
1	1.4	Maintain number of elementary teachers to support class size reduction.	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Brookside and Blosser Grades TK-5	$527,371.79	
1	1.6	Implement new Student Study Team procedures	Yes	LEA-wide		All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Staffing to maintain the 1 to 1 student computers.	Yes	LEA-wide	English Learners Foster Youth Low Income		$250,000.00	
2	2.3	Continued Professional development directed by Executive Director or site leadership, with input from teachers.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.4	Supplemental Academic, Technology, and Whole-Child Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
2	2.5	Supplemental English Learner Academic and Language Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: BGMS and/or WHS 6-12	$100,000.00	
2	2.6	Continue implementation of TK transition to Kinder.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Sherwood K-5	$200,000.00	
2	2.7	Provide professional development activities for staff supporting English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		
2	2.8	Elementary Instructional Aides for Targeted Student Support	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Brookside K-2	$89,000.00	
2	2.9	Language Acquisition Support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$72,000.00	
2	2.10	All students will continue to have access to California State Standards aligned instructional materials.	Yes	LEA-wide	English Learners Foster Youth Low Income			
2	2.11	Academic Coach	Yes	LEA-wide	English Learners	Specific Schools: Brookside and Blosser Lane		
2	2.12	English Learner Program Implementation and Oversight	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Brookside and Blosser Lane k-5		

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	2.13	Academic Coach	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
2	2.14	Executive Director of Student Programs	Yes	LEA-wide Schoolwide	English Learners	All Schools		
3	3.1	Maintain Campus Security at the high school and middle school campuses.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Willits HS, BGMS, SHS 6-12	$128,000.00	
3	3.2	Maintain administrative support across all sites in WUSD	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WHS, SHS, BGMS, SWE 6-12	$293,000.00	
3	3.4	Continue to provide counseling services at the middle and elementary schools to support Social Emotional Learning (SEL) and intervention programs including Restorative Practices with a focus on unduplicated students.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$310,000.00	
3	3.5	WUSD is dedicated to creating a supportive environment where students and families are encouraged and equipped to make safe and healthy lifestyle choices.	Yes	LEA-wide Schoolwide	English Learners Low Income	All Schools		
3	3.6	Maintain an art and a music teacher at the middle school and provide for additional musical instruments at BGMS & WHS.	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BGMS & WHS 6-12		
3	3.7	Provide multiple CTE pathways, dual enrollment, and career-connected learning, with targeted support for low-income students, English learners, and foster youth.	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$0.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.8	Family and community communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,292,682.03	$8,757,803.00

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**	Continue to plan and staff for career opportunities through the development of pathways with A - G designation.	Yes	$736,062.03	772662
1	**1.2**	Identify first time college bound students	Yes		
1	**1.3**	Continue to offer enrichment opportunities for students through Dual Enrollment with Mendocino College, Academic Decathlon, and Early child mentoring.	Yes	$10,000.00	4600
1	**1.4**	Maintain number of elementary teachers to support class size reduction.	Yes	$813,447.00	3298702
1	**1.5**	Provide professional development for Administrators, Teachers, and Staff	No	$10,000.00	15000
1	**1.6**	Implement new Student Study Team procedures	No	$10,000.00	0.0
1	**1.7**	C-STEM	No	$190,000.00	
2	**2.1**	Lexia, Letters, I ready, Math, Bright Thinker, Canvas, Reading A-Z, or any new or preexisting software to support academic growth and aid instruction	No	$135,000.00	100000
2	**2.2**	Maintain a 1:1 computer ratio. Purchase computers and auxiliary equipment as needed to provide all	Yes	$125,000.00	54000

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)
		students, including unduplicated students, with access to technology as needed.			
2	**2.3**	Continued Professional development directed by Executive Director or site leadership, with input from SBDM.	Yes	$50,000.00	
2	**2.4**	Prioritizing language acquisition, mathematical literacy, and technological literacy.	Yes	$398,808.00	
2	**2.5**	Continued implementation of EL services and instructional language for for second language stduents.	Yes	$10,000.00	
2	**2.6**	Continue implementation of TK transition to Kinder.	Yes	$137,918.00	554827
2	**2.7**	Provide professional development activities for staff supporting English Learners	Yes	$25,000.00	2500
2	**2.8**	Maintain aides as appropriate levels at elementary and Special Education in WUSD.	Yes	$1,480,169.00	2644000
2	**2.9**	Language Acquisition Support	Yes	$197,100.00	
2	**2.10**	Provide intervention curriculum	No	$132,500.00	
2	**2.11**	All students will continue to have access to California State Standards aligned instructional materials.	Yes	$214,410.00	
2	**2.12**	Reading Instructional Coaching	No	$120,000.00	
2	**2.13**	Reading Specialists		$142,974.00	100000
2	**2.14**	Executive Director of Student programs to ensure that English Learners are monitored and full implementation of EL programs	Yes	$215,534.00	218000

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	Maintain Campus Security at the high school and middle school campuses.	Yes	$152,121.00	135000
3	3.2	Maintain administrative support across all sites in WUSD	Yes	$281,584.00	280512
3	3.3	Continue to reduce the number of projects on Deferred Maintenance list. This is a huge issue for the district.	No	$0.00	
3	3.4	Continue to provide counseling services at the middle and elementary schools to support Social Emotional Learning (SEL) and intervention programs including Restorative Practices with a focus on unduplicated students.	Yes	$270,895.00	169000
3	3.5	WUSD is dedicated to creating a supportive environment where students and families are encouraged and equipped to make safe and healthy lifestyle choices.	Yes	$100,000.00	50000
3	3.6	Maintain an art and a music teacher at the middle school and provide for additional musical instruments at BGMS & WHS.	Yes	$238,706.00	243000
3	3.7	Continue to provide multiple CTE offerings at WHS and begin to implement at middle school	Yes	$10,000.00	
4	4.1	Expanding Access and Achievement Through Independent Study, Wraparound Supports, and College & Career Readiness	No	$85,454.00	116000

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)
2846419	$3,167,699.03	$2,954,662.00	$213,037.03	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	Continue to plan and staff for career opportunities through the development of pathways with A - G designation.	Yes	$736,062.03	917662		
1	1.2	Identify first time college bound students	Yes				
1	1.3	Continue to offer enrichment opportunities for students through Dual Enrollment with Mendocino College, Academic Decathlon, and Early child mentoring.	Yes		6000		
1	1.4	Maintain number of elementary teachers to support class size reduction.	Yes	$813,447.00	766000		
2	2.2	Maintain a 1:1 computer ratio. Purchase computers and auxiliary equipment as needed to provide all students, including unduplicated students, with access to technology as needed.	Yes	$50,000.00	40000		
2	2.3	Continued Professional development directed by Executive Director or site leadership, with input from SBDM.	Yes		40000		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.4	Prioritizing language acquisition, mathematical literacy, and technological literacy.	Yes	$398,808.00	312000		
2	2.5	Continued implementation of EL services and instructional language for for second language stduents.	Yes				
2	2.6	Continue implementation of TK transition to Kinder.	Yes	$137,918.00			
2	2.7	Provide professional development activities for staff supporting English Learners	Yes				
2	2.8	Maintain aides as appropriate levels at elementary and Special Education in WUSD.	Yes	$89,000.00	36000		
2	2.9	Language Acquisition Support	Yes	$132,370.00	167000		
2	2.11	All students will continue to have access to California State Standards aligned instructional materials.	Yes	$162,259.00			
2	2.14	Executive Director of Student programs to ensure that English Learners are monitored and full implementation of EL programs	Yes	$107,767.00			
3	3.1	Maintain Campus Security at the high school and middle school campuses.	Yes	$152,121.00	150000		
3	3.2	Maintain administrative support across all sites in WUSD	Yes	$132,971.00	280000		
3	3.4	Continue to provide counseling services at the middle and elementary schools to support Social Emotional Learning (SEL) and intervention programs including Restorative	Yes	$134,976.00	170000		

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)
		Practices with a focus on unduplicated students.					
3	**3.5**	WUSD is dedicated to creating a supportive environment where students and families are encouraged and equipped to make safe and healthy lifestyle choices.	Yes	$100,000.00	70000		
3	**3.6**	Maintain an art and a music teacher at the middle school and provide for additional musical instruments at BGMS & WHS.	Yes	$10,000.00			
3	**3.7**	Continue to provide multiple CTE offerings at WHS and begin to implement at middle school	Yes	$10,000.00			

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)
16518574	2846419	0.0	17.232%	$2,954,662.00	0.000%	17.887%	$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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