

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Winton School District

CDS Code: 24-65870-0000000

School Year: 2025-26

LEA contact information:

See Lao

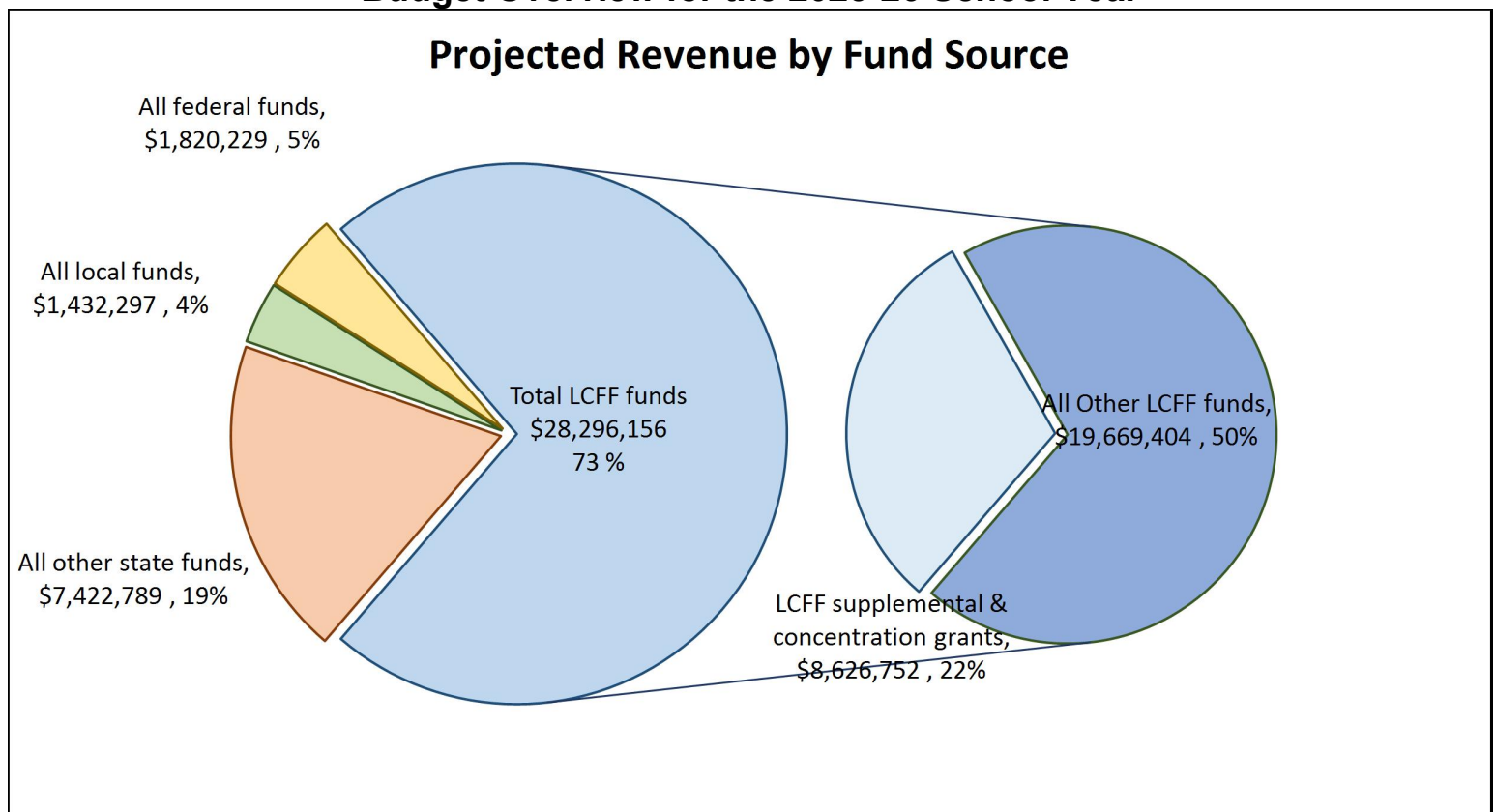
Superintendent

slao@winton.k12.ca.us

(209) 357-6175

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

## Budget Overview for the 2025-26 School Year

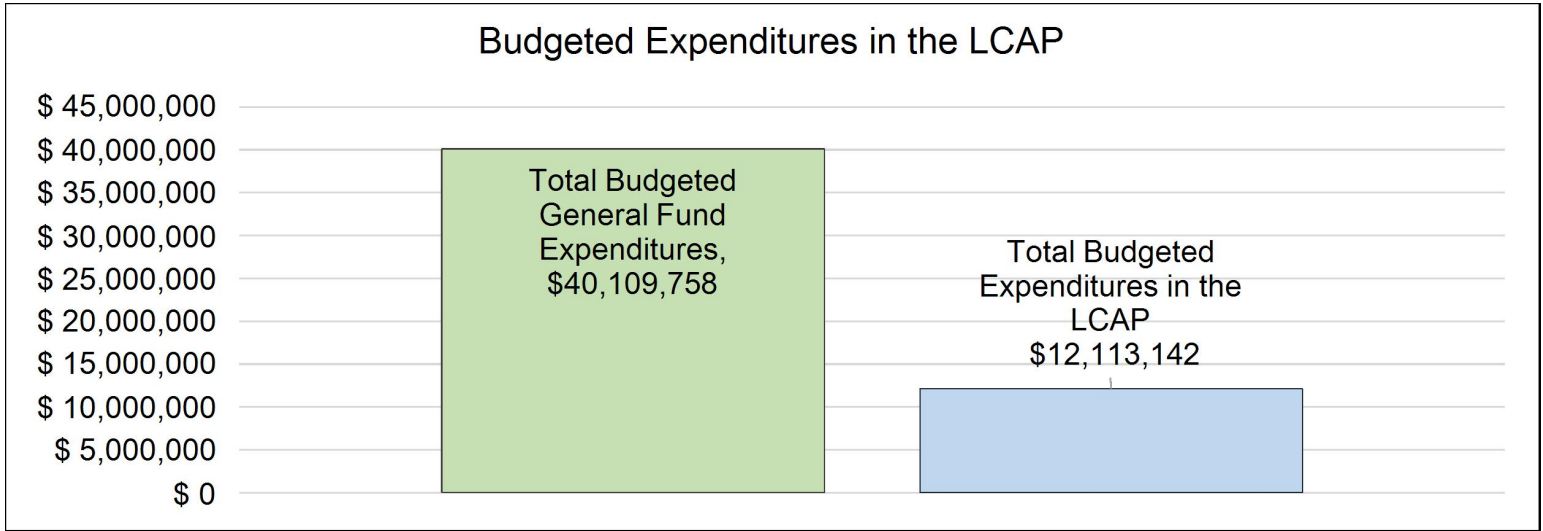


This chart shows the total general purpose revenue Winton School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Winton School District is \$38,971,471, of which \$28,296,156 is Local Control Funding Formula (LCFF), \$7,422,789 is other state funds, \$1,432,297 is local funds, and \$1,820,229 is federal funds. Of the \$28,296,156 in LCFF Funds, \$8,626,752 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 Winton School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Winton School District plans to spend \$40,109,758 for the 2025-26 school year. Of that amount, \$12,113,142 is tied to actions/services in the LCAP and \$27,996,616 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Negotiated increases to salaries resulted in higher costs. The contribution from the general fund will be increased to cover the cost.

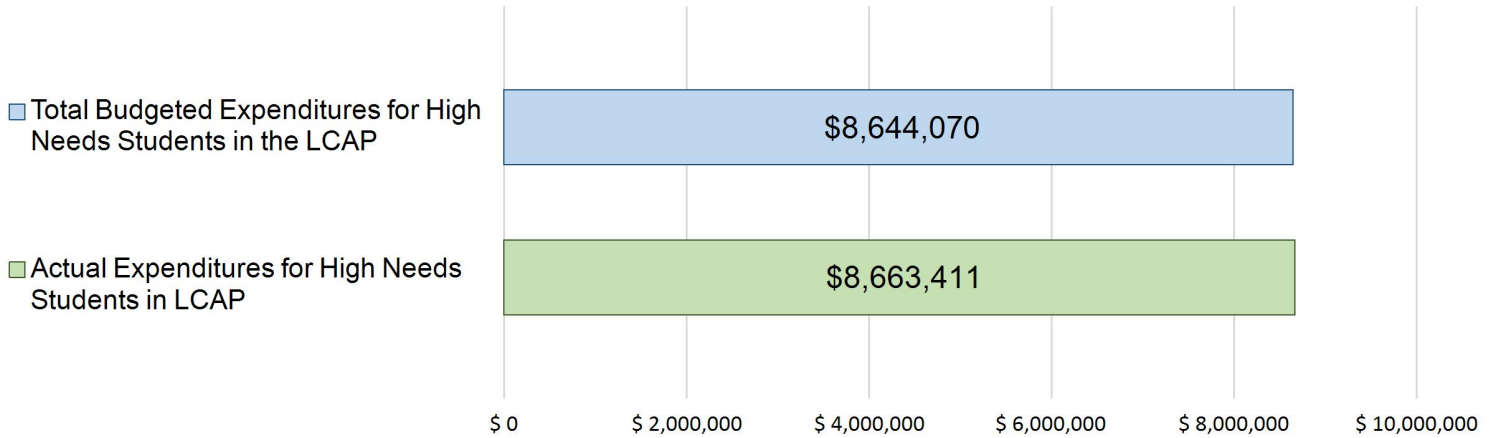
## Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Winton School District is projecting it will receive \$8,626,752 based on the enrollment of foster youth, English learner, and low-income students. Winton School District must describe how it intends to increase or improve services for high needs students in the LCAP. Winton School District plans to spend \$12,007,842 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students



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

The text description of the above chart is as follows: In 2024-25, Winton School District's LCAP budgeted \$8,644,070 for planned actions to increase or improve services for high needs students. Winton School District actually spent \$8,663,411 for actions to increase or improve services for high needs students in 2024-25.

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Winton School District	See Lao Superintendent	slao@winton.k12.ca.us (209) 357-6175

## Plan Summary [2025-26]

### General Information

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

The community of Winton is an unincorporated town with a population of 11,709 (from 2020 census). The Winton School District (WSD) serves approximately 2,000 students from Preschool through 8th grade. WSD has three elementary schools - Sybil Crookham, Frank Sparkes, and Winfield Elementary. WSD has one middle school - Winton Middle School. The elementary schools serve students from preschool through 5th grade and the middle school serves students in grades six through eight. Each school site operates an After School and Education Safety Program along with an Extended Learning Opportunity Program. The student demographic by race/ethnicity for Grades TK thru Grade 8 are 87.3% Hispanic, 6.2% White, 5% Asian, 1% Black/African American, and 0.3% American Indian/Alaskan Native. These students make up our significant subgroups which are 51.5% English Learners and 93.4% Socio-Economically Disadvantaged. With the diverse group of students, it is WSD mission to “Prepare all students to become responsible members of a democratic society” through the goals specified in the WSD’s Local Control and Accountability Plan.

### Reflections: Annual Performance

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

Baseline data established from 2021-22 to 2022-23, shows that Winton School District (WSD) has increased the number of students who scored Met/Exceeded in English Language Arts (ELA) CAASPP from 42.27% to 43.40% which is an increase of 1.13%; and in math, it increased from 28.2% to 33.69% which is a increase of 5.49%. The 2024 data shows an additional increase to the ELA CAASPP score to 43.74% which equates to a

0.34% increase. The 2024 math CAASPP score shows a slight decrease to 32.78% equaling a decrease of 0.91%.

Based on the 2022-23 Summative ELPAC data available, English Learners in WSD outperforms in Level 4 (well-developed) by 4.9% and Level 3 (Moderately Developed) by 3.22% in comparison to statewide data. As for the long-term English learners, only 17.02% are in Level 4 while 21.40% of English Learners are in Level 4.

CA School Dashboard indicates that WSD declined Chronic Absenteeism by an additional 7.4% as compared to the previous year's decline of 37.3%, increased the ELA status with a growth of 3.4 points, maintained in mathematics with a slight decrease of 1.4 points, decreased English Learner progress by 3.4%, and maintained suspension rate with 0.% change. The color ratings for each indicators are as follows: Chronic Absenteeism is yellow, ELA is yellow, mathematics is orange, English Learner progress is yellow, and suspension rate is orange.

For Chronic Absenteeism, all subgroups declined with a combined total of 64.1%. One subgroup, foster youth, fell into the red performance level. The two subgroups with an orange performance level are homeless and White.

For Academic Performance, the two subgroups that declined in ELA and in mathematics are students with disabilities and White. In ELA, the White subgroup declined by 10.8 points and the students with disabilities subgroup decreased by 9.8 points. In ELA, the subgroup in the red performance level is students with disabilities while the subgroup with the orange performance level is English Learners. In Math, the Long Term English Language Learners subgroup declined 8.6 points, the students with disabilities subgroup declined 9.9 points, the English Language Learners declined 4.3, and the Asian subgroup declined by 11.1 points. Subgroups with a red performance level are Long Term English Language Learners and students with disabilities. Subgroups in the orange performance level for math are English Language Learners, Hispanic, homeless youth, socioeconomic disadvantage, and white.

For Suspension Rates, the subgroups that decreased are the students with disabilities, homeless, White, African American, and American Indian which is an average decline of 4.15%. The subgroups that increased are the English Learners, Hispanic, socioeconomically disadvantaged, and foster youth which is an average increase of 0.92%.

WSD does not have any schools or subgroups by district or by school where the performance indicators are the lowest performance level which is red. WSD is proud that it is 1 of 4 school districts in the county with no red status for the 2023 data. For the 2023-2024 school year, the WSD continues to have no performance indicators at the lowest performance level when looking at the district performance overview.

Local measure on attendance indicates that P-2 declined from school year 2022-23 at 99.76% to school year 2023-24 at 94%. The Winton School District showed an increase of 1% to 95% for P-2 in the spring of 2025.

In analyzing WSD's local self-assessment, WSD is proud of its Parent Engagement. There are opportunities for parents to be involved with their child's education. Parents are informed of school events through the following ways: flyers, Parent Square, marquee boards at each site, outreach/resources for parents from the school counselors, and through interpreters. Events in which parents were able to participate in are Parent Conferences and SSC/SELAC/DELAC Meetings. In addition, WSD appropriately assigns teachers, students have access to curriculum-aligned instructional materials, and the schools are safe, clean and functional.

WSD intends to maintain the success through the utilization of the adopted core curriculum and supplemental materials, student access to grade level standards, administration of the CAASPP Interim Assessments, and the arrangement of focused collaborative teacher grade/subject level data analysis. WSD will continue its Parent Engagement events with its existing culture of commitment and ongoing two-way communication. Actions and services in the LCAP that will help ensure WSD success include updated network and equipment, teacher collaboration days, paraprofessional instructional aide collaboration days, liaisons, school counselors, and community involvement events (Trunk or Treat, Love Winton, Family Night, Multicultural Festival).

Effective programs and policies that have been implemented are creating an engaging school environment, attendance intervention process, multiple modes of communication with parents, and partnership with Merced County Behavioral Health to help families connect to resources.

The Winton School District has \$2,975,441.09 unexpended LREBG funds. The WSD does not plan to spend LREBG funds during the 2025-2026 school year, however the WSD intends to spend the funds by the 2027-2028 deadline.

## Reflections: Technical Assistance

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

N/A

## 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.

N/A

### ***Support for Identified Schools***

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

N/A

### ***Monitoring and Evaluating Effectiveness***

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

N/A

# Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
<p>School Site Staff            Frank Sparkes - March 12, 2025            Sybil Crookham - April 2, 2025            Winton Middle School - April 11, 2025            Winfield - April 16, 2025            (Principals, TSAs, Teachers, School Psychologists, School Counselors, Director of Educational Services)</p>	<p>Presentation of the district's enrollment, student groups, and performances on the California School Dashboard. Review of prior year LCAP goals and actions. Asked educational partners on how to improve or increase services for the students.</p>
<p>Supervisory Team            April 8, 2025            (Director of Educational Services, Director of Fiscal Services, Principals, MOT Supervisor, Food Service Supervisor, District Nurse, District IT Specialist)</p>	<p>Provided the educational partners with the current goals and list of actions/services. Asked educational partners on how to improve or increase services for the students. Asked if current actions/services should be continued.</p>
<p>Parents and Community            DELAC/DAC - March 18, 2025            Frank Sparkes SSC/SELAC - March 19, 2025            Winton Middle SSC/SELAC - March 31, 2025            Winfield SSC/SELAC - April 29, 2025            Sybil Crookham SSC/SELAC - April 29, 2025</p>	<p>Presentation of the district's enrollment, student groups, and performances on the California School Dashboard. Review of prior year LCAP goals and actions. Asked educational partners on how to improve or increase services for the students.</p>
<p>Principals and Administrators            April 8, 2025</p>	<p>Presentation of the district's enrollment, student groups, and performances on the California School Dashboard. Review of prior year LCAP goals and actions. Asked educational partners on how to improve or increase services for the students.</p>

Educational Partner(s)	Process for Engagement
Local Bargaining Units Winton Teachers Association - April 16, 2025 California Schools Employees Association - April 17, 2025	Presentation of the district's enrollment, student groups, and performances on the California School Dashboard. Review of prior year LCAP goals and actions. Asked educational partners on how to improve or increase services for the students.
Students Winton Middle Student Body Government/Student Advisory Committee April 28, 2025	Asked educational partners on how to improve or increase services for the students. Students shared their input.
Merced County Special Education Local Plan Area (SELPA) Meeting May 30, 2025	Provided a review of the areas specifically addressing students with special needs. Discussion about staff directly related to students with special needs as well as the professional development that occurred.
Winton School District Public Hearing Meeting June 9, 2025	Opportunity for the public to comment on the plan.

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

The Winton School District will continue the LCAP actions/services from the prior LCAP and will provide actions around the following items:  
 1. Goal 3, Action 3.27 - Part-time Board Certified Behavior Analyst

Educational partners shared a variety of ideas, which were divided into 5 themes aligned with the three LCAP goals. 39% of the ideas were associated with Goal 1, reflecting a desire to continue funding the personnel required to support student achievement with the LCAP. 6% were tied to Goal 2 with a recommendation to continue to support professional development. 51% were aligned with Goal 3 with a main focus on continuing to update, improve, and maintain equipment, facilities, and grounds. The expressed need for support with student behavior has prompted the additional action to support safety in goal 3 with a part-time behavioral analyst. Other than this, the educational partners had no other concerns with continuing prior year actions/services; the actions/services will continue to be implemented.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Winton School District will demonstrate achievement growth for all students.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Winton School District (WSD) takes pride in student achievement for all students. WSD aims to have a continual annual growth in English Language Arts/Literacy (ELA), Mathematics, and English language proficiency. WSD wants to increase the number of students who met or exceeded the California Assessment of Student Performance and Progress (CAASPP) ELA and mathematics standards. Based on 2023 CAASPP data, WSD is 0.93% lower than the statewide average in mathematics; and, in ELA, WSD is 3.26% lower than the statewide average. On the Summative English Language Proficiency Assessments for California (ELPAC), there was a increase of 4.57% of students performing in Level 4 proficiency from 2021 to 2022. In order for students to make this progress, WSD shall provide students with access to a broad course of study, programs/services for unduplicated pupils and individuals with exceptional needs, and standards-aligned instructional materials.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA	ALL STUDENTS: 43.40% Met or Exceeded Standard  SOCIOECONOMICALLY DISADVANTAGED: 41.78% Met or Exceeded Standard	ALL STUDENTS: 43.74% Met or Exceeded Standard  SOCIOECONOMICALLY DISADVANTAGED: 42.42% Met or		ALL STUDENTS: 46.40% Met or Exceeded Standard  SOCIOECONOMICALLY DISADVANTAGED: 44.78% Met or	ALL STUDENTS: +0.34% Met or Exceeded Standard  SOCIOECONOMICALLY DISADVANTAGED: +0.64% Met or

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		STUDENTS WITH DISABILITY: 12.51% Met or Exceeded Standard  ENGLISH LEARNER: 27.21% Met or Exceeded Standard  LONG-TERM ENGLISH LEARNER: 4.08% Met or Exceeded Standard  *2022-2023 Results	Exceeded Standard  STUDENTS WITH DISABILITY: 9.09% Met or Exceeded Standard  ENGLISH LEARNER: 23.99% Met or Exceeded Standard  LONG-TERM ENGLISH LEARNER: 2.94% Met or Exceeded Standard  *2023-2024 Results		Exceeded Standard  STUDENTS WITH DISABILITY: 15.51% Met or Exceeded Standard  ENGLISH LEARNER: 30.21% Met or Exceeded Standard  LONG-TERM ENGLISH LEARNER: 7.08% Met or Exceeded Standard	Exceeded Standard  STUDENTS WITH DISABILITY: -3.42% Met or Exceeded Standard  ENGLISH LEARNER: -3.22% Met or Exceeded Standard  LONG-TERM ENGLISH LEARNER: -1.14% Met or Exceeded Standard
1.2	CAASPP Math	ALL STUDENTS: 33.69% Met or Exceeded Standard  SOCIOECONOMICALLY DISADVANTAGED: 32.55% Met or Exceeded Standard  STUDENTS WITH DISABILITY: 14.59% Met or Exceeded Standard	ALL STUDENTS: 32.78% Met or Exceeded Standard  SOCIOECONOMICALLY DISADVANTAGED: 31.21% Met or Exceeded Standard		ALL STUDENTS: 36.69% Met or Exceeded Standard  SOCIOECONOMICALLY DISADVANTAGED: 35.55% Met or Exceeded Standard	ALL STUDENTS: -0.91% Met or Exceeded Standard  SOCIOECONOMICALLY DISADVANTAGED: -1.34% Met or Exceeded Standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>ENGLISH LEARNER: 21.83% Met or Exceeded Standard</p> <p>LONG-TERM ENGLISH LEARNER: 4.08% Met or Exceeded Standard</p> <p>*2022-2023 Results</p>	<p>STUDENTS WITH DISABILITY: 9.91% Met or Exceeded Standard</p> <p>ENGLISH LEARNER: 18.82% Met or Exceeded Standard</p> <p>LONG-TERM ENGLISH LEARNER: 4.41% Met or Exceeded Standard</p> <p>*2023-2024 Results</p>		<p>STUDENTS WITH DISABILITY: 17.59% Met or Exceeded Standard</p> <p>ENGLISH LEARNER: 24.83% Met or Exceeded Standard</p> <p>LONG-TERM ENGLISH LEARNER: 7.08% Met or Exceeded Standard</p>	<p>STUDENTS WITH DISABILITY: -4.68% Met or Exceeded Standard</p> <p>ENGLISH LEARNER: -3.01% Met or Exceeded Standard</p> <p>LONG-TERM ENGLISH LEARNER: +0.33% Met or Exceeded Standard</p>
1.3	ELPAC Summative	<p>ALL STUDENTS: 21.40% Level 4 - Well Developed 36.99% Level 3 - Moderately Developed</p> <p>LONG-TERM ENGLISH LEARNERS: 40.43% Level 4 - Well Developed 17.02% Level 3 - Moderately Developed</p> <p>*2022-2023 Results</p>	<p>ALL STUDENTS: 21.55% Level 4 - Well Developed 36.21% Level 3 - Moderately Developed</p> <p>LONG-TERM ENGLISH LEARNERS: 23.88% Level 4 - Well Developed 43.28% Level 3 - Moderately Developed</p>		<p>ALL STUDENTS: 24.40% Level 4 - Well Developed 39.99% Level 3 - Moderately Developed</p> <p>LONG-TERM ENGLISH LEARNERS: 43.43% Level 4 - Well Developed 20.02% Level 3 - Moderately Developed</p>	<p>ALL STUDENTS: +0.15% Level 4 - Well Developed -0.78% Level 3 - Moderately Developed</p> <p>LONG-TERM ENGLISH LEARNERS: 23.88% Level 4 - Well Developed 43.28% Level 3 - Moderately Developed</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			*2023-2024 Results			
1.4	English Learners reclassified	90 students *AERIES 2022-2023 Results	80 *AERIES 2023-2024 Results		90 students	10 fewer students
1.5	All pupils will receive access to broad course of study as indicated on the Master Schedule.	100% *AERIES 2022-2023 Results	100% *AERIES 2023-2024 Results		100%	No difference
1.6	Pupils will have access to programs and services developed and provided to unduplicated pupils.	100% *AERIES 2022-2023 Results	100% *AERIES 2023-2024 Results		100%	No difference
1.7	Pupils will have access to programs and services developed and provided to individuals with exceptional needs.	100% *AERIES 2022-2023 Results	100% *AERIES 2023-2024 Results		100%	No difference
1.8	All pupils will have sufficient access to the standards-aligned instructional materials.	100% *Local Monitoring 2022-2023 Results	100% *Local Monitoring 2023-2024 Results		100%	No difference
1.9	All pupils will have access to and utilize	100%	100%		100%	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	technological devices in the classroom.	*Local Monitoring 2022-2023 Results	*Local Monitoring 2023-2024 Results			
1.10	CAST Science	<p>ALL STUDENTS: 21.50% Met or Exceeded Standard</p> <p>SOCIOECONOMICALLY DISADVANTAGED: 20.90% Met or Exceeded Standard</p> <p>STUDENTS WITH DISABILITIES: 10.81% Met or Exceeded Standard</p> <p>ENGLISH LEARNER: 4.73% Met or Exceeded Standard</p> <p>*2022-2023 Results</p>	<p>ALL STUDENTS: 21.77% Met or Exceeded Standard</p> <p>SOCIOECONOMICALLY DISADVANTAGED: 21.41% Met or Exceeded Standard</p> <p>STUDENTS WITH DISABILITIES: 5.71% Met or Exceeded Standard</p> <p>ENGLISH LEARNER: 3.25% Met or Exceeded Standard</p> <p>*2023-2024 Results</p>		<p>ALL STUDENTS: 24.50% Met or Exceeded Standard</p> <p>SOCIOECONOMICALLY DISADVANTAGED: 23.90% Met or Exceeded Standard</p> <p>STUDENTS WITH DISABILITY: 13.81% Met or Exceeded Standard</p> <p>ENGLISH LEARNER: 7.73% Met or Exceeded Standard</p>	<p>ALL STUDENTS: +0.27% Met or Exceeded Standard</p> <p>SOCIOECONOMICALLY DISADVANTAGED: +0.51% Met or Exceeded Standard</p> <p>STUDENTS WITH DISABILITIES: -5.1% Met or Exceeded Standard</p> <p>ENGLISH LEARNER: -1.48% Met or Exceeded Standard</p>

## Goal Analysis [2024-25]

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

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

Goal one was carried out using data-driven decisions to support students in preparation for standardized state tests in ELA, Math, and Science, utilizing a variety of staff members to ensure attention to the needs of all students. The Winton School District continues to provide all students, including unduplicated pupils and those with exceptional needs, with a broad course of study and access to programs utilizing the standards-aligned curriculum and instructional strategies supported and monitored by district administrators and support staff. View Sonic boards were maintained with any necessary technical assistance required, and no additional boards were required to be purchased. The Teachers on Special Assignment continue to be a valuable asset in supporting student success while planning, organizing, and monitoring assessment. Hapara proved to be a valuable tool in classroom management and student engagement.

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

Action 1.3 - Unable to fill one Resource Teacher position

Action 1.4 - Unable to fill one position

Action 1.7 - No new or replacement View Sonic boards were needed for purchase

Action 1.9 - Hapara is paid on a two-year cycle, including the 2024-2025 school year. There were no additional costs for this year.

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

The actions in this goal were effective. Teachers on Special Assignment at each school site, serving as the designated test site coordinators, provide resources to the staff and oversee the administration of the California Assessment of Student Performance and Progress (CAASPP) and the English Language Proficiency Assessment (ELPAC). Additionally, TSAs oversee English Language Development data to ensure students are properly placed to receive support. The Teacher on Special Assignment Assessment and Accountability proves to be a valuable asset by effectively supporting district personnel with data, training, and system monitoring to ensure the district's assessment plans are carried out. The Data Analyst for the Winton School District continues to play a pivotal role in ensuring accuracy within the student information system and updating CALPADS data weekly, providing accuracy within the Test Operations Management system (TOMS) for CAASPP and ELPAC. Reducing class sizes by maintaining the teaching staff is supportive for students. Meeting students' needs by providing Intervention Teachers, Resource Teachers, and Paraeducators continues to be a priority, including supporting students with special needs. View Sonic boards provide interactive, engaging classroom environments.

Hapara continues to offer educators the opportunity to monitor student Chromebook activity. Usage reports indicate that 66% of the teaching staff utilized Hapara during the 2024-2025 school year. According to the Hapara Usage Report, the most widely used features were closing a tab with a reason at 30.4%, viewing browser tabs at 21.9%, and viewing current screens at 20.2%. This valuable tool assists school staff in monitoring student engagement while promoting positive interactions.

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.

Reflecting on prior practice, there are no changes to the planned goal, metrics, desired outcomes, or actions.

**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	Teachers on Special Assignment	Teacher on Special Assignment (TSA) positions to support English Learners. These TSAs will coordinate and administer the ELPAC, monitor ELs and RFEP students, and support designated and integrated ELD instruction to improve student English language proficiency.	\$726,799.00	Yes
1.2	Teachers	Teachers in the general education teacher positions to have lower class sizes. Teachers will provide student instruction in core/content area courses to increase students in meeting/exceeding state standards.	\$1,351,857.00	Yes
1.3	Resource Teachers	Resource Teachers to support students with disabilities. These resource teachers will provide instruction for students to meet their Individualized Education Program Goals.	\$263,943.00	Yes
1.4	Paraeducators	Paraeducators in the general education classroom to support student learning to improve literacy, mathematics, English proficiency, and/or other content area standards. Or, under supervision of the assigned special education teacher, the paraeducators will provide small group and individualized instruction to students to meet the students' Individualized Education Plan.	\$261,022.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>1.6</b>	Data Analyst	Data Analyst Position. Data Analyst will manage the district's student information, ensure data are accurately in AERIES and reported to CALPADS in order to have concise reporting data for state assessments, special education, and funding purposes.	\$138,446.00	Yes
<b>1.7</b>	ViewSonic Interactive Boards	ViewSonic Interactive Boards will allow students and teachers to have an enriched educational tool and will support student learning in such by having access to digital learning curriculum and programs to meet instructional content objectives/standards.	\$32,000.00	Yes
<b>1.8</b>	Intervention Teachers (RTI)	Intervention Teachers (RTI) to provide intensive instruction to students. Intervention teachers will utilize targeted instruction to accelerate student learning in language arts and mathematics. RTI will include work with English language learners and long-term English language learners to strengthen their language acquisition.	\$686,322.00	Yes
<b>1.9</b>	Hapara	Purchase Hapara for teachers and students. Hapara will provide teachers the tool to monitor their students' activity on their digital device and organize teaching and learning in Google Workspace during the instructional setting to improve student learning outcomes and engagement.	\$19,893.00	Yes
<b>1.10</b>	Teacher on Special Assignment - Assessment and Accountability	The TSA - Assessment and Accountability will provide support to teachers and administrators in order to ensure the effective delivery of the district's assessment plan to all students of the district and will support the organization and administration of categorical programs in the district.	\$158,189.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Winton School District will engage and provide a culture of continuous improvement for student achievement in which students will have access and opportunities to support their learning through high quality staff and professional learning groups.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning)
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An explanation of why the LEA has developed this goal.

Winton School District (WSD) ensures that teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. In addition, WSD recognizes that in order for students to be successful, students must have access to state adopted standards. WSD supports its staff to grow professionally to be equipped with the current resources and strategies to enhance their instructional design. The staff are given opportunities to identify their professional learning needs and explore workshops and trainings that are of interest to them and their grade level needs.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Winton School District teachers will be appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	100% *Local Monitoring 2023-2024 Results	100% *Local Monitoring 2024-2025 Results		100%	No difference
2.2	All pupils have access to state board adopted academic content and performance standards.	100% *Local Monitoring 2023-2024 Results	100% *Local Monitoring 2024-2025 Results		100%	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	English Learners will have access to the Common Core State Standards and the adopted English Language Development standards.	100% *Local Monitoring 2023-2024 Results	100% *Local Monitoring 2024-2025 Results		100%	No difference

## Goal Analysis [2024-25]

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

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

Goal two was carried out by providing opportunities for professional development and staff collaboration. The Winton School District continues to support new teachers with a mentor to lead them through the Teacher Induction Program. Although opportunities for collaboration and professional development are available, a shortage of subs and/or a teacher's choice not to use time outside of their work day, resulted in a limit to utilizing this time. There were no teachers in the Teacher Induction Program for the 2024-2025 school year.

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

Action 2.1 - Teachers did not attend as many professional development opportunities as were budgeted for  
Action 2.2 - Teachers were not able to participate in collaboration due to lack of substitutes and/or the choice not to use time outside of the workday  
Action 2.3 - Not all paraeducators chose to collaborate with the classroom teacher on a monthly basis  
Action 2.4 - There were only 2 teachers in the TIP program  
Action 2.5 - Staff did not attend English Learner Professional Learning Opportunities as anticipated

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

A few staff members took the opportunity to participate in professional development. Professional development is offered on a volunteer basis. The topics chosen by staff members included decreasing attention-seeking behaviors, leadership, practical strategies for improving behavior, special education AI tools and strategies, and catching up English Language Learners who are behind.

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.

Reflecting on prior practice, there are no changes to the planned goal, metrics, desired outcomes, or actions for goal 2.

**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	Professional Learning Opportunities	Provide Professional Learning Opportunities for staff to attend. These Professional Learning Opportunities are on the topics such as, but not limited to - technology, social-emotional learning, English Language Arts, mathematics, science, and history-social science as needed for the implementation of academic content and performance standards for all students in order to acquire skills/strategies to implement and promote student success.	\$60,000.00	Yes
2.2	Teacher Collaboration Days	These Teacher Collaboration Days provide teachers one day of collaboration (site/grade/subject-area level specific teachers) during the instructional calendar to observe other teachers and/or educational programs and/or plan standards-based instruction to improve classroom instructional delivery and student learning outcomes. Teachers have the opportunity to collaborate half days or in two hour sessions up to 6 hours.	\$36,400.00	Yes
2.3	Paraeducator Collaboration Days	These Paraprofessional Instructional Aides Collaboration Days provides Paraprofessional Instructional Aides to collaborate one hour per month with their assigned teacher to discuss teacher classroom expectations, student language proficiency/academic needs, and instructional strategies to maximize student learning outcomes.	\$19,200.00	Yes
2.4	Teacher Induction Program	Support Year 1 and Year 2 teacher candidates in the Merced County Office of Education Teacher Induction Program (TIP). These Year 1 and Year 2 teacher candidates will participate in quality professional development and work with assigned teacher mentor to complete inquiries	\$14,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to fulfill TIP completion requirements that lead to the attainment of a Professional Credential upon successful completion of Year 2.		
<b>2.5</b>	Professional Learning Opportunities - English Learners	Provide Professional Learning Opportunities for staff to attend. The Professional Learning Opportunities is on the topic of English Language Development as needed for the implementation of academic content and performance standards for all students, including long term English language learners in order to acquire skills/strategies to implement and increase student English language acquisition.	\$17,615.00	Yes
<b>2.6</b>	Teacher on Special Assignment - Academic Support/Mentoring	The TSA-Academic Support/Mentor will coach and mentor staff serving in an instructional setting to meet their credential requirements.	\$207,057.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Winton School District will provide a safe, welcoming, and well-maintained learning environment for students, families, and staff where there is a sense of school connectedness and a promotion of the social, emotional, and academic growth of our students.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p>
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An explanation of why the LEA has developed this goal.

<p>Winton School District (WSD) values keeping its schools in good condition. The schools are the heart of the community for the students, families, and staff in which students get to grow academically, socially, and emotionally whether it is during the instructional year, over the summer breaks, or at community events. Therefore, it is important to maintain the school grounds and facilities for this growing community. Moreover, student attendance is imperative for student success and successful transition in 8th grade to high school and beyond. Research show that students do better in school when they feel safe at school and connected to the staff.</p>
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Facility Inspection Tool (FIT) school ratings.	All schools receive a rating of Good.  *2023-2024 Results	All schools receive a rating of Good.  *2024-2025 Results		All schools receive a rating of Good.	No difference
3.2	Parent input in making decisions for the school district and each individual school site.	70% of parents agree the schools seek parent input.  *2023-2024 Results	70% of parents agree the schools seek parent input		70% of parents agree the schools seek parent input.	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			*2023-2024 Results			
3.3	Promote parental participation in programs for unduplicated pupils.	School Site Council/Site English Language Advisory Committee - 51% or more of members in attendance  District English Language Advisory Committee - 51% or more of members in attendance  *2023-2024 Results	School Site Council/Site English Language Advisory Committee - 51% or more of members in attendance  District English Language Advisory Committee - 51% or more of members in attendance  *2024-2025 Results		School Site Council/Site English Language Advisory Committee - 51% or more of members in attendance  District English Language Advisory Committee - 51% or more of members in attendance	No difference
3.4	Parental participation in programs for individuals with exceptional needs.	100%  *2023-2024 Results	100%  *2024-2025 Results		100%	No difference
3.5	P2 Average Daily Attendance.	94%  *2023-2024 Results	95%  *2024-2025 Results		94%	+1%
3.6	Chronic Absenteeism Rate	22.9%  *2022-2023 Results	14.9%		10%	-8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			*2023-2024 Results			
3.7	Suspension Rate *2022-2023 Results	3.9% *2022-2023 Results	3.8% *2023-2024 Results		3.9%	-0.1%
3.8	Expulsion Rate	0.00% *2022-2023 Results	0.05% *2023-2024 Results		0.00%	+0.05%
3.9	8th grade students transitioning to 9th grade.	100% *2023-2024 Results	100% *2024-2025 Results		100%	No difference
3.10	Uniform Complaint Reports for the reporting quarters as indicated on the quarterly submission to Merced County Office of Education. *2023-2024 Results	0 *2023-2024 Results	0 *2024-2025 Results		0	No difference
3.11	California Healthy Kids Survey	66% of the 5th graders who took the survey reported "Yes, most of the time" or "Yes, all of the time" on the School Connectedness Questions  70% of the 5th graders who took the survey	This survey is given every two years, therefore, there is no new data to report for year one.		68% of the 5th graders who took the survey reported "Yes, most of the time" or "Yes, all of the time" on the School Connectedness Questions	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>indicated that they feel safe most and all of the time</p> <p>46% of the 7th graders who took the survey reported "Agree" or "Strongly agree" on the School Connectedness Questions</p> <p>43% of the 7th graders who took the survey perceived the school as very safe and safe</p> <p>*2023-2024 Results</p>			<p>72% of the 5th graders who took the survey indicated that they feel safe most and all of the time</p> <p>48% of the 7th graders who took the survey reported "Agree" or "Strongly agree" on the School Connectedness Questions</p> <p>45% of the 7th graders who took the survey perceived the school as very safe and safe</p>	
3.12	California School Climate Staff Survey	<p>89% of the staff who took the survey strongly agree and agree that the staff work environment is supportive and an inviting place to work</p> <p>86% of the staff who took the survey strongly agree and agree that the school is a safe place for the staff</p>	This survey is given every two years, therefore, there is no new data to report for year one.		<p>91% of the staff who took the survey strongly agree and agree that the staff work environment is supportive and an inviting place to work</p> <p>88% of the staff who took the survey strongly</p>	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*2023-2024 Results			agree and agree that the school is a safe place for the staff	
3.13	Parent Survey	76% of the parents who submitted the survey feel their child is safe and connected to the school  16% of the parents who submitted the survey remained neutral their child feels safe and connected to the school  *2023-2024 Results	This survey is given every two years, therefore, there is no new data to report for year one.		78% of the parents who submitted the survey feel their child is safe and connected to the school  18% of the parents who submitted the survey remained neutral their child feels safe and connected to the school	No difference

## Goal Analysis [2024-25]

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

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

Goal three was carried out utilizing actions to support students, families and staff with a supportive, engaging, and well-maintained learning environment. Some of the actions were carried out, while others were not. Counselors, psychologists, a liaison, maintenance and operations staff, student supervisors, crossing guards, a school resource officer, and a speech pathologist/assistant all proved to be valuable staffing assets to the goal for the 2024-25 school; however, one counselor chose to leave the district. The intervention class was not necessary as there were no students anticipated to attend the class. Services from the truant officer were not requested, and the Winton School District showed an increased improvement to chronic absenteeism on the Data Dashboard. Saturday classes were not offered as often as anticipated. The absence line continues to be a valuable tool for staff to report absences and subs to be secured. Although student participation in the band program continues to increase, fees and uniform costs were not as anticipated. The Winton School District continues to pride itself on community involvement hosting events such as trunk-or-Treat and Multi-Cultural Festival, however, Zumba was not offered and the Love Winton event had to be postponed due to the construction project at Sybil Crookham. Some desks and chairs were purchased, but there was not an extensive need. The slurry seal, Parent Square, Unity Day, VOIP hosting by MCOE, and performing arts continue to be

valued and implemented. Although important to goal three, replacement picnic tables and parking lot light fixtures were not needed this year. The project for the multipurpose room is anticipated to be completed in early July. The K-5 music teacher salary was paid for with funds from Prop 28, so LCAP funds were not utilized as originally planned.

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

- 3.4- An employee in a liaison position took another position in the district, and the liaison position was not filled
- 3.5- One of the Bus Driver/Utility workers left the district, and the position was not filled
- 3.8- The Resource Officer performed duties outside of the district, which limited the hours/pay within the WSD
- 3.11- With improved attendance rates for chronic absenteeism, the truant officer was not necessary this year
- 3.12- Saturday class was not required as often as was planned for
- 3.14- The amount of band equipment/uniforms was not as much as originally planned for
- 3.15- There were no costs associated with career day this year
- 3.16- Although WSD prides itself on the community activities that were participated in this year, the cost was not as high as predicted
- 3.17- No additional desks or chairs were required for the school sites
- 3.18- The cost of the slurry seal was not as much as planned, in part due to the construction project at Sybil Crookham. There was less black top to seal.
- 3.19- The cost of Cloud Hosting services was slightly lower than anticipated
- 3.20- Unity Day costs were not as high as anticipated
- 3.21- Although the schools held activities in the field of visual/performing arts, the associated costs were less than anticipated
- 3.22- No new picnic tables were needed this year
- 3.24- Updates to outdoor lighting were not necessary this year
- 3.25- Our facility improvement project cost was more than expected, due in part to rising and unforeseen costs
- 3.26- The K-5 music teacher was paid from alternate funding, Prop. 28

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

The intervention teacher continues to provide a valuable educational experience for students who qualify for educational support. The counselors and psychologists play pivotal roles in servicing the social, emotional learning needs for our students, providing them with the support system they need to feel safe and more connected to their school environment. Offering professional development on a voluntary basis did not solicit as much participation as budgeted for.

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

A change will be made to add an action in goal three. The WSD intends to hire a part-time Board Certified Behavior Analyst to support staff and students in strengthening positive student behaviors. The BCBA will provide skills, strategies, and techniques to improve safety and promote welcoming environments.

3.7- Plan to improve services with an additional crossing guard or additional time for current positions

- 3.8- Additional funding allocated for projected rate increases
- 3.9- Potential cost increase to personnel and services
- 3.10- Potential cost increase to personnel and services
- 3.11- Anticipated measures to increase attendance rates
- 3.19- Increase in cost due to updating to a cloud-based system
- 3.23- Annual cost of service increase
- 3.25- Projected costs for completion

**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	Intervention Teacher	Intervention Teacher to provide academic instruction for students with academic and/or behavioral needs. The intervention teacher will provide instruction to students who have academic and/or behavioral needs to mainstream student to the general education setting.	\$189,646.00	Yes
3.2	Counselors	Counselors to support all students. The counselors will provide direct and indirect services to students and conduct parent meetings to strengthen the students academically and social-emotionally. Counselors will provide parent meetings focus on Social Emotional Learning.	\$627,260.00	Yes
3.3	School Psychologists	School Psychologists to support all students. The school psychologists will conduct student assessments and observations to provide information for the Individual Education Plan team to determine the least restrictive Special Education Services.	\$405,727.00	Yes
3.4	Liaisons	Liaison positions to support school to home communication. The liaisons will provide interpretation/translation services to bridge the language barrier gap between the parents and the school.	\$62,907.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Bus Driver/Utility Worker	Bus Driver/Utility Worker to provide student transportation and maintenance of schools. The bus driver/utility worker will provide a safe and reliable bus transportation for students to and from school and to academic/enrichment trips and maintain the indoor and outdoor learning environment to improve student attendance.	\$307,468.00	Yes
3.6	Student Supervisor	Student supervisors to monitor student safety. The student supervisors will supervise students either before school or during lunch to ensure safe student interactions.	\$8,981.00	Yes
3.7	Crossing Guard	Crossing guard position to support students and families. The crossing guard will monitor traffic in front of the school to escort students and families across the crosswalk to safely enter and exit the school grounds.	\$13,995.00	Yes
3.8	School Resource Officer	School Resource Officer position to assist in student attendance and discipline. The school resource officer will attend site and district level School Attendance Review Boards, conduct health and welfare home visits, and intervene with student discipline as needed to improve student attendance rates and decrease student disciplinary incidents.	\$65,000.00	Yes
3.9	Speech Language Pathologist	Speech Language Pathologist position to provide student speech services. The Speech Language Pathologist will evaluate, diagnose, and treat students' speech to improve students' speech.	\$214,100.00	Yes
3.10	Speech Language Pathologist Assistant	Speech Language Pathologist Assistant position to provide student speech services. The Speech Language Pathologist Assistant will assist the Speech Language Pathologist to evaluate, diagnose, and treat students' speech to improve students' speech.	\$179,000.00	Yes
3.11	Truant Officer	Truant Officer for all students. Through the implementation of "Here to Learn Program", the Truant Officer will attend district School Attendance	\$17,145.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Review Board meetings, conduct home visits, and communicate with families to improve chronic absenteeism.		
<b>3.12</b>	Saturday Attendance Class	Saturday Attendance Class for student attendance purposes. The Saturday Attendance Class will be offered once per month to students with unexcused absences and/or tardies to make-up these absences/tardies to improve student attendance.	\$2,500.00	Yes
<b>3.13</b>	Absence Line	Implement the absence line for certificated staff. The absence line will be utilized by certificated staff to enter their absences in order to request and secure a substitute teacher for their classroom to provide student instruction.	\$7,000.00	Yes
<b>3.14</b>	Band Equipment/Uniforms	Provide Band Equipment/Uniforms for band students. Students will receive band equipment and uniform to successfully and positively participate in performances such as concerts, competitions, and parades.	\$100,000.00	Yes
<b>3.15</b>	Career Pathway/College Week	Career Pathway/College Week activities focus on the importance of college and career readiness such as preparation for the workforce through practice job interviews, introduction to careers of interest, and presentations from guest speakers to promote student engagement.	\$2,000.00	Yes
<b>3.16</b>	Community Involvement Events	Community involvement events for students, families, and staff. These community involvement events include providing supplies and materials for the annual Trunk-or-Treat, organizing the LOVE Winton Saturday community clean up event, and providing school facilities or school grounds for community agencies to conduct activities such as but not limited to Merced B-Ball, Merced County Sheriff Explorers, Junior Giants, and Youth Soccer to improve student, family, and staff engagement.	\$15,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.17	Teacher/Student Desks and Chairs	Purchase teacher/student desks and chairs. The purchase of teacher/student desks and chairs will replace outdated ones to create a conducive classroom learning environment.	\$53,000.00	Yes
3.18	Slurry Seal	Slurry seal applied on the school grounds. The slurry will seal the cracks and prevent the cracks from getting bigger; parking stall lines will be painted and curbs will be painted to identify fire lanes and drop-off/pick-up lanes upon application of the slurry to ensure student, staff, and family safety.	\$83,000.00	Yes
3.19	Parent/Community Communication	Utilize AERIES Communication to communicate with students, families, and staff. AERIES Communication will be used to notify student absence, school/district events, and community events to keep families inform and involve in the students' education.	\$37,343.00	Yes
3.20	Unity Day	Unity Day activities for all students and staff. These Unity Day activities are a celebration of kindness, acceptance, and inclusion and prevention of bullying to improve the school climate.	\$5,000.00	Yes
3.21	Visual Arts & Performing Arts	Visual Arts and Performing Arts for students and staff. The visual arts and performing arts involve providing supplies and materials for the students and staff to accomplish classroom performances to showcase their talents during school and evening assemblies to promote student and family engagement.	\$20,000.00	Yes
3.22	Picnic Tables	Purchase of picnic tables for students. The purchase of 8 picnic tables will provide students with adequate outdoor seating area before school, during recess and lunch, and afterschool to promote a welcoming school to support students academically, socially, and emotionally to improve student attendance.	\$7,300.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>3.23</b>	VOIP Hostings by MCOE	VOIP Hostings by MCOE services for communication. This service provides staff to effectively communicate using the district network instead of the phone lines to ensure student and staff safety and improve communication from school to home.	\$14,257.00	Yes
<b>3.24</b>	Light fixtures on school grounds	Light fixtures on school grounds safety. These light fixtures will brighten up the school grounds to ensure student, staff, and family safety and improve student attendance.	\$23,000.00	Yes
<b>3.25</b>	Facilities Improvement/Construction	Facilities improvement/construction for students, families, and staff. The facilities improvement/conditions will provide space during the school day and evening to increase family involvement in school assemblies and to ensure safety for all.	\$5,455,095.00	Yes
<b>3.26</b>	K-5 Music Teacher	Hire a music teacher to promote music in the elementary school settings. The music teacher will provide band and choral lessons to students to strengthen school connectedness and promote growth for our students.	\$106,747.00	Yes
<b>3.27</b>	Board Certified Behavior Analyst	Hire a part-time Board Certified Behavior Analyst to support staff and students in strengthening positive student behaviors. The BCBA will provide skills, strategies, and techniques to improve safety and promote welcoming environments.	\$97,128.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$8,626,752	\$1,147,543

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
44.185%	0.000%	\$0.00	44.185%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p><b>Action:</b> Teachers</p> <p><b>Need:</b> The CAASPP ELA percentage of our low-income students performance in meeting or exceeding standard is 1.62% lower than the CAASPP ELA rates for all students, and the CAASPP Math percentage of our low-income students performance in meeting or exceeding</p>	The action is provided on an LEA-wide basis and we hope that all students with less than 43.40% in CAASPP ELA and 33.69% in CAASPP Math will benefit. However, because of the lower percentage in meeting or exceeding standard of low-income students, and because the actions meet needs most associated with academic performances of a socio-economically disadvantaged status, we expect that the performance rate for our low-income students will	CAASPP ELA and CAASPP Math Results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>standard is 1.14% lower than the CAASP Math percentage for all students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>increase significantly more than the average performance of all other students.</p> <p>Please see action description.</p>	
1.3	<p><b>Action:</b> Resource Teachers</p> <p><b>Need:</b> The CAASPP ELA percentage of our low-income students performance in meeting or exceeding standard is 1.62% lower than the CAASPP ELA rates for all students, and the CAASPP Math percentage of our low-income students performance in meeting or exceeding standard is 1.14% lower than the CAASP Math percentage for all students.</p> <p><b>Scope:</b> Schoolwide</p>	<p>The action is provided on an LEA-wide basis and we hope that all students with less than 43.40% in CAASPP ELA and 33.69% in CAASPP Math will benefit. However, because of the lower percentage in meeting or exceeding standard of low-income students, and because the actions meet needs most associated with academic performances of a socio-economically disadvantaged status, we expect that the performance rate for our low-income students will increase significantly more than the average performance of all other students.</p>	CAASPP ELA and CAASPP Math Results
1.4	<p><b>Action:</b> Paraeducators</p> <p><b>Need:</b> The CAASPP ELA percentage of our low-income students performance in meeting or exceeding standard is 1.62% lower than the CAASPP ELA rates for all students, and the CAASPP Math percentage of our low-income students performance in meeting or exceeding standard is 1.14% lower than the CAASP Math percentage for all students.</p>	<p>The action is provided on an LEA-wide basis and we hope that all students with less than 43.40% in CAASPP ELA and 33.69% in CAASPP Math will benefit. However, because of the lower percentage in meeting or exceeding standard of low-income students, and because the actions meet needs most associated with academic performances of a socio-economically disadvantaged status, we expect that the performance rate for our low-income students will increase significantly more than the average performance of all other students.</p>	CAASPP ELA and CAASPP Math Results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Scope:</b> Schoolwide</p>	Please see action description.	
1.6	<p><b>Action:</b> Data Analyst</p> <p><b>Need:</b> The CAASPP ELA percentage of our low-income students performance in meeting or exceeding standard is 1.62% lower than the CAASPP ELA rates for all students, and the CAASPP Math percentage of our low-income students performance in meeting or exceeding standard is 1.14% lower than the CAASP Math percentage for all students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The action is provided on an LEA-wide basis and we hope that all students with less than 43.40% in CAASPP ELA and 33.69% in CAASPP Math will benefit. However, because of the lower percentage in meeting or exceeding standard of low-income students, and because the actions meet needs most associated with academic performances of a socio-economically disadvantaged status, we expect that the performance rate for our low-income students will increase significantly more than the average performance of all other students.</p> <p>The data provided assists the staff in knowing the varied subgroups and honing in on who each student is in order for the teachers/administrators to identify and provide instructional resources and support as necessary.</p>	CAASPP ELA and CAASPP Math Results
1.7	<p><b>Action:</b> ViewSonic Interactive Boards</p> <p><b>Need:</b> The CAASPP ELA percentage of our low-income students performance in meeting or exceeding standard is 1.62% lower than the CAASPP ELA rates for all students, and the CAASPP Math percentage of our low-income students performance in meeting or exceeding standard is 1.14% lower than the CAASP Math percentage for all students.</p>	<p>The action is provided on an LEA-wide basis and we hope that all students with less than 43.40% in CAASPP ELA and 33.69% in CAASPP Math will benefit. However, because of the lower percentage in meeting or exceeding standard of low-income students, and because the actions meet needs most associated with academic performances of a socio-economically disadvantaged status, we expect that the performance rate for our low-income students will increase significantly more than the average performance of all other students.</p>	CAASPP ELA and CAASPP Math Results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Scope:</b> LEA-wide</p>	Please see action description.	
1.8	<p><b>Action:</b> Intervention Teachers (RTI)</p> <p><b>Need:</b> The CAASPP ELA percentage of our low-income students performance in meeting or exceeding standard is 1.62% lower than the CAASPP ELA rates for all students, and the CAASPP Math percentage of our low-income students performance in meeting or exceeding standard is 1.14% lower than the CAASPP Math percentage for all students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The action is provided on an LEA-wide basis and we hope that all students with less than 43.40% in CAASPP ELA and 33.69% in CAASPP Math will benefit. However, because of the lower percentage in meeting or exceeding standard of low-income students, and because the actions meet needs most associated with academic performances of a socio-economically disadvantaged status, we expect that the performance rate for our low-income students will increase significantly more than the average performance of all other students.</p> <p>Please see action description.</p>	CAASPP ELA and CAASPP Math Results
1.9	<p><b>Action:</b> Hapara</p> <p><b>Need:</b> The CAASPP ELA percentage of our low-income students performance in meeting or exceeding standard is 1.62% lower than the CAASPP ELA rates for all students, and the CAASPP Math percentage of our low-income students performance in meeting or exceeding standard is 1.14% lower than the CAASPP Math percentage for all students.</p> <p><b>Scope:</b></p>	<p>The action is provided on an LEA-wide basis and we hope that all students with less than 43.40% in CAASPP ELA and 33.69% in CAASPP Math will benefit. However, because of the lower percentage in meeting or exceeding standard of low-income students, and because the actions meet needs most associated with academic performances of a socio-economically disadvantaged status, we expect that the performance rate for our low-income students will increase significantly more than the average performance of all other students.</p> <p>Please see action description.</p>	CAASPP ELA and CAASPP Math Results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.10	<p><b>Action:</b> Teacher on Special Assignment - Assessment and Accountability</p> <p><b>Need:</b> The CAASPP ELA percentage of our low-income students performance in meeting or exceeding standard is 1.62% lower than the CAASPP ELA rates for all students, and the CAASPP Math percentage of our low-income students performance in meeting or exceeding standard is 1.14% lower than the CAASPP Math percentage for all students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The action is provided on an LEA-wide basis and we hope that all students with less than 43.40% in CAASPP ELA and 33.69% in CAASPP Math will benefit. However, because of the lower percentage in meeting or exceeding standard of low-income students, and because the actions meet needs most associated with academic performances of a socio-economically disadvantaged status, we expect that the performance rate for our low-income students will increase significantly more than the average performance of all other students.</p> <p>Please see action description.</p>	CAASPP ELA and CAASPP Math Results
2.1	<p><b>Action:</b> Professional Learning Opportunities</p> <p><b>Need:</b> The CAASPP ELA percentage of our low-income students performance in meeting or exceeding standard is 1.62% lower than the CAASPP ELA rates for all students and the CAASPP Math percentage of our low-income students performance in meeting or exceeding standard is 1.14% lower than the CAASPP Math rates for all students.</p> <p>The CAASPP ELA percentage of our English learners performance in meeting or exceeding standard is 16.2% lower than the CAASPP</p>	<p>The action is provided on an LEA-wide basis and we hope that all students with less than 43.40% in CAASPP ELA and 33.69% in CAASPP Math will benefit. However, because of the lower percentage in meeting or exceeding standard of low-income students and English Learners, and because the actions meet needs most associated with academic performances of a socio-economically disadvantaged status and English Learners, we expect that the performance rate for our low-income students will increase significantly more than the average performance of all other students.</p> <p>Please see action description.</p>	All pupils have access to state board adopted academic content and performance standards.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>ELA rates for all students and the CAASPP Math percentage of our English learners performance in meeting or exceeding standard is 11.86% lower than the CAASPP Math rates for all students.</p> <p><b>Scope:</b> LEA-wide</p>		
2.2	<p><b>Action:</b> Teacher Collaboration Days</p> <p><b>Need:</b> The CAASPP ELA percentage of our low-income students performance in meeting or exceeding standard is 1.62% lower than the CAASPP ELA rates for all students and the CAASPP Math percentage of our low-income students performance in meeting or exceeding standard is 1.14% lower than the CAASPP Math rates for all students.</p> <p>The CAASPP ELA percentage of our English learners performance in meeting or exceeding standard is 16.2% lower than the CAASPP ELA rates for all students and the CAASPP Math percentage of our English learners performance in meeting or exceeding standard is 11.86% lower than the CAASPP Math rates for all students.</p> <p><b>Scope:</b></p>	<p>The action is provided on an LEA-wide basis and we hope that all students with less than 43.40% in CAASPP ELA and 33.69% in CAASPP Math will benefit. However, because of the lower percentage in meeting or exceeding standard of low-income students and English Learners, and because the actions meet needs most associated with academic performances of a socio-economically disadvantaged status and English Learners, we expect that the performance rate for our low-income students will increase significantly more than the average performance of all other students.</p> <p>Please see action description.</p>	<p>All pupils have access to state board adopted academic content and performance standards.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.3	<p><b>Action:</b> Paraeducator Collaboration Days</p> <p><b>Need:</b> The CAASPP ELA percentage of our low-income students performance in meeting or exceeding standard is 1.62% lower than the CAASPP ELA rates for all students and the CAASPP Math percentage of our low-income students performance in meeting or exceeding standard is 1.14% lower than the CAASPP Math rates for all students.</p> <p>The CAASPP ELA percentage of our English learners performance in meeting or exceeding standard is 16.2% lower than the CAASPP ELA rates for all students and the CAASPP Math percentage of our English learners performance in meeting or exceeding standard is 11.86% lower than the CAASPP Math rates for all students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The action is provided on an LEA-wide basis and we hope that all students with less than 43.40% in CAASPP ELA and 33.69% in CAASPP Math will benefit. However, because of the lower percentage in meeting or exceeding standard of low-income students and English Learners, and because the actions meet needs most associated with academic performances of a socio-economically disadvantaged status and English Learners, we expect that the performance rate for our low-income students will increase significantly more than the average performance of all other students.</p> <p>Please see action description.</p>	All pupils have access to state board adopted academic content and performance standards.
2.4	<p><b>Action:</b> Teacher Induction Program</p> <p><b>Need:</b> The CAASPP ELA percentage of our low-income students performance in meeting or exceeding standard is 1.62% lower than the</p>	The action is provided on an LEA-wide basis and we hope that all students with less than 43.40% in CAASPP ELA and 33.69% in CAASPP Math will benefit. However, because of the lower percentage in meeting or exceeding standard of low-income students and English Learners, and because the actions meet needs most associated	Winton School District teachers will be appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>CAASPP ELA rates for all students and the CAASPP Math percentage of our low-income students performance in meeting or exceeding standard is 1.14% lower than the CAASPP Math rates for all students.</p> <p>The CAASPP ELA percentage of our English learners performance in meeting or exceeding standard is 16.2% lower than the CAASPP ELA rates for all students and the CAASPP Math percentage of our English learners performance in meeting or exceeding standard is 11.86% lower than the CAASPP Math rates for all students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>with academic performances of a socio-economically disadvantaged status and English Learners, we expect that the performance rate for our low-income students will increase significantly more than the average performance of all other students.</p> <p>Please see action description.</p>	
2.6	<p><b>Action:</b> Teacher on Special Assignment - Academic Support/Mentoring</p> <p><b>Need:</b> The CAASPP ELA percentage of our low-income students performance in meeting or exceeding standard is 1.62% lower than the CAASPP ELA rates for all students and the CAASPP Math percentage of our low-income students performance in meeting or exceeding standard is 1.14% lower than the CAASPP Math rates for all students.</p> <p>The CAASPP ELA percentage of our English learners performance in meeting or exceeding standard is 16.2% lower than the CAASPP</p>	<p>The action is provided on an LEA-wide basis and we hope that all students with less than 43.40% in CAASPP ELA and 33.69% in CAASPP Math will benefit. However, because of the lower percentage in meeting or exceeding standard of low-income students and English Learners, and because the actions meet needs most associated with academic performances of a socio-economically disadvantaged status and English Learners, we expect that the performance rate for our low-income students will increase significantly more than the average performance of all other students.</p> <p>Please see action description.</p>	<p>Winton School District teachers will be appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>ELA rates for all students and the CAASPP Math percentage of our English learners performance in meeting or exceeding standard is 11.86% lower than the CAASPP Math rates for all students.</p> <p><b>Scope:</b> LEA-wide</p>		
<p><b>3.1</b></p>	<p><b>Action:</b> Intervention Teacher</p> <p><b>Need:</b> The chronic absenteeism rate of our low-income students is 0.40% higher than the chronic absenteeism rate for all students. We also learned that the chronic absenteeism rate of our foster youth is 19% higher than the chronic absenteeism rate for all students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The action is provided on an LEA-wide basis and we hope that all students with more than 22.9% chronic absenteeism will benefit. However, because of the higher chronic absenteeism rate of low-income students and foster youth, and because the actions meet needs most associated with absenteeism rates of a socio-economically disadvantaged status and foster youth status, we expect that the absenteeism rate for our low-income students and foster youth will decrease significantly more than the average rate of all other students.</p> <p>Please see action description.</p>	<p>Chronic Absenteeism Rate</p> <p>P2 Average Daily Attendance</p>
<p><b>3.2</b></p>	<p><b>Action:</b> Counselors</p> <p><b>Need:</b> The chronic absenteeism rate of our low-income students is 0.40% higher than the chronic absenteeism rate for all students. We also learned that the chronic absenteeism rate of our foster youth is 19% higher than the chronic absenteeism rate for all students.</p>	<p>The action is provided on an LEA-wide basis and we hope that all students with more than 22.9% chronic absenteeism will benefit. However, because of the higher chronic absenteeism rate of low-income students and foster youth, and because the actions meet needs most associated with absenteeism rates of a socio-economically disadvantaged status and foster youth status, we expect that the absenteeism rate for our low-income students and foster youth will decrease</p>	<p>Chronic Absenteeism Rate</p> <p>P2 Average Daily Attendance</p> <p>Suspension Rate</p> <p>California Healthy Kids Survey</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The suspension rate of our low-income students is 0.20% higher than the suspension rate for all students. We also learned that the suspension rate of our foster youth is 1.7% higher than the suspension rate for all students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>significantly more than the average rate of all other students.</p> <p>The action is provided on an LEA-wide basis and we hope that all students with more than 3.9% suspension will benefit. However, because of the higher suspension rate of low-income students and foster youth, and because the actions meet needs most associated with suspension rates of a socio-economically disadvantaged status and foster youth status, we expect that the suspension rate for our low-income students and foster youth will decrease significantly more than the average rate of all other students.</p> <p>Please see action description.</p>	
3.3	<p><b>Action:</b> School Psychologists</p> <p><b>Need:</b> The chronic absenteeism rate of our low-income students is 0.40% higher than the chronic absenteeism rate for all students. We also learned that the chronic absenteeism rate of our foster youth is 19% higher than the chronic absenteeism rate for all students.</p> <p>The suspension rate of our low-income students is 0.20% higher than the suspension rate for all students. We also learned that the suspension rate of our foster youth is 1.7% higher than the suspension rate for all students.</p>	<p>The action is provided on an LEA-wide basis and we hope that all students with more than 22.9% chronic absenteeism will benefit. However, because of the higher chronic absenteeism rate of low-income students and foster youth, and because the actions meet needs most associated with absenteeism rates of a socio-economically disadvantaged status and foster youth status, we expect that the absenteeism rate for our low-income students and foster youth will decrease significantly more than the average rate of all other students.</p> <p>The action is provided on an LEA-wide basis and we hope that all students with more than 3.9% suspension will benefit. However, because of the higher suspension rate of low-income students and foster youth, and because the actions meet needs most associated with suspension rates of a</p>	<p>Chronic Absenteeism Rate</p> <p>P2 Average Daily Attendance</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Scope:</b> LEA-wide</p>	<p>socio-economically disadvantaged status and foster youth status, we expect that the suspension rate for our low-income students and foster youth will decrease significantly more than the average rate of all other students.</p> <p>The action is over and above the requirements of the IEP due to the school psychologists involvement in the Student Success Team meetings and being a part of the daily student/classroom observation to assist the school in ensuring that all students' academic and behavioral needs are monitored and, if needed, assessed.</p>	
<p><b>3.5</b></p>	<p><b>Action:</b> Bus Driver/Utility Worker</p> <p><b>Need:</b> The chronic absenteeism rate of our low-income students is 0.40% higher than the chronic absenteeism rate for all students. We also learned that the chronic absenteeism rate of our foster youth is 19% higher than the chronic absenteeism rate for all students.</p> <p>The suspension rate of our low-income students is 0.20% higher than the suspension rate for all students. We also learned that the suspension rate of our foster youth is 1.7% higher than the suspension rate for all students.</p> <p><b>Scope:</b></p>	<p>The action is provided on an LEA-wide basis and we hope that all students with more than 22.9% chronic absenteeism will benefit. However, because of the higher chronic absenteeism rate of low-income students and foster youth, and because the actions meet needs most associated with absenteeism rates of a socio-economically disadvantaged status and foster youth status, we expect that the absenteeism rate for our low-income students and foster youth will decrease significantly more than the average rate of all other students.</p> <p>The action is provided on an LEA-wide basis and we hope that all students with more than 3.9% suspension will benefit. However, because of the higher suspension rate of low-income students and foster youth, and because the actions meet needs most associated with suspension rates of a socio-economically disadvantaged status and foster youth status, we expect that the suspension</p>	<p>Facility Inspection Tool (FIT) school ratings</p> <p>Uniform Complaint Reports for the reporting quarters as indicated on the quarterly submission to Merced County Office of Education</p> <p>P2 Average Daily Attendance</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	<p>rate for our low-income students and foster youth will decrease significantly more than the average rate of all other students.</p> <p>Please see action description.</p>	
3.6	<p><b>Action:</b> Student Supervisor</p> <p><b>Need:</b> The chronic absenteeism rate of our low-income students is 0.40% higher than the chronic absenteeism rate for all students. We also learned that the chronic absenteeism rate of our foster youth is 19% higher than the chronic absenteeism rate for all students.</p> <p>The suspension rate of our low-income students is 0.20% higher than the suspension rate for all students. We also learned that the suspension rate of our foster youth is 1.7% higher than the suspension rate for all students.</p> <p><b>Scope:</b> Schoolwide</p>	<p>The action is provided on an Schoolwide basis and we hope that all students with more than 22.9% chronic absenteeism will benefit. However, because of the higher chronic absenteeism rate of low-income students and foster youth, and because the actions meet needs most associated with absenteeism rates of a socio-economically disadvantaged status and foster youth status, we expect that the absenteeism rate for our low-income students and foster youth will decrease significantly more than the average rate of all other students.</p> <p>The action is provided on an Schoolwide and we hope that all students with more than 3.9% suspension will benefit. However, because of the higher suspension rate of low-income students and foster youth, and because the actions meet needs most associated with suspension rates of a socio-economically disadvantaged status and foster youth status, we expect that the suspension rate for our low-income students and foster youth will decrease significantly more than the average rate of all other students.</p> <p>Please see action description.</p>	<p>Chronic Absenteeism Rate</p> <p>P2 Average Daily Attendance</p> <p>Suspension Rate</p>
3.7	<p><b>Action:</b> Crossing Guard</p>	<p>The action is provided on an Schoolwide basis and we hope that all students with more than 22.9% chronic absenteeism will benefit. However,</p>	<p>Chronic Absenteeism Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Need:</b> The chronic absenteeism rate of our low-income students is 0.40% higher than the chronic absenteeism rate for all students. We also learned that the chronic absenteeism rate of our foster youth is 19% higher than the chronic absenteeism rate for all students.</p> <p><b>Scope:</b> Schoolwide</p>	<p>because of the higher chronic absenteeism rate of low-income students and foster youth, and because the actions meet needs most associated with absenteeism rates of a socio-economically disadvantaged status and foster youth status, we expect that the absenteeism rate for our low-income students and foster youth will decrease significantly more than the average rate of all other students.</p> <p>Please see action description.</p>	<p>P2 Average Daily Attendance</p>
<p><b>3.8</b></p>	<p><b>Action:</b> School Resource Officer</p> <p><b>Need:</b> The chronic absenteeism rate of our low-income students is 0.40% higher than the chronic absenteeism rate for all students. We also learned that the chronic absenteeism rate of our foster youth is 19% higher than the chronic absenteeism rate for all students.</p> <p>The suspension rate of our low-income students is 0.20% higher than the suspension rate for all students. We also learned that the suspension rate of our foster youth is 1.7% higher than the suspension rate for all students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The action is provided on an LEA-wide basis and we hope that all students with more than 22.9% chronic absenteeism will benefit. However, because of the higher chronic absenteeism rate of low-income students and foster youth, and because the actions meet needs most associated with absenteeism rates of a socio-economically disadvantaged status and foster youth status, we expect that the absenteeism rate for our low-income students and foster youth will decrease significantly more than the average rate of all other students.</p> <p>The action is provided on an LEA-wide and we hope that all students with more than 3.9% suspension will benefit. However, because of the higher suspension rate of low-income students and foster youth, and because the actions meet needs most associated with suspension rates of a socio-economically disadvantaged status and foster youth status, we expect that the suspension rate for our low-income students and foster youth will decrease significantly more than the average rate of all other students.</p>	<p>Chronic Absenteeism Rate</p> <p>P2 Average Daily Attendance</p> <p>Suspension Rate</p> <p>Expulsion Rate</p> <p>California Healthy Kids Survey</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Please see action description.	
3.9	<p><b>Action:</b> Speech Language Pathologist</p> <p><b>Need:</b> The chronic absenteeism rate of our low-income students is 0.40% higher than the chronic absenteeism rate for all students. We also learned that the chronic absenteeism rate of our foster youth is 19% higher than the chronic absenteeism rate for all students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The action is provided on an LEA-wide basis and we hope that all students with more than 22.9% chronic absenteeism will benefit. However, because of the higher chronic absenteeism rate of low-income students and foster youth, and because the actions meet needs most associated with absenteeism rates of a socio-economically disadvantaged status and foster youth status, we expect that the absenteeism rate for our low-income students and foster youth will decrease significantly more than the average rate of all other students.</p> <p>The action is over and above the requirements of the IEP due to the Speech Language Pathologist's involvement in the Student Success Team meetings and being a part of the daily student/classroom observation to assist the school in ensuring that all students' speech needs are monitored and, if needed, assessed. Speech and Language Pathologists promote attendance in providing students with the supports they need to be successful and feel confident in coming to school every day.</p>	Chronic Absenteeism Rate P-2 Average Daily Attendance
3.10	<p><b>Action:</b> Speech Language Pathologist Assistant</p> <p><b>Need:</b> The chronic absenteeism rate of our low-income students is 0.40% higher than the chronic absenteeism rate for all students. We also learned that the chronic absenteeism rate</p>	<p>The action is provided on an LEA-wide basis and we hope that all students with more than 22.9% chronic absenteeism will benefit. However, because of the higher chronic absenteeism rate of low-income students and foster youth, and because the actions meet needs most associated with absenteeism rates of a socio-economically disadvantaged status and foster youth status, we</p>	Chronic Absenteeism Rate P-2 Average Daily Attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>of our foster youth is 19% higher than the chronic absenteeism rate for all students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>expect that the absenteeism rate for our low-income students and foster youth will decrease significantly more than the average rate of all other students.</p> <p>The action is over and above the requirements of the IEP due to the Speech Language Pathologist Assistant's involvement in the Student Success Team meetings and being a part of the daily student/classroom observation to assist the school in ensuring that all students' speech needs are monitored and, if needed, assessed. Speech and Language Pathologist assistants promote attendance in providing students with the supports they need to be successful and feel confident in coming to school every day.</p>	
<p><b>3.11</b></p>	<p><b>Action:</b> Truant Officer</p> <p><b>Need:</b> The chronic absenteeism rate of our low-income students is 0.40% higher than the chronic absenteeism rate for all students. We also learned that the chronic absenteeism rate of our foster youth is 19% higher than the chronic absenteeism rate for all students.</p> <p>The suspension rate of our low-income students is 0.20% higher than the suspension rate for all students. We also learned that the suspension rate of our foster youth is 1.7% higher than the suspension rate for all students.</p>	<p>The action is provided on an LEA-wide basis and we hope that all students with more than 22.9% chronic absenteeism will benefit. However, because of the higher chronic absenteeism rate of low-income students and foster youth, and because the actions meet needs most associated with absenteeism rates of a socio-economically disadvantaged status and foster youth status, we expect that the absenteeism rate for our low-income students and foster youth will decrease significantly more than the average rate of all other students.</p> <p>The action is provided on an LEA-wide and we hope that all students with more than 3.9% suspension will benefit. However, because of the higher suspension rate of low-income students and foster youth, and because the actions meet needs most associated with suspension rates of a</p>	<p>Chronic Absenteeism Rate</p> <p>P2 Average Daily Attendance</p> <p>Suspension Rate</p> <p>Expulsion Rate</p> <p>California Healthy Kids Survey</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Scope:</b> LEA-wide</p>	<p>socio-economically disadvantaged status and foster youth status, we expect that the suspension rate for our low-income students and foster youth will decrease significantly more than the average rate of all other students.</p> <p>Please see action description.</p>	
<p><b>3.12</b></p>	<p><b>Action:</b> Saturday Attendance Class</p> <p><b>Need:</b> The chronic absenteeism rate of our low-income students is 0.40% higher than the chronic absenteeism rate for all students. We also learned that the chronic absenteeism rate of our foster youth is 19% higher than the chronic absenteeism rate for all students.</p> <p>The suspension rate of our low-income students is 0.20% higher than the suspension rate for all students. We also learned that the suspension rate of our foster youth is 1.7% higher than the suspension rate for all students.</p> <p><b>Scope:</b> Schoolwide</p>	<p>The action is provided on an Schoolwide basis and we hope that all students with more than 22.9% chronic absenteeism will benefit. However, because of the higher chronic absenteeism rate of low-income students and foster youth, and because the actions meet needs most associated with absenteeism rates of a socio-economically disadvantaged status and foster youth status, we expect that the absenteeism rate for our low-income students and foster youth will decrease significantly more than the average rate of all other students.</p> <p>The action is provided on an LEA-wide and we hope that all students with more than 3.9% suspension will benefit. However, because of the higher suspension rate of low-income students and foster youth, and because the actions meet needs most associated with suspension rates of a socio-economically disadvantaged status and foster youth status, we expect that the suspension rate for our low-income students and foster youth will decrease significantly more than the average rate of all other students.</p> <p>Please see action description.</p>	<p>Chronic Absenteeism Rate</p> <p>P2 Average Daily Attendance</p> <p>Suspension Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p><b>3.13</b></p>	<p><b>Action:</b> Absence Line</p> <p><b>Need:</b> We learned that 89% of our staff surveyed strongly agree and agree that the staff work environment is supportive and an inviting place to work.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The action is provided on an LEA-wide basis and we hope that all staff with less 89 % surveyed agree that the staff work environment is supportive and an inviting place to work. We hope that the action will improve the staff results of ensuring that the work environment is supportive and an inviting place to work. This action addresses the needs of students by providing a consistent, structured learning environment even when the teacher is absent.</p>	<p>California School Climate Staff Survey</p>
<p><b>3.14</b></p>	<p><b>Action:</b> Band Equipment/Uniforms</p> <p><b>Need:</b> Results from the Healthy Kids Survey indicate that 66% of 5th graders and 46% of 7th graders feel safe and connected to school. The chronic absenteeism rate of our low-income students is 0.40% higher than the chronic absenteeism rate for all students. We also learned that the chronic absenteeism rate of our foster youth is 19% higher than the chronic absenteeism rate for all students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The action is provided on an LEA-wide basis and we hope that all students feel safe and connected as compared to the most recent survey indicating that 66% of 5th graders and 46% of 7th graders feel safe and connected to school. We hope that the action will improve student results of school connectedness and thus improve attendance rates.</p> <p>Please see action description.</p>	<p>Chronic Absenteeism Rate</p> <p>P2 Average Daily Attendance</p> <p>Healthy Kids Survey</p>
<p><b>3.15</b></p>	<p><b>Action:</b> Career Pathway/College Week</p> <p><b>Need:</b></p>	<p>The action is provided on an LEA-wide basis and we hope that all students feel safe and connected as compared to the most recent survey indicating that 66% of 5th graders and 46% of 7th graders feel safe and connected to school. We hope that</p>	<p>Chronic Absenteeism Rate</p> <p>P2 Average Daily Attendance</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Results from the Healthy Kids Survey indicate that 66% of 5th graders and 46% of 7th graders feel safe and connected to school. The chronic absenteeism rate of our low-income students is 0.40% higher than the chronic absenteeism rate for all students. We also learned that the chronic absenteeism rate of our foster youth is 19% higher than the chronic absenteeism rate for all students.</p> <p><b>Scope:</b> Schoolwide</p>	<p>the action will improve student results of school connectedness and thus improve attendance rates.</p> <p>Please see action description.</p>	<p>Healthy Kids Survey</p>
<p><b>3.16</b></p>	<p><b>Action:</b> Community Involvement Events</p> <p><b>Need:</b> The parent survey indicates that only 76% of the parents feel their child is safe and connected to the school.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The action is provided on an LEA-wide basis and we hope that all parents with less than 76% feeling safe and connected will benefit.</p> <p>Please see action description.</p>	<p>Parent Survey</p>
<p><b>3.17</b></p>	<p><b>Action:</b> Teacher/Student Desks and Chairs</p> <p><b>Need:</b> The chronic absenteeism rate of our low-income students is 0.40% higher than the chronic absenteeism rate for all students. We also learned that the chronic absenteeism rate of our foster youth is 19% higher than the chronic absenteeism rate for all students.</p>	<p>The action is provided on an LEA-wide basis and we hope that all students with less than 66% (5th graders) and 46% (7th graders) feels safe and connected. We hope that the action will improve student results of school connectedness.</p> <p>Please see action description.</p>	<p>Chronic Absenteeism Rate</p> <p>P2 Average Daily Attendance</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Scope:</b> LEA-wide</p>		
<p><b>3.18</b></p>	<p><b>Action:</b> Slurry Seal</p> <p><b>Need:</b> The parent survey indicates that only 76% of the parents feel their child is safe and connected to the school.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The action is provided on an LEA-wide basis and we hope that all parents with less than 76% feeling safe and connected will benefit.</p> <p>Please see action description.</p>	<p>Parent Survey</p>
<p><b>3.19</b></p>	<p><b>Action:</b> Parent/Community Communication</p> <p><b>Need:</b> The chronic absenteeism rate of our low-income students is 0.40% higher than the chronic absenteeism rate for all students. We also learned that the chronic absenteeism rate of our foster youth is 19% higher than the chronic absenteeism rate for all students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The action is provided on an LEA-wide basis and we hope that all students with more than 22.9% chronic absenteeism will benefit. However, because of the higher chronic absenteeism rate of low-income students and foster youth, and because the actions meet needs most associated with absenteeism rates of a socio-economically disadvantaged status and foster youth status, we expect that the absenteeism rate for our low-income students and foster youth will decrease significantly more than the average rate of all other students.</p> <p>Please see action description.</p>	<p>Chronic Absenteeism Rate</p> <p>P2 Average Daily Attendance</p>
<p><b>3.20</b></p>	<p><b>Action:</b> Unity Day</p>	<p>The action is provided on an LEA-wide basis and we hope that all students with more than 22.9%</p>	<p>Chronic Absenteeism Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Need:</b> The chronic absenteeism rate of our low-income students is 0.40% higher than the chronic absenteeism rate for all students. We also learned that the chronic absenteeism rate of our foster youth is 19% higher than the chronic absenteeism rate for all students.</p> <p>The California Healthy Kids Survey indicates that only 46% of the 7 graders and 66% of the 5th graders strongly agree (yes, all of the time) and agree (yes, most of the time) on the School Connectedness Questions.</p> <p><b>Scope:</b> LEA-wide</p>	<p>chronic absenteeism will benefit. However, because of the higher chronic absenteeism rate of low-income students and foster youth, and because the actions meet needs most associated with absenteeism rates of a socio-economically disadvantaged status and foster youth status, we expect that the absenteeism rate for our low-income students and foster youth will decrease significantly more than the average rate of all other students.</p> <p>The action will also provide opportunities to improve school connectedness.</p> <p>Please see action description.</p>	<p>P2 Average Daily Attendance</p> <p>California Healthy Kids Survey</p>
3.21	<p><b>Action:</b> Visual Arts &amp; Performing Arts</p> <p><b>Need:</b> The chronic absenteeism rate of our low-income students is 0.40% higher than the chronic absenteeism rate for all students. We also learned that the chronic absenteeism rate of our foster youth is 19% higher than the chronic absenteeism rate for all students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The action is provided on an LEA-wide basis and we hope that all students with less than 66% (5th graders) and 46% (7th graders) feels safe and connected. We hope that the action will improve student results of school connectedness.</p> <p>Please see action description.</p>	<p>Chronic Absenteeism Rate</p> <p>P2 Average Daily Attendance</p>
3.22	<p><b>Action:</b> Picnic Tables</p>	<p>The action is provided on an LEA-wide basis and we hope that all students with less than 66% (5th</p>	<p>Chronic Absenteeism Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Need:</b> The chronic absenteeism rate of our low-income students is 0.40% higher than the chronic absenteeism rate for all students. We also learned that the chronic absenteeism rate of our foster youth is 19% higher than the chronic absenteeism rate for all students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>graders) and 46% (7th graders) feels safe and connected. We hope that the action will improve student results of school connectedness.</p> <p>Please see action description.</p>	<p>P2 Average Daily Attendance</p>
<p><b>3.23</b></p>	<p><b>Action:</b> VOIP Hostings by MCOE</p> <p><b>Need:</b> The parent survey indicates that only 76% of the parents feel their child is safe and connected to the school.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The action is provided on an LEA-wide basis and we hope that all parents with less than 76% feeling safe and connected will benefit. Our engagement with educational partners feedback especially unduplicated parents indicate there is still a need to increase safety.</p> <p>Please see action description.</p>	<p>Parent Survey</p>
<p><b>3.24</b></p>	<p><b>Action:</b> Light fixtures on school grounds</p> <p><b>Need:</b> The parent survey indicates that only 76% of the parents feel their child is safe and connected to the school.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The action is provided on an LEA-wide basis and we hope that all parents with less than 76% feeling safe and connected will benefit. Our engagement with educational partners feedback especially unduplicated parents indicate there is still a need to increase safety.</p> <p>Please see action description.</p>	<p>Parent Survey</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.25	<p><b>Action:</b> Facilities Improvement/Construction</p> <p><b>Need:</b> The parent survey indicates that only 76% of the parents feel their child is safe and connected to the school.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The action is provided on an LEA-wide basis and we hope that all parents with less than 76% feeling safe and connected will benefit. Our engagement with educational partners feedback especially unduplicated parents indicate there is still a need to increase safety.</p> <p>Please see action description.</p>	Parent Survey
3.26	<p><b>Action:</b> K-5 Music Teacher</p> <p><b>Need:</b> Results from the Healthy Kids Survey indicate that 66% of 5th graders and 46% of 7th graders feel safe and connected to school. The chronic absenteeism rate of our low-income students is 0.40% higher than the chronic absenteeism rate for all students. We also learned that the chronic absenteeism rate of our foster youth is 19% higher than the chronic absenteeism rate for all students.</p> <p><b>Scope:</b> Schoolwide</p>	<p>The action is provided on an LEA-wide basis and we hope that all students feel safe and connected as compared to the most recent survey indicating that 66% of 5th graders and 46% of 7th graders feel safe and connected to school. We hope that the action will improve student results of school connectedness and thus improve attendance rates.</p> <p>Please see action description.</p>	<p>Chronic Absenteeism Rate</p> <p>P2 Average Daily Attendance</p> <p>Healthy Kids Survey</p>
3.27	<p><b>Action:</b> Board Certified Behavior Analyst</p> <p><b>Need:</b></p>	<p>This action implemented on an LEA-wide basis will support staff throughout the district to equip them with the necessary skills to identify and implement strategies to improve all student behaviors thus increasing academic, social, and emotional growth. The aim for this growth is to improve</p>	<p>Aeries: Number of reported infractions Data Quest: Suspension and expulsion rates Data Dashboard: Absenteeism</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The parent survey indicates that only 76% of the parents feel their child is safe and connected to the school.</p> <p>The student survey indicates that only 66% of 5th graders and 70% of 7th graders feel connected to the school.</p> <p>The student survey indicates that only 46% of 5th graders and 43% of 7th graders feel safe most or all of the time.</p> <p><b>Scope:</b> LEA-wide</p>	<p>school environments promoting feelings of safety and connectedness for all students.</p>	

### **Limited Actions**

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p><b>1.1</b></p>	<p><b>Action:</b> Teachers on Special Assignment</p> <p><b>Need:</b> The ELPAC Summative percentage of our Long-Term English learners' performance who are proficient in English is 4.08% lower than the ELPAC Summative rates for English learners.</p>	<p>The action is limited to unduplicated student groups and we hope that English learners with less than 43.40% in CAASPP ELA and 33.69% in CAASPP Math will benefit.</p> <p>Please see action description.</p>	<p>ELPAC Summative Assessment Results</p> <p>CAASPP ELA and CAASPP Math Results</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>The CAASPP ELA percentage of our English learners' in meeting or exceeding standard is 16.20% lower than the CAASPP ELA rates for all students, and the CAASPP Math percentage of our English learners' in meeting or exceeding standard is 11.86% lower than the CAASPP Math percentage for all students.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>		
<p><b>2.5</b></p>	<p><b>Action:</b> Professional Learning Opportunities - English Learners</p> <p><b>Need:</b> The CAASPP ELA percentage of our English learners performance in meeting or exceeding standard is 16.2% lower than the CAASPP ELA rates for all students and the CAASPP Math percentage of our English learners performance in meeting or exceeding standard is 11.86% lower than the CAASPP Math rates for all students.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>The action is provided and we hope that English learners with less than 43.40% in CAASPP ELA and 33.69% in CAASPP Math will benefit. However, because of the lower percentage in meeting or exceeding standard of low-income students and English Learners, and because the actions meet needs most associated with academic performances of a socio-economically disadvantaged status and English Learners, we expect that the performance rate for our low-income students will increase significantly more than the average performance of all other students. Our staff indicates a need for increase opportunities for growth and advancement.</p> <p>Please see action description.</p>	<p>ELPAC Summative Assessment Results</p>
<p><b>3.4</b></p>	<p><b>Action:</b> Liaisons</p> <p><b>Need:</b> The chronic absenteeism rate of our low-income students is 0.40% higher than the chronic absenteeism rate for all students. We</p>	<p>The action is provided and we hope that English learners with more than 22.9% chronic absenteeism will benefit. However, because of the higher chronic absenteeism rate of low-income students and foster youth, and because the actions meet needs most associated with absenteeism rates of a socio-economically</p>	<p>Chronic Absenteeism Rate</p> <p>P2 Average Daily Attendance</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>also learned that the chronic absenteeism rate of our foster youth is 19% higher than the chronic absenteeism rate for all students.</p> <p>The suspension rate of our low-income students is 0.20% higher than the suspension rate for all students. We also learned that the suspension rate of our foster youth is 1.7% higher than the suspension rate for all students.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>disadvantaged status and foster youth status, we expect that the absenteeism rate for our low-income students and foster youth will decrease significantly more than the average rate of all other students.</p> <p>The action is provided and we hope that English learners with more than 3.9% suspension will benefit. However, because of the higher suspension rate of low-income students and foster youth, and because the actions meet needs most associated with suspension rates of a socio-economically disadvantaged status and foster youth status, we expect that the suspension rate for our low-income students and foster youth will decrease significantly more than the average rate of all other students.</p> <p>Please see action description.</p>	

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

N/A

### 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.

WSD plans to use the additional concentration grant add-on funding to lower class sizes. Teachers will provide student instruction in core/content area courses to increase students in meeting/exceeding state standards. WSD also plans to use the funds to retain its existing staff which are Actions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 1.9, 1.11, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, and 3.26.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	Elementary: 1 staff to 45 students; Middle: 1 staff to 67 students
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Elementary: 1 staff to 20 students; Middle: 1 staff to 23 students

# 2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$19,524,070	8,626,752	44.185%	0.000%	44.185%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$12,007,842.00	\$105,300.00	\$0.00	\$0.00	\$12,113,142.00	\$6,036,211.00	\$6,076,931.00

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	Teachers on Special Assignment	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$720,799.00	\$6,000.00	\$726,799.00				\$726,799.00	
1	1.2	Teachers	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$1,336,857.00	\$15,000.00	\$1,351,857.00				\$1,351,857.00	
1	1.3	Resource Teachers	Low Income	Yes	School wide	Low Income	Specific Schools: Sybil Crookham and Winfield	Ongoing	\$260,943.00	\$3,000.00	\$263,943.00				\$263,943.00	
1	1.4	Paraeducators	Low Income	Yes	School wide	Low Income	Specific Schools: Frank Sparkes, Winfield, and Winton Middle School	Ongoing	\$261,022.00	\$0.00	\$261,022.00				\$261,022.00	
1	1.6	Data Analyst	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$138,446.00	\$0.00	\$138,446.00				\$138,446.00	
1	1.7	ViewSonic Interactive Boards	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$32,000.00	\$32,000.00				\$32,000.00	
1	1.8	Intervention Teachers (RTI)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$680,322.00	\$6,000.00	\$686,322.00				\$686,322.00	

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	1.9	Hapara	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$0.00	\$19,893.00	\$19,893.00				\$19,893.00	
1	1.10	Teacher on Special Assignment - Assessment and Accountability	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$156,689.00	\$1,500.00	\$158,189.00				\$158,189.00	
2	2.1	Professional Learning Opportunities	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$40,000.00	\$20,000.00	\$60,000.00				\$60,000.00	
2	2.2	Teacher Collaboration Days	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$36,400.00	\$0.00	\$36,400.00				\$36,400.00	
2	2.3	Paraeducator Collaboration Days	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$17,200.00	\$2,000.00	\$19,200.00				\$19,200.00	
2	2.4	Teacher Induction Program	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$0.00	\$14,000.00	\$14,000.00				\$14,000.00	
2	2.5	Professional Learning Opportunities - English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$0.00	\$17,615.00	\$17,615.00				\$17,615.00	
2	2.6	Teacher on Special Assignment - Academic Support/Mentoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$205,557.00	\$1,500.00	\$207,057.00				\$207,057.00	
3	3.1	Intervention Teacher	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$188,146.00	\$1,500.00	\$189,646.00				\$189,646.00	
3	3.2	Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$621,260.00	\$6,000.00	\$627,260.00				\$627,260.00	
3	3.3	School Psychologists	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$401,727.00	\$4,000.00	\$405,727.00				\$405,727.00	
3	3.4	Liaisons	English Learners	Yes	Limited to Unduplicated Student	English Learners	Specific Schools: Winton Middle	Ongoing	\$62,907.00	\$0.00	\$62,907.00				\$62,907.00	

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
					Group(s)		School									
3	3.5	Bus Driver/Utility Worker	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$307,468.00	\$0.00	\$307,468.00				\$307,468.00	
3	3.6	Student Supervisor	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Winton Middle School	Ongoing	\$8,981.00	\$0.00	\$8,981.00				\$8,981.00	
3	3.7	Crossing Guard	Low Income	Yes	School wide	Low Income	Specific Schools: Sybil Crookham School	Ongoing	\$13,995.00	\$0.00	\$13,995.00				\$13,995.00	
3	3.8	School Resource Officer	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$65,000.00	\$0.00	\$65,000.00				\$65,000.00	
3	3.9	Speech Language Pathologist	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$210,600.00	\$3,500.00	\$108,800.00	\$105,300.00			\$214,100.00	
3	3.10	Speech Language Pathologist Assistant	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$175,500.00	\$3,500.00	\$179,000.00				\$179,000.00	
3	3.11	Truant Officer	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$17,145.00	\$0.00	\$17,145.00				\$17,145.00	
3	3.12	Saturday Attendance Class	Low Income	Yes	School wide	Low Income	Specific Schools: Winton Middle School	Ongoing	\$2,500.00	\$0.00	\$2,500.00				\$2,500.00	
3	3.13	Absence Line	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$7,000.00	\$7,000.00				\$7,000.00	
3	3.14	Band Equipment/Uniforms	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$100,000.00	\$100,000.00				\$100,000.00	
3	3.15	Career Pathway/College Week	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Winton Middle School	Ongoing	\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
3	3.16	Community Involvement Events	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$15,800.00	\$15,800.00				\$15,800.00	

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	3.17	Teacher/Student Desks and Chairs	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$0.00	\$53,000.00	\$53,000.00				\$53,000.00	
3	3.18	Slurry Seal	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$83,000.00	\$83,000.00				\$83,000.00	
3	3.19	Parent/Community Communication	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$0.00	\$37,343.00	\$37,343.00				\$37,343.00	
3	3.20	Unity Day	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
3	3.21	Visual Arts & Performing Arts	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
3	3.22	Picnic Tables	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$7,300.00	\$7,300.00				\$7,300.00	
3	3.23	VOIP Hostings by MCOE	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$0.00	\$14,257.00	\$14,257.00				\$14,257.00	
3	3.24	Light fixtures on school grounds	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$23,000.00	\$23,000.00				\$23,000.00	
3	3.25	Facilities Improvement/Construction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$0.00	\$5,455,095.00	\$5,455,095.00				\$5,455,095.00	
3	3.26	K-5 Music Teacher	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Sybil Crookham, Frank Sparkes, and Winfield Elementary	Ongoing	\$106,747.00	\$0.00	\$106,747.00				\$106,747.00	
3	3.27	Board Certified Behavior Analyst	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$97,128.00	\$97,128.00				\$97,128.00	

# 2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$19,524,070	8,626,752	44.185%	0.000%	44.185%	\$12,007,842.00	0.000%	61.503 %	<b>Total:</b>	\$12,007,842.00
								<b>LEA-wide Total:</b>	\$10,541,333.00
								<b>Limited Total:</b>	\$807,321.00
								<b>Schoolwide Total:</b>	\$659,188.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Teachers on Special Assignment	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$726,799.00	
1	1.2	Teachers	Yes	LEA-wide	Low Income	All Schools	\$1,351,857.00	
1	1.3	Resource Teachers	Yes	Schoolwide	Low Income	Specific Schools: Sybil Crookham and Winfield	\$263,943.00	
1	1.4	Paraeducators	Yes	Schoolwide	Low Income	Specific Schools: Frank Sparkes, Winfield, and Winton Middle School	\$261,022.00	
1	1.6	Data Analyst	Yes	LEA-wide	English Learners Low Income	All Schools	\$138,446.00	
1	1.7	ViewSonic Interactive Boards	Yes	LEA-wide	Low Income	All Schools	\$32,000.00	
1	1.8	Intervention Teachers (RTI)	Yes	LEA-wide	English Learners Low Income	All Schools	\$686,322.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.9	Hapara	Yes	LEA-wide	English Learners Low Income	All Schools	\$19,893.00	
1	1.10	Teacher on Special Assignment - Assessment and Accountability	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$158,189.00	
2	2.1	Professional Learning Opportunities	Yes	LEA-wide	English Learners Low Income	All Schools	\$60,000.00	
2	2.2	Teacher Collaboration Days	Yes	LEA-wide	English Learners Low Income	All Schools	\$36,400.00	
2	2.3	Paraeducator Collaboration Days	Yes	LEA-wide	English Learners Low Income	All Schools	\$19,200.00	
2	2.4	Teacher Induction Program	Yes	LEA-wide	English Learners Low Income	All Schools	\$14,000.00	
2	2.5	Professional Learning Opportunities - English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$17,615.00	
2	2.6	Teacher on Special Assignment - Academic Support/Mentoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$207,057.00	
3	3.1	Intervention Teacher	Yes	LEA-wide	English Learners Low Income	All Schools	\$189,646.00	
3	3.2	Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$627,260.00	
3	3.3	School Psychologists	Yes	LEA-wide	Low Income	All Schools	\$405,727.00	
3	3.4	Liaisons	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Winton Middle School	\$62,907.00	
3	3.5	Bus Driver/Utility Worker	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$307,468.00	
3	3.6	Student Supervisor	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Winton Middle School	\$8,981.00	
3	3.7	Crossing Guard	Yes	Schoolwide	Low Income	Specific Schools: Sybil Crookham School	\$13,995.00	

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	School Resource Officer	Yes	LEA-wide	Low Income	All Schools	\$65,000.00	
3	3.9	Speech Language Pathologist	Yes	LEA-wide	Low Income	All Schools	\$108,800.00	
3	3.10	Speech Language Pathologist Assistant	Yes	LEA-wide	Low Income	All Schools	\$179,000.00	
3	3.11	Truant Officer	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$17,145.00	
3	3.12	Saturday Attendance Class	Yes	Schoolwide	Low Income	Specific Schools: Winton Middle School	\$2,500.00	
3	3.13	Absence Line	Yes	LEA-wide	Low Income	All Schools	\$7,000.00	
3	3.14	Band Equipment/Uniforms	Yes	LEA-wide	Low Income	All Schools	\$100,000.00	
3	3.15	Career Pathway/College Week	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Winton Middle School	\$2,000.00	
3	3.16	Community Involvement Events	Yes	LEA-wide	Low Income	All Schools	\$15,800.00	
3	3.17	Teacher/Student Desks and Chairs	Yes	LEA-wide	English Learners Low Income	All Schools	\$53,000.00	
3	3.18	Slurry Seal	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$83,000.00	
3	3.19	Parent/Community Communication	Yes	LEA-wide	English Learners Low Income	All Schools	\$37,343.00	
3	3.20	Unity Day	Yes	LEA-wide	English Learners Low Income	All Schools	\$5,000.00	
3	3.21	Visual Arts & Performing Arts	Yes	LEA-wide	English Learners Low Income	All Schools	\$20,000.00	
3	3.22	Picnic Tables	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,300.00	
3	3.23	VOIP Hostings by MCOE	Yes	LEA-wide	English Learners Low Income	All Schools	\$14,257.00	

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	3.24	Light fixtures on school grounds	Yes	LEA-wide	Low Income	All Schools	\$23,000.00	
3	3.25	Facilities Improvement/Construction	Yes	LEA-wide	English Learners Low Income	All Schools	\$5,455,095.00	
3	3.26	K-5 Music Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Sybil Crookham, Frank Sparkes, and Winfield Elementary	\$106,747.00	
3	3.27	Board Certified Behavior Analyst	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$97,128.00	

# 2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$8,756,989.00	\$21,825,022.07

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	Teachers on Special Assignment	Yes	\$717,277.00	712,076.47
1	1.2	Teachers	Yes	\$1,242,561.00	1,290,803.21
1	1.3	Resource Teachers	Yes	\$248,362.00	139,536.25
1	1.4	Paraeducators	Yes	\$254,735.00	215,804.74
1	1.6	Data Analyst	Yes	\$131,077.00	133,140.93
1	1.7	ViewSonic Interactive Boards	Yes	\$32,000.00	0
1	1.8	Intervention Teachers (RTI)	Yes	\$664,829.00	675,254.94
1	1.9	Hapara	Yes	\$20,500.00	0
1	1.10	Teacher on Special Assignment - Assessment and Accountability	Yes	\$166,842.00	168,117.05
2	2.1	Professional Learning Opportunities	Yes	\$60,000.00	2,239.00
2	2.2	Teacher Collaboration Days	Yes	\$34,000.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Paraeducator Collaboration Days	Yes	\$18,895.00	3,193.27
2	2.4	Teacher Induction Program	Yes	\$14,000.00	6,000.00
2	2.5	Professional Learning Opportunities - English Learners	Yes	\$16,500.00	0
2	2.6	Teacher on Special Assignment - Academic Support/Mentoring	Yes	\$201,596.00	200,168.38
3	3.1	Intervention Teacher	Yes	\$183,609.00	184,985.98
3	3.2	Counselors	Yes	\$600,869.00	600,005.49
3	3.3	School Psychologists	Yes	\$390,986.00	367,144.20
3	3.4	Liaisons	Yes	\$97,248.00	59,450.38
3	3.5	Bus Driver/Utility Worker	Yes	\$290,414.00	193,319.58
3	3.6	Student Supervisor	Yes	\$8,293.00	9,413.93
3	3.7	Crossing Guard	Yes	\$6,589.00	6,790.99
3	3.8	School Resource Officer	Yes	\$50,000.00	31,840.55
3	3.9	Speech Language Pathologist	Yes	\$126,500.00	126,587.85

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	3.10	Speech Language Pathologist Assistant	Yes	\$119,000.00	118,229.15
3	3.11	Truant Officer	Yes	\$4,610.00	0
3	3.12	Saturday Attendance Class	Yes	\$2,500.00	1,148.01
3	3.13	Absence Line	Yes	\$6,500.00	6,616.46
3	3.14	Band Equipment/Uniforms	Yes	\$100,000.00	45,630.16
3	3.15	Career Pathway/College Week	Yes	\$2,000.00	0
3	3.16	Community Involvement Events	Yes	\$15,800.00	4,294.48
3	3.17	Teacher/Student Desks and Chairs	Yes	\$51,000.00	0
3	3.18	Slurry Seal	Yes	\$80,000.00	27,319.00
3	3.19	Parent/Community Communication	Yes	\$17,500.00	15,479.52
3	3.20	Unity Day	Yes	\$5,000.00	3,930.18
3	3.21	Visual Arts & Performing Arts	Yes	\$20,000.00	12,390.42
3	3.22	Picnic Tables	Yes	\$7,000.00	0
3	3.23	VOIP Hostings by MCOE	Yes	\$9,650.00	8,661.84

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	3.24	Light fixtures on school grounds	Yes	\$22,000.00	0
3	3.25	Facilities Improvement/Construction	Yes	\$2,610,000.00	3,274,497.59
3	3.26	K-5 Music Teacher	Yes	\$106,747.00	0

# 2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
8,583,683	\$8,644,070.00	\$8,663,411.60	(\$19,341.60)	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	Teachers on Special Assignment	Yes	\$717,277.00	712,076.47		
1	1.2	Teachers	Yes	\$1,242,561.00	1,290,803.21		
1	1.3	Resource Teachers	Yes	\$248,362.00	139,536.25		
1	1.4	Paraeducators	Yes	\$254,735.00	235,146.34		
1	1.6	Data Analyst	Yes	\$131,077.00	133,140.93		
1	1.7	ViewSonic Interactive Boards	Yes	\$32,000.00	0		
1	1.8	Intervention Teachers (RTI)	Yes	\$664,829.00	675,254.94		
1	1.9	Hapara	Yes	\$20,500.00	0		
1	1.10	Teacher on Special Assignment - Assessment and Accountability	Yes	\$166,842.00	168,117.05		
2	2.1	Professional Learning Opportunities	Yes	\$60,000.00	2,239.00		
2	2.2	Teacher Collaboration Days	Yes	\$34,000.00	0		
2	2.3	Paraeducator Collaboration Days	Yes	\$18,895.00	3,193.27		
2	2.4	Teacher Induction Program	Yes	\$14,000.00	6,000		

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)
2	2.5	Professional Learning Opportunities - English Learners	Yes	\$16,500.00	0		
2	2.6	Teacher on Special Assignment - Academic Support/Mentoring	Yes	\$201,596.00	200,168.38		
3	3.1	Intervention Teacher	Yes	\$183,609.00	184,985.98		
3	3.2	Counselors	Yes	\$600,869.00	600,005.49		
3	3.3	School Psychologists	Yes	\$390,986.00	367,144.20		
3	3.4	Liaisons	Yes	\$97,248.00	59,450.38		
3	3.5	Bus Driver/Utility Worker	Yes	\$290,414.00	193,319.58		
3	3.6	Student Supervisor	Yes	\$8,293.00	9,413.93		
3	3.7	Crossing Guard	Yes	\$6,589.00	6,790.99		
3	3.8	School Resource Officer	Yes	\$50,000.00	31,840.55		
3	3.9	Speech Language Pathologist	Yes	\$126,500	126,587.85		
3	3.10	Speech Language Pathologist Assistant	Yes	\$119,000.00	118,229.15		
3	3.11	Truant Officer	Yes	\$4,610.00	0		
3	3.12	Saturday Attendance Class	Yes	\$2,500.00	1,148.01		
3	3.13	Absence Line	Yes	\$6,500.00	6,616.46		
3	3.14	Band Equipment/Uniforms	Yes	\$100,000.00	45,630.16		
3	3.15	Career Pathway/College Week	Yes	\$2,000.00	0		
3	3.16	Community Involvement Events	Yes	\$15,800.00	4,294.48		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.17	Teacher/Student Desks and Chairs	Yes	\$51,000.00	0		
3	3.18	Slurry Seal	Yes	\$80,000.00	27,319.00		
3	3.19	Parent/Community Communication	Yes	\$17,500.00	15,479.52		
3	3.20	Unity Day	Yes	\$5,000.00	3,930.18		
3	3.21	Visual Arts & Performing Arts	Yes	\$20,000.00	12,390.42		
3	3.22	Picnic Tables	Yes	\$7,000.00	0		
3	3.23	VOIP Hostings by MCOE	Yes	\$9,650.00	8,661.84		
3	3.24	Light fixtures on school grounds	Yes	\$22,000.00	0		
3	3.25	Facilities Improvement/Construction	Yes	\$2,497,081	3,274,497.59		
3	3.26	K-5 Music Teacher	Yes	\$106,747.00	0		

# 2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
19,357,249	8,583,683	0	44.344%	\$8,663,411.60	0.000%	44.755%	\$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](mailto:LCFF@cde.ca.gov).*

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## ***Purpose***

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

## **Requirements and Instructions**

### **General Information**

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

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

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

### **Reflections: Annual Performance**

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

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

### **Reflections: Technical Assistance**

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

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

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

## Comprehensive Support and Improvement

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

### Schools Identified

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

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

### Support for Identified Schools

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

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

### Monitoring and Evaluating Effectiveness

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

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

## Engaging Educational Partners

### *Purpose*

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

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

## Requirements

### *Requirements*

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

## **Instructions**

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

### Educational Partners

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

### Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### *Purpose*

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

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

### *Requirements and Instructions*

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

#### **Description**

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

#### **Type of Goal**

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

### Broad Goal

#### Description

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

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

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

#### Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

### **Maintenance of Progress Goal**

#### Description

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

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

#### Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

### **Measuring and Reporting Results:**

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> <li>• Enter the metric number.</li> </ul>
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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

### Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

## Actions:

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

### Action #

- Enter the action number.

### Title

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

### Description

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

### Total Funds

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

### Contributing

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

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

## Required Actions

### For English Learners and Long-Term English Learners

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

### For Technical Assistance

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

### For Lowest Performing Dashboard Indicators

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

### For LEAs With Unexpended LREBG Funds

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

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

### ***Purpose***

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

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

### **Statutory Requirements**

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

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

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

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

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

**LEA-wide and Schoolwide Actions**

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

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

**For School Districts Only**

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

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

**Requirements and Instructions**

Complete the tables as follows:

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

**Projected Additional 15 percent LCFF Concentration Grant**

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

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

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

**LCFF Carryover — Percentage**

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

**LCFF Carryover — Dollar**

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

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

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

**Required Descriptions:**

**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

## Metric(s) to Monitor Effectiveness

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

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

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

## Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

## Action Tables

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

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

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

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

### ***Total Planned Expenditures Table***

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

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

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

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

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

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

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

## ***Contributing Actions Table***

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

## ***Annual Update Table***

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

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

## ***Contributing Actions Annual Update Table***

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

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

## ***LCFF Carryover Table***

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

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

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

## ***Calculations in the Action Tables***

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

### **Contributing Actions Table**

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

### **Contributing Actions Annual Update Table**

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

## **LCFF Carryover Table**

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

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

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

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

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

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