

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Wiseburn Unified School District

CDS Code: 19-76869

School Year: 2026-27

LEA contact information:

Maggie Mabery

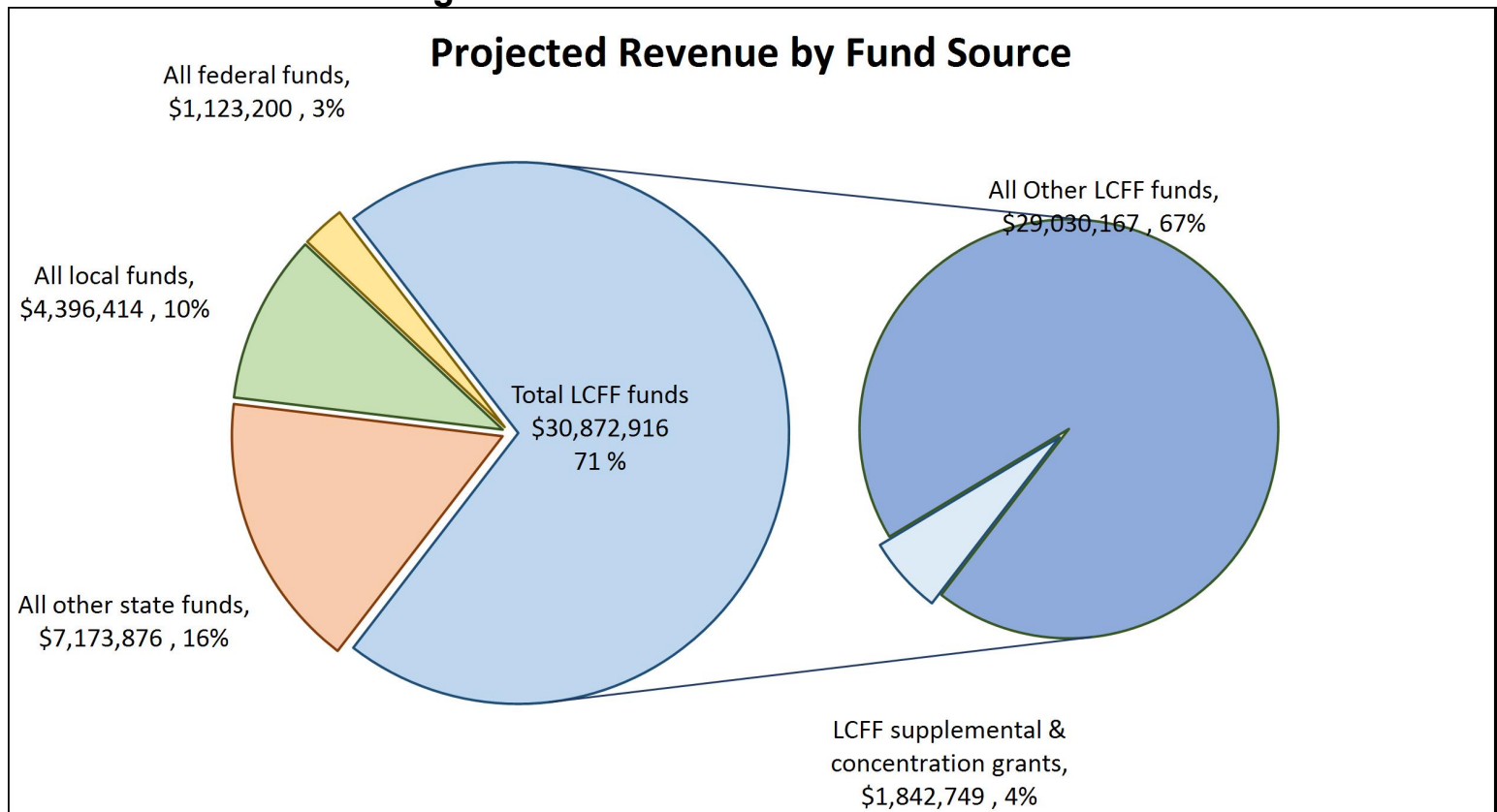
Executive Director - Education Services

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

Budget Overview for the 2026-27 School Year

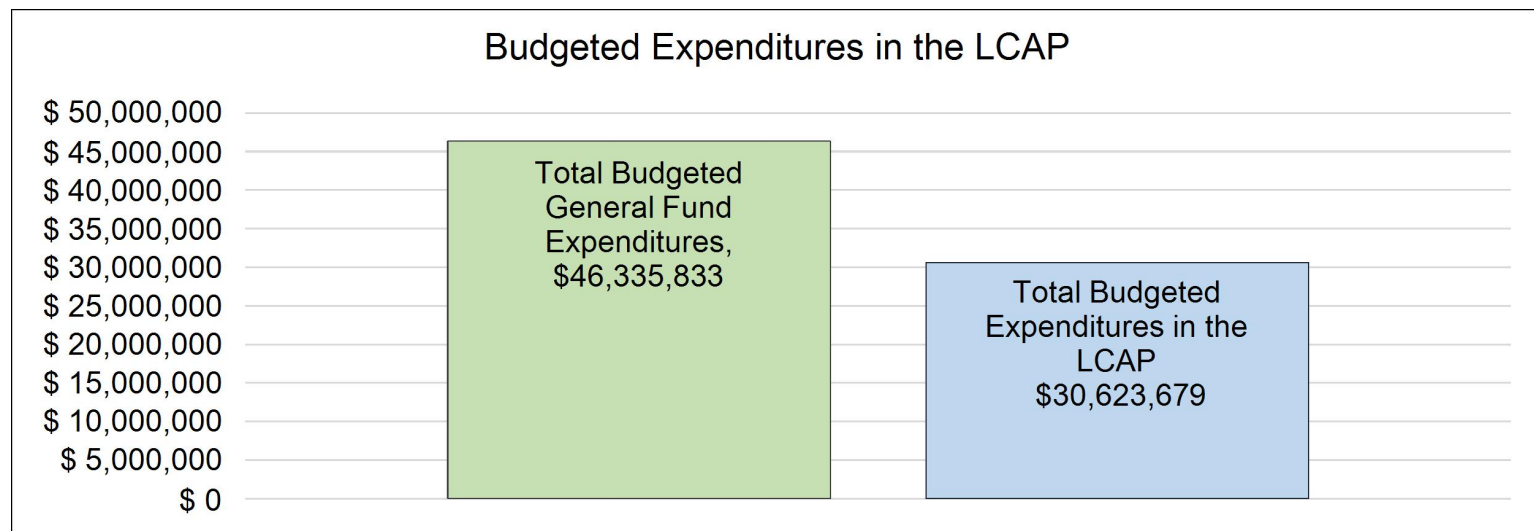


This chart shows the total general purpose revenue Wiseburn Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Wiseburn Unified School District is \$43,566,406, of which \$30,872,916 is Local Control Funding Formula (LCFF), \$7,173,876 is other state funds, \$4,396,414 is local funds, and \$1,123,200 is federal funds. Of the \$30,872,916 in LCFF Funds, \$1,842,749 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 Wiseburn Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Wiseburn Unified School District plans to spend \$46,335,833 for the 2026-27 school year. Of that amount, \$30,623,679 is tied to actions/services in the LCAP and \$15,712,154 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The District operates with a larger budget beyond the goals and actions identified in the LCAP. Some of the District's expenses that are not included in the LCAP include but are not limited to the following: salaries and benefits for district office support staff, utility costs, various insurance coverages, attorney fees, contracted and consultant fees, NPA/NPS and other support services for Special Education students, salaries and benefits for custodial, information technology, Special Education, student and family support services and various other staff, and ongoing costs for instructional materials and textbook adoptions.

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

In 2026-27, Wiseburn Unified School District is projecting it will receive \$1,842,749 based on the enrollment of Foster Youth, English learner, and low-income students. Wiseburn Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Wiseburn Unified School District plans to spend \$2,217,309 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

■ Total Budgeted Expenditures for High Needs Students in the LCAP

\$2,217,309

■ Actual Expenditures for High Needs Students in LCAP

\$2,786,846

\$ 0 \$ 500,000 \$ 1,000,000 \$ 1,500,000 \$ 2,000,000 \$ 2,500,000 \$ 3,000,000

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

The text description of the above chart is as follows: In 2025-26, Wiseburn Unified School District's LCAP budgeted \$2,217,309 for planned actions to increase or improve services for high needs students. Wiseburn Unified School District actually spent \$2,786,846 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Wiseburn Unified School District	Maggie Mabery Executive Director - Education Services	mmabery@wiseburn.org 310-725-2101 ext. 5303

Plan Summary [2026-27]

General Information

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

The Wiseburn Unified School District (K-12), established in 1896, serves students from Hollyglen and the surrounding unincorporated areas of Los Angeles County (Del Aire and Wiseburn). Comprising five district schools (TK-12) and five independent charter schools (TK-12), Wiseburn and Da Vinci collectively educate approximately 4,500 students. Positioned within the City of El Segundo, where prominent aerospace, high-tech, communication, and entertainment industries thrive, the district benefits from its strategic location. Offering an appealing climate and convenient access to cultural, sporting, and retail amenities, the area enjoys widespread desirability. Located close to Los Angeles International Airport and the Pacific Ocean, Wiseburn is intersected by major transportation arteries, including the Century and San Diego Freeways, and is served by the Green Line Metro rail, facilitating commuter access to key employment centers.

In 2022-23, through a series of surveys, meetings, and school community discussions, it was recommended to the Board of Trustees that all schools be renamed to reflect the local community. In the 2023-2024 school year, WUSD completed a renaming process resulting in the following changes:

Juan de Anza Elementary School has been renamed Del Aire Elementary School
Juan Cabrillo Elementary School has been renamed Hollyglen Elementary School
Peter Burnett/138th Street Schools has been renamed Aviation Elementary School
R.H. Dana Middle School has been renamed Wiseburn Middle School.

Over the past decade, the district has maintained a consistent enrollment, supported by increasing resident student numbers, interdistrict attendance permits, and the establishment of charter schools. Currently, the student body enrolled in the four WUSD K-8 schools reflects a diverse ethnic composition, with Multiracial students comprising 7%, Asians 6%, Filipinos 1%, Caucasians 18%, African-Americans 12%, and Latinos 52%, aligning with statewide demographic trends. Two District schools, Aviation Elementary School and Wiseburn Middle School, receive Title I funding. Aviation Elementary School with 30% of families identified as low-income and Wiseburn Middle School with 38% of families identified as low-income. 6% of the District's student population is enrolled in the English Language Learner program.

Embracing diversity as a cornerstone of its identity, Wiseburn offers a distinctive blend of a close-knit community ambiance within a context of abundant opportunities. Guided by the mission to "Engage, Empower, Elevate," the Wiseburn Unified School District is committed to providing a comprehensive educational experience for all students. This Local Control Accountability Plan (LCAP) delineates the district's priorities, strategies, and support services aimed at fostering student success across its schools. Additionally, the independent charter schools under the WUSD umbrella develop individualized LCAP documents to address their unique educational priorities and initiatives.

Reflections: Annual Performance

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

Reflection on Annual Performance: The 2025 California Dashboard includes tremendous growth from the prior year while still highlighting areas of improvement. Although in 2023 there were 25 lowest performance indicators district-wide, the 2025 Dashboard includes only three. This is evidence of the hard work of staff and students paying off in measurable ways.

Successes identified include

Districtwide chronic absenteeism dropped from 10.3% to 8.9%

On the California Dashboard in ELA, Asian, Hispanic, and Students of two or more races were at the second-highest performance level, and white students were at the highest performance level.

On the California Dashboard in mathematics:

White students were at the second-highest performance level, and Asian and Students of two or more races were at the highest performance level.

On the California Dashboard for chronic absenteeism:

White students and Students of two or more races were at the second-highest performance level. Filipino students were at the highest performance level.

On the CA Dashboard for suspension:

African-American, Asian, English Learners, Hispanic, Students of two or more races, Socioeconomically disadvantaged, and Students with disabilities were at the second-highest performance level.

Filipino and White students were at the highest performance level.

Challenges identified include

Long-term English learners are included in the newest student group in the 2024 Dashboard. This student group was designated as red for English Language Arts and suspension indicators. The designation for this group for math was orange.

Despite tremendous growth, chronic absenteeism continues to be an area of focus districtwide.

2025 Lowest Performing Schools and Student Groups

The LCAP includes required actions to address the need for improvement related to suspension and chronic absenteeism rates on the 2023 Dashboard:

Chronic Absenteeism: SED students and students experiencing Homelessness (see Action 2.1)

Suspension: African American students and students with disabilities (see Actions 3.1 and 3.2)

2023 Dashboard Lowest Performance Level (red) Indicators

Lowest performance levels on State Indicators.

Wiseburn Unified, as indicated by the California Dashboard, faces challenges with Chronic Absenteeism, a significant metric in California's Accountability System. To address this, WUSD has implemented an Attendance Intervention Suite across all school sites. This suite will deliver personalized messages to families, enabling proactive engagement to promote consistent communication on absences and attendance expectations.

Additionally, each site will focus on strengthening student attendance. Families of students with 5 or more unexcused absences will be invited to meet with a counselor as a proactive way to address attendance concerns, while students with 10 or more unexcused absences will meet with site administration. These meetings will provide comprehensive support to families, facilitating collaborative efforts between schools and families to address underlying issues contributing to student absenteeism.

WUSD Overall 2023 CA Dashboard Chronic Absentee Rate indicator shows 16.1% of students were chronically absent, which increased 5.3%, for a Red overall dashboard rating. The following student groups were identified for chronic absenteeism: African American, English learner, Hispanic, 2 or more races, socio-economically disadvantaged, and students with disabilities

Aviation Elementary School (formerly 138th Street Elementary School): 2023 CA Dashboard Chronic Absentee Rate indicator shows 16.4% of students were chronically absent, which increased 3.2%, for a Red overall dashboard rating. The following student groups were identified for chronic absenteeism: English Learner, 22.7% chronically absent, Hispanic, 20.9% chronically absent, socio-economically disadvantaged, 27.4% chronically absent, and students with disabilities, 25% chronically absent.

Del Aire Elementary School (formerly Juan de Anza Elementary School) 2023 CA Dashboard Chronic Absentee Rate indicator shows 12% of students were chronically absent, which increased 3.6%, for a Red overall dashboard rating. No student groups were identified for chronic absenteeism in the red overall dashboard rating.

Hollyglen Elementary School (formerly Juan Cabrillo Elementary School) 2023 CA Dashboard Chronic Absentee Rate indicator shows 23.8% of students were chronically absent, which increased 8.8%, for a Red overall dashboard rating. The following student groups were identified for chronic absenteeism: English Learner, 23.8% chronically absent, Hispanic, 32.8% chronically absent, socio-economically disadvantaged, 33.8% chronically absent, and students with disabilities, 31% chronically absent.

Wiseburn Middle School (formerly R.H. Dana Middle School). The California Dashboard had a Red indicator for Suspension for English Learners and Math for students with disabilities. The 2023 CA Dashboard Chronic Absentee Rate indicator shows 14.7% of students were chronically absent, which increased 5.3%, for a Red overall dashboard rating. The following student groups were identified for chronic absenteeism: African American, 10.5% chronically absent, English Learner, 32.8% chronically absent, Hispanic, 16.6% chronically absent, and socioeconomically disadvantaged, 19.3% chronically absent.

The 2023 CA Dashboard Suspension Rate indicator shows 13.8% of students identified as English Learners were suspended at least one day, an increase of 5.9%.

The 2023 CA Dashboard Mathematics indicator shows students identified as Students With Disabilities (SWD) scored 101 points below standard on the CAASPP assessment. Action 4.7 will address chronic absenteeism, Action 2.8 will address mathematics, and Actions 4.1 and 4.2 will address suspension.

The lowest performance levels from the 2023 Dashboard will be included in each year's LCAP for the three-year LCAP Cycle. These outcomes continue to drive actions in the LCAP, although, as mentioned in the reflection on the 2025 Dashboard, improvement was seen in all of these 2023 lowest performance indicators.

Wiseburn does not have any unexpended LREBG funds for the 2026-27 school year. The WUSD needs assessment substantiated findings from the 2025 Dashboard related to the District's Needs Assessment, identified gaps in reading achievement and mathematics. The funding will be used for the creation of a new achievement report, rigorous assessments, and rubrics to provide students with a clear understanding of their learning. This will provide data tracking and achievement cycle information for monitoring student growth and results. These funds were used in Action 2.3 and 2.4. In addition, funding was used for professional development of reading and literacy programs and materials. As noted in the spending allowances referenced from the CDE webpage, LREBG funds used fall under the following allowable expenses: Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning. The 2025-26 LREBG allocation was provided to these actions, and any subsequent LREBG funds will be dedicated to these actions.

Reflections: Technical Assistance

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

Wiseburn Unified School District was identified for Differentiated Assistance based on the 2024 California Dashboard's lowest performance ratings for the following: LTEL student group in ELA (Priority 4), and suspension (Priority 5). We are at the second-lowest performance rating for the LTEL student group in math (Priority 4). We hired a dedicated math coach at the middle school to strengthen instructional practices, provide ongoing professional development for teachers, and offer direct intervention support for students struggling in mathematics (Action 2.8). To address school climate challenges, we invested in Capturing Kids Hearts, a comprehensive, relationship-driven framework that empowers educators to build strong, trust-based connections with students to improve behavior and academic outcomes (Actions 4.1, 4.4). Additionally, we are establishing a dedicated teacher liaison position at the middle school to support the academic and social-emotional success of our long-term English learners. This liaison will coordinate targeted interventions, monitor progress, and strengthen communication between students, families, and teachers to improve outcomes for English learners (Actions 3.1, 3.2, and 3.20). Wiseburn USD is proud of the work we have accomplished, and, based on the 2025 Dashboard, there will be no new or continued DA eligibility in 2026-27 school year.

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
February 1-March 6, 2026 educational partners, staff, teachers and parents	Surveys provided to all educational partners, students, staff, teachers and parents, related to LCAP Goals to obtain input on actions.
February 1-March 3, 2026: WUSD family LCAP survey; California School Staff Survey (CSSS); California Healthy Kids Survey (CHKS) grades 5 and 7	Surveys provided to all educational partners, students, staff, teachers and parents, related to LCAP Goals to obtain input on actions.
December 2, 2025, March 4, 2026 and May 28, 2026: WUSD DELAC Committee (ELD teachers, ELD Aides, ELD parents/caregivers, Site Principals, District Superintendent)	Presentations were delivered to District English Language Acquisition Committee covering a review of LCAP Goals and soliciting input on ELD related actions.
April 7, 2027: District Cabinet (District Administrators, Site Principals, District ELD Coordinator, District Director of Student Services	Presentation was delivered at District Cabinet meeting covering a review of LCAP Goals and review of potential districtwide actions specific to our EL, low income, and foster youth.
March 4 and April 21, 2026: WUSD Educational Partners Meetings, LCAP Committee (District Administrators, Parents, Caregivers, all schools, Site Principals, Representatives from Certificated and Classified Bargaining Units, other school personnel, Representatives from the Wiseburn Board of Trustees)	Presentations were delivered to LCAP and Parent Advisory Committee (PAC) meetings covering a review of LCAP Goals and potential actions for students identified as UPP as well as actions to benefit all students based on District Assurances aligned with State Priorities.
April 15: Principal Collaborative Time (All Site Principals, District Assistant Superintendent, District ELD Coordinator, District Director of Student Services	Presentation was delivered Principal Collaboration Time meetings included a review of LCAP Goals and review of potential actions.
May 7: Consult with SELPA representative to review draft LCAP facilitated by District Special Education Director	Review provided to SELPA representative by the District Director of Special Education for review of potential actions.
Ongoing: 'Share Your Thoughts' District website community feedback link (responses provided in writing by District Superintendent)	'Share Your Thoughts' District website link was available to encourage and collect community feedback regarding District Assurances and LCAP actions online.

Educational Partner(s)	Process for Engagement
June 10, 2026: Public hearing for both the LCAP and District budget at a regularly scheduled meeting of the Board of Trustees	Final LCAP Draft was presented at a WUSD Board of Education meeting as part of a public hearing on the LCAP. No comments received.
June 26, 2026: LCAP, Local Indicator, and District budget approval at a regularly scheduled meeting of the Board of Trustees	Final LCAP, budget, and Local Indicators was presented to the WUSD Board of Trustees and received final approval.

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

A major function of the Local Control Accountability Plan (LCAP) is to provide a transparent process for developing the overall budget for the District reflective of actions designed to increase student achievement. The WUSD LCAP is a result of the LCAP development process, which reflects: (a) comprehensive strategic planning, (b) meaningful engagement with educational partners, and attends to (c) all legal requirements. While the Wiseburn Unified School District is committed to providing educational partners an opportunity to participate in the LCAP process at many levels, the sections included within the LCAP do not and cannot reflect the full development process.

The LCAP development process is designed as a year-round progression that is inclusive, transparent, and thoughtful. Educational partners include students, parents/caregivers, teachers, staff, community members, local bargaining units, principals, and other administrators. The School Site Councils at each of the District's four schools develop a Single Plan for Student Achievement (SPSA) aligned with the LCAP goals. In the same way, at the District level, the LCAP is developed and updated each year with the eight State LCAP priorities in mind. Specifically, the LCAP Committee, Parent Advisory Committee, District Administrative Council, and the District English Language Advisory Committee (DELAC) work to develop the details of the LCAP plan and monitor the yearly cycle of implementation. The District English Learner Advisory Council serves as a guiding group in creating and revising the LCAP, with meetings in March and May, providing input on the use of supplemental funds to best serve our English Learners. These educational partner groups provide valuable input, which results in identifying specific programs primarily focused on support for English Language Learners, foster youth, and students with low socioeconomic status. The LCAP Committee and the Parent Advisory Committee meet over months with members representing parents/caregivers, community members, Wiseburn Faculty Association, CSEA, the local SELPA, and WUSD administration. The WFA and CSEA leadership also meet regularly for consultation with the Superintendent, Chief Business Official, and the Assistant Superintendent of Human Resources to provide input regarding all aspects of student and staff needs. The Superintendent personally provides information garnered from these discussions with the LCAP, Parent Advisory, and DELAC committees at their regularly scheduled meetings related to the LCAP development process. Meetings are designed to be active and involve the participants in meaningful analysis and discussion about using limited resources to best meet the needs of all students, including English Learners, Foster Youth, and Socio-Economically Disadvantaged (SED) students. In addition to student input via results from the California Healthy Kids Survey, a student focus group is organized through the middle school student council to discuss LCAP goals and actions, and District and site leadership present the LCAP, providing a forum for discussion at each school's open association PTA meetings. The final draft of the LCAP is reviewed in a presentation to the DELAC Committee and the Parent Advisory Committee, and LCAP Committees. These committees offer additional comments and affirm that the plan moves forward for Board review. Each committee is also asked to affirm the LCAP process in Wiseburn as both transparent and productive. The LCAP was subject to review by these groups, culminating in affirmation of its transparency and productivity. SELPA consultation was organized through the WUSD Director of Special Education. The final Parent Advisory Committee, LCAP Committee, and DELAC meetings included a review of the draft LCAP. A written follow-up to comments/questions by those in attendance was provided in a written response from the

Superintendent. A public hearing for both the LCAP and District budget was held on June 25, 2024, at a regularly scheduled meeting of the Board of Trustees, and at that time, the public was provided with the opportunity to add statements or comments on actions and expenditures through the Superintendent's office or through the comment portal on the District website. No written comments were provided to the Superintendent during the public hearing; therefore, no additional response was offered by the Superintendent. Both the LCAP and District budget were presented for approval to the Board of Trustees on June 28, 2024, at a regularly scheduled meeting of the Board of Trustees.

Throughout the 2024-2025 school year, a series of educational partner meetings was conducted in person and facilitated a meticulous review of actions and expenditures. Feedback channels included staff and community surveys, as well as consultations with various stakeholders, including parents/caregivers, local SELPA representatives, student focus groups, school staff, labor partners (including the Wiseburn Faculty Association and the Classified School Employees Association), Wiseburn Education Foundation (WEF), Parent Advisory Committee, LCAP Committee, District English Learners Advisory Committee (DELAC), School Parent-Teacher Associations, administrators, Board of Trustees, and District Cabinet members.

Based on educational partner feedback, it was determined that continued support for full-time counselors at both middle and elementary schools (G4.2) should remain a priority, particularly for students identified as low-income, homeless, or in foster care. Additionally, the ongoing provision of no-cost access to EASE confidential counseling services for all District employees, and CARESolace and Hazel Health for students, families, and staff (G4.6, G5.12), was identified as an essential component of LCAP actions.

Responding to the need for inclusion and equity highlighted by educational partners, funding was allocated for a student services director position aimed at providing support services to staff members and students' families and prioritizing restorative practices and curriculum review (G4.1).

Educational partner input also reinforced the ongoing prioritization of an extensive middle school electives program encompassing all areas of STEAM (G3.12, G3.13), along with plans to maintain access to instrumental music for all students (G2.12).

A review of the 2025 CAASPP SBAC results and local assessment outcomes, particularly in upper grades, emphasized the need for continued increases in math instructional support for students (G2.8).

Regular input from educational partners prompted the continuation of funding earmarked for the translation of materials provided to Wiseburn families (G3.5).

Feedback from school principals and teachers highlighted the need for increased options for teacher collaboration within the school day. Consequently, funding for the elementary physical education program was maintained, providing teachers with dedicated time to meet, review student data, collaborate with specialists, and plan for the diverse instructional needs of their students (G2.11).

Additionally, the ongoing focus on inclusive practices was identified as an area for dedicated funding to provide professional learning opportunities for teachers in strategies to support this practice (G2.1).

In the Wiseburn Unified School District, the processes for gathering educational partner input strongly influence the actions and expenditures identified in the 2026 LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Safety: We assure that every educational partner will have access to a safe learning environment, both physically and emotionally, with the presence of well-trained adults and students on campus.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This Broad Goal was developed by focus groups made up of WUSD families, teachers, and students to create a district-wide strategic plan built on common goals encompassing safety in relation to facilities, student behaviors, absenteeism, and accountability. This goal focuses on student and staff safety, encompassing State Priorities 1 and 6, as based on results of a recent safety audit conducted at all school sites, the California Healthy Kids Survey results, District data retrieved from the California Dashboard, and focus group shared priorities. With these measures, this goal will be monitored using a more specific and data-intensive approach to measure outcomes. We are continuing with this goal based on the 2025 California Dashboard, as we have made progress in closing the outcome disparities. However, a significant gap remains between the performance of English Learners and Economically disadvantaged students compared to all students, and our educational partners have emphasized the need to remedy the disparity.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of students with access to online protection with GoGuardian Online Safety [Source: District Tech Plan] Fall	2023-24 100% of students have access to online protection programming either at home or in classrooms.	2024-25 100% of students have access to online protection programming either at home or in classrooms.	2025-26 100% of students have access to online protection programming either at home or in classrooms.	The District will annually ensure that 100% of students have continuous access to online protection programming, both at home and in classrooms, through proactive maintenance and regular updates to	Goal maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					the existing systems and resources.	
1.2	% of staff successfully completing the ASCIP Mandatory Training Modules [Source: Human Resources Department] Fall	2023-24 98% of certificated and credentialed staff annually complete these trainings with a minimum or better passing score.	2024-25 100% of certificated and credentialed staff completed these trainings with a minimum or better passing score.	2025-26 100% of certificated and credentialed staff completed these trainings with a minimum or better passing score.	By the end of each academic year, the District will guarantee that 100% of certificated and credentialed staff complete their assigned safety trainings annually, achieving a minimum passing score or higher.	Plus 2%
1.3	Crisis Communication Team Meetings [Source: CCT Agenda] Spring	2023-2024 Crisis Communication Team meeting was convened in May 2024	2024-25 -We did not convene; but the crisis communication plan has been developed; we have the text message groups; etc.	Crisis communication team met twice.	The District will convene the Crisis Communication Team three times annually.	Increased 2 meeting
1.4	% of sites scoring Good or Exemplary on the SARC Facilities Report [Source: CADashboard] Fall	2023-24 Annual overall rating of 'good' or 'exemplary' on 100% of the District school SARC facilities repair reports to ensure all students are provided with safe school facilities.	2024-25 Annual overall rating of 'good' or 'exemplary' on 100% of the District school SARC facilities repair reports to ensure all students are provided with	2025-26 Annual overall rating of 'good' or 'exemplary' on 100% of the District school SARC facilities repair reports to ensure all students are provided with	By the end of each reporting period, the District will retain facilities repair reports for all school sites, ensuring that they achieve an annual overall rating of	Goal maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			safe school facilities.	safe school facilities.	"Good" or "Exemplary."	
1.5	% of students and teachers seeing school sites as clean and well-maintained [Source: California Healthy Kids Survey] Spring	2023-24 CHKS survey results indicate 72% of students in grade 5 responded "Yes all the time" or "Yes, most of the time" to the question "Is your school building neat and clean?" 2023-24 CHKS survey results indicate 22% of students in grades 6-8 responded "Pretty much true" or "Very much true" to the question "My school is usually clean and tidy." 2023-24 CHKS survey results indicate 86% of teachers responding "Strongly Agree" or "Agree" to the CHKS question: "This school has clean and well-maintained facilities and property."	2024-25 CHKS survey results indicate 80% of students in grade 5 responded "Yes all the time" or "Yes, most of the time" on the question "Is your school building neat and clean?" 2024-25 CHKS survey results indicate 23% of students in grade 6-8 responded Pretty much true or very much true on the question "My school is usually clean and tidy." 2024-25 CHKS survey results indicate 88% of teachers responding "Strongly Agree" or "Agree" on the CHKS question: "This school has clean and well-maintained	2025-26 CHKS survey results indicate 91% of students in grade 5 responded "Yes all the time" or "Yes, most of the time" on the question "Is your school building neat and clean?" 2025-26 CHKS survey results indicate 37% of students in grade 6-8 responded Agree or Strongly Agree on the question "My school is usually clean and tidy." 2025-26 CHKS survey results indicate 95% of teachers responding "Strongly Agree" or "Agree" on the CHKS question: "This school has clean and well-maintained	By 2027, the District will ensure that: At least 80% of grade 5 students respond "Yes, all of the time" or "Yes, most of the time" to the CHKS question: "Is your school building neat and clean?" At least 80% of grade 7 students respond "Strongly Agree" or "Agree" to the CHKS question: "My school is usually clean and tidy." At least 90% of teachers respond "Strongly Agree" or "Agree" to the CHKS question: "This school has clean and well-maintained facilities and property."	5th-grade student responses with an 19% increase 8th-grade student responses with a 15% increase Teachers responded with a 9% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			facilities and property."	facilities and property."		
1.6	% of students with access to the Expanded Learning Opportunities Program [Source: ELOP Program] Spring	2023-24 100% of eligible students were offered access to the ELOP program.	2024-25 100% of eligible students were offered access to the ELOP program.	2025-26 100% of eligible students were offered access to the ELOP program.	By the end of each academic year, the District will ensure that all students identified as socio-economically disadvantaged have access to a no-cost after-school childcare program.	Goal maintained
1.7	% of students responding positively about school safety [Source: California Healthy Kids Survey] Spring % of educational partners responding positively about school safety [Source: LCAP Educational Partners Survey] Spring	Refer to 4.2 and 4.10 2023-24 CHKS survey results indicate 81% of students in grade 5 responded "Yes all the time" or "Yes, most of the time" to questions related to feeling safe at school. 2023-24 LCAP Educational Partner survey indicated 89% of respondents indicated "Agree" or "Strongly Agree" to the question "Children at this school have access to a learning environment that is physically safe."	Refer to 4.2 and 4.10 2024-25 CHKS survey results indicate 83% of students in grade 5 responded "Yes all the time" or "Yes, most of the time" to questions related to feeling safe at school. 2024-25 LCAP Educational Partner survey indicated 91% of respondents indicated "Agree" or "Strongly Agree" to the question	Refer to 4.2 and 4.10 2025-26 CHKS survey results indicate 93% of students in grade 5 responded "Yes all the time" or "Yes, most of the time" to questions related to feeling safe at school. 2025-26 LCAP Educational Partner survey indicated 90% of respondents indicated "Agree" or "Strongly Agree" to the question	Refer to 4.2 and 4.10 By 2027, the District will ensure that at least 90% of grade 5 students and educational partners respond positively to feeling safe at school.	An increase of 12% in CKHS results. An increase of 1% in the parent survey results.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Children at this school have a learning environment that is physically safe."	Children at this school have a learning environment that is physically safe."		
1.8	CALPADS Accountability	2026-27 100% of CALPADS certification deadlines were met	N/A	N/A	By 2027, the District will meet 100% of CALPADS certification deadlines annually.	New metric.

Goal Analysis [2025-26]

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

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

The district has worked collaboratively with educational partners, staff, and administrators to foster safe, clean, and inclusive campuses. This effort has been supported by the District's maintenance and operations team, campus supervision staff, required safety trainings, and a continued commitment to maintaining clean school environments. Goal 1 aligns with State Priority 1, Conditions of Learning, and State Priority 6, School Climate.

Actions 1-2 and Actions 4-7 were effectively implemented.

No substantive differences:

G1.1: A new firewall ensured the effective protection of students, staff, and district data systems.

G1.2: Prioritizing staff safety training with a completion and passing rate of 100% for certificated and credentialed staff further protects those working and learning in WUSD.

G1.4 and G1.5: Inspections and preventative maintenance efforts have successfully identified and addressed any issues within school buildings, ensuring safe and conducive learning and working conditions.

G1.6: All students identified as socio-economically disadvantaged with no-cost access to an after-school childcare program through grade 6.

G1.7: The District was able to identify and hire registered behavior technicians as planned.

Substantive differences

G1.3: Maintaining optimal staffing ratios has ensured accountability measures are met and district operations are well-supported. Two of three meetings were implemented this 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.

Material differences between budgeted expenditures and estimated expenditures:

G1.5 Increased anticipated costs of \$268,194 (29%) due to increased statutory contribution for Routine Restricted Maintenance, which is 3% of total expenditures.

G1.6 Decreased anticipated costs of \$53,313 due to true-up of participation to contracted amount.

G.1.7 Increase anticipated costs of \$34,313 due to increased staffing costs, to an increase in Special Education needs.

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

Action 1.1 – Tech Safety (GoGuardian)

Highly Effective

Target of 100% access to online protection programming has been consistently met in both 2023–24, 2024–25, and 2025-26. This demonstrates ongoing implementation fidelity and systemic effectiveness.

Action 1.2 – Staff Training (ASCIP Modules)

Highly Effective

The improved level of completion is evidence of effectiveness in providing consistent information and training to all staff.

Action 1.3 – Student Campus Safety (Crisis Communication Team)

Partially Effective

While the Crisis Communication Plan and communication structures were developed, the team met two of the three annual meetings as intended, as measured by the student survey, which shows students feel safer on campus.

Action 1.4 – Maintenance & Operations (SARC Reports)

Highly Effective

100% of schools received “Good” or “Exemplary” ratings on every school's SARC.

Action 1.5 – CHKS Facilities Perception

Moderately Effective

While teacher perceptions improved (from 88% to 95%), student perception among grades 6–8 improved (from 23% to 37%). Grade 5 student satisfaction improved (from 80% to 91%), but the metric goal is only partially met for older students.

Action 1.6 – Expanded Learning (ELOP Access)

Highly Effective

100% of eligible students have been consistently offered access to ELOP. Targets were met with high implementation fidelity and alignment to program goals because students feel safe at school due to the opportunities students are provided to them for extra time at school for homework help.

Action 1.7 – Registered Behavior Technician (RBT)

Moderately Effective

The safety perception of Grade 5 students improved from 81% to 93%.

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.

Changes were made to the planned goal, metrics, target outcomes, or actions for the coming year. After careful reflection on the implementation and outcomes of our current plan, and informed by the feedback of our educational partners, we have determined that our existing goals and actions continue to align with the district's strategic priorities and student needs. As such, we will maintain our current course to ensure consistency, continuity, and stability in implementation efforts. We added Action 1.8 and a metric to provide professional development in PowerSchool.

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	Student Technology Safety Measures	The District will provide support for safe student access to technology both at home and in classrooms by implementing online protection programming.	\$19,000.00	No
1.2	Staff School Safety Training	The District will provide additional time for specialized health and safety training for all WUSD employees.	\$3,500.00	No
1.3	District Crisis Communication Team	The District will assemble the WUSD Crisis Communication Team to enhance and refine protocols dedicated to addressing student and campus safety measures.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Scheduled School Site Inspection and Maintenance	The District will address facilities needs and prioritize site and classroom facilities needs.	\$0.00	No
1.5	Routine Restricted Maintenance	The District will annually commit 3% of general fund expenditures to routine restricted maintenance to ensure safe, secure, and clean facilities.	\$1,423,034.00	No
1.6	Expanded Learning Opportunities Program (ELOP) Beyond the School Day	The District will provide students identified as socio-economically disadvantaged with no-cost access to an after school childcare program through grade 6.	\$1,241,779.00	No
1.7	Registered Behavior Technician (RBT)	The District will offer site-specific RBT (Registered Behavior Technician) support aimed at directly working with students to proactively ensure student safety.	\$489,000.00	No
1.8	PowerSchool Trainings	The district will provide professional development to staff in PowerSchool	\$20,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Student-Centered/Whole Child: We assure that our instructional program and students' entire experience at school are attentive to their unique academic and social emotional strengths, needs, and choices.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This Broad Goal was developed by focus groups made up of WUSD families, teachers, and students to create a district-wide strategic plan built on common goals. This goal was developed based on stakeholder feedback which emphasized the need for access to mental health supports on all District campuses and personalization of learning for all students in WUSD specifically our unduplicated pupil population. This goal focuses on the needs of students, encompassing State Priorities 4, 5, and 8. Recent local assessment data in reading and math as well as results from student surveys, parent/caregiver surveys, and a heightened emphasis on the use of data to support personalization of learning, staff supports, and increased mental health and enrichment support for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	3 Professional Development days [Source: District HOW2 Agenda] Spring	2023-24 the District and site leadership participated in 3 collaboratives focused on increasing PLC capacity aligned to Board of Education and Superintendent approved priorities.	2024-25 the District and site leadership participated in 3 collaboratives focused on increasing PLC capacity aligned to Board of Education and	2025-26 the District and site leadership participated in 3 collaboratives focused on increasing PLC capacity aligned to Board of Education and	The District will facilitate 3 leadership collaboratives annually to increase PLC capacity aligned to Board of Education and Superintendent approved priorities	Goal maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Superintendent approved priorities.	Superintendent approved priorities.	across all school sites.	
2.2	% of teachers agree there is Staff Collaboration at their sites [Source: California Healthy Kids Survey] Spring	2023-24 CHKS Staff survey results indicate 79% of teachers responded Strongly Agree or Agree to the question "Adults who work at this school are collaborating regularly."	2024-25 CHKS Staff survey results indicate 86% of teachers responded Strongly Agree or Agree on the question "Adults who work at this school are collaborating regularly."	2025-26 CHKS Staff survey results indicate 85% of teachers responded Strongly Agree or Agree on the question "Adults who work at this school are collaborating regularly."	The District will maintain or exceed a rate of 90% of teachers responding 'Strongly Agree' or 'Agree' to the CHKS question, "Adults who work at this school are collaborating regularly."	Increase by 6%
2.3	% of teachers agree they are part of site and local decision making [Source: California Healthy Kids Survey] Spring	2023-24 CHKS Staff survey results indicate 55% of teachers responded Strongly Agree or Agree to the question "This school promotes personnel participation in decision-making that affects school practices and policies."	2024-25 CHKS Staff survey results indicate 68% of teachers responded Strongly Agree or Agree on the question "This school promotes personnel participation in decision-making that affects school practices and policies."	2025-26 CHKS Staff survey results indicate 81% of teachers responded Strongly Agree or Agree on the question "This school promotes personnel participation in decision-making that affects school practices and policies."	The District will maintain or exceed a rate of 90% of teachers responding 'Strongly Agree' or 'Agree' on the CHKS question, "This school promotes personnel participation in decision-making that affects school practices and policies"	Increase of 26%
2.4	Report Card Revision implementation [Source: Staff Survey] Winter	2023-24 administrators initiate process for revising report card format Grades 1-8.	In 2024-25, we hosted three professional development days	In 2025-26, we hosted four professional development days	By 2027 WUSD will have a revised grades 1-8 report cards reflective of	Goal maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			and created a design team to restructure assessment and report cards.	and created a design team to restructure assessment and report cards. This team met four times in 2025-26.	student progress towards mastery.	
2.5	CA Dashboard CAASPP ELA and Mathematics Standard Met [Source: CA Dashboard] Fall % of Students in Grades 2-8 Meeting/Exceeding standards on 3rd Quarter Benchmark Assessments for Mathematics (Source: Renaissance STAR) % of Students in Grades 2-8 Meeting/Exceeding standards on 3rd Quarter Benchmark Assessments for Reading (Source: Renaissance STAR)	California Dashboard average for ALL students in English Language Arts and Mathematics: 2023 California Dashboard average for ALL students shows a Green overall dashboard rating for the Language Arts indicator which was 29.1 points above standard. 2023 California Dashboard average for ALL students shows an Yellow overall dashboard rating for the Mathematics indicator which was 6.9 points below standard. California Dashboard average for SED students in English Language Arts and Mathematics:	California Dashboard average for ALL students in English Language Arts and Mathematics: 2024 California Dashboard average for ALL students shows a Green overall dashboard rating for the Language Arts indicator which was 23.3 points above standard. 2024 California Dashboard average for ALL students shows an Yellow overall dashboard rating for the Mathematics indicator which was 5.6 points below standard.	California Dashboard average for ALL students in English Language Arts and Mathematics: 2025 California Dashboard average for ALL students shows a Green overall dashboard rating for the Language Arts indicator which was 24.8 points above standard. 2025 California Dashboard average for ALL students shows an Yellow overall dashboard rating for the Mathematics indicator which was 5 points below standard.	By 2027 all students and those who are socioeconomically disadvantaged will show Green or Blue on the California Dashboard for ALL students in English Language Arts. Students will maintain or exceed 30 points above the standard. By 2027 all students and those who are socioeconomically disadvantaged will show Green or Blue on the California Dashboard students in Mathematics. Students will maintain or exceed	Language Arts indicator decreased by 4.3 points above standard maintained Green. Mathematics indicator increased 1.9 points below standard, maintained Yellow. SED students Language Arts indicator increased 1.4 points above standard maintained Yellow. SED Mathematics decreased 5.2 points below standard maintained Orange. STAR metric discontinued

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023 California Dashboard average for SED students shows a Yellow overall dashboard rating for the Language Arts indicator which was 1.1 points above standard. 2023 California Dashboard average for SED students shows an Orange overall dashboard rating for the Mathematics indicator which was 42.3 points below standard. Local Assessment Benchmark Data 2023-24 Star Mathematics end of the 3rd Quarter results show that 44.5% of students grades 2-8 were meeting/exceeding standards. 2023-24 Star Reading end of the 3rd Quarter results show that 63.1% of students grades 2-8 were meeting/exceeding standards.	California Dashboard average for SED students in English Language Arts and Mathematics: 2024 California Dashboard average for SED students shows a Yellow overall dashboard rating for the Language Arts indicator which was 5.0 points above standard. 2024 California Dashboard average for SED students shows an Orange overall dashboard rating for the Mathematics indicator which was 35.6 points below standard. Local Assessment Benchmark Data: 2024-25 Star Mathematics end of the 3rd Quarter	California Dashboard average for SED students in English Language Arts and Mathematics: 2025 California Dashboard average for SED students shows a Orange overall dashboard rating for the Language Arts indicator which was 2.5 points above standard. 2025 California Dashboard average for SED students shows an Orange overall dashboard rating for the Mathematics indicator which was 37.1 points below standard.	5 points above the standard. By 2027, Local Assessment Benchmark Data will show a 5% annual increase of students grades 2-8 as meeting/exceeding reading and math standards.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			results show that 49% of students grades 2-8 were meeting/exceeding standards. 2024-25 Star Reading end of the 3rd Quarter results show that 62% of students grades 2-8 were meeting or exceeding standards"			
2.6	# of Williams complaints [Source: Office of the Superintendent] Spring	2023-24 0 (zero) Williams complaints were received in the areas related to instructional materials. 100% Williams compliant	2024-25 0 (zero) Williams complaints were received in the areas related to instructional materials.	2025-26 0 (zero) Williams complaints were received in the areas related to instructional materials.	By 2027, maintain 100% compliance to ensure that every student has access to board adopted, standards-aligned textbooks for core content areas, encompassing grades TK-8. Progress toward this goal will be monitored, with the objective of receiving zero Williams complaints in the area related to instructional materials.	0 Williams complaints.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	#of Williams complaints [Source: Office of the Superintendent] Spring	Refer to 2.6	Refer to 2.6	Refer to 2.6	Refer to 2.6	0 Williams complaints.
2.8	CA Dashboard standard met [Source: CA Department of Education Tests at a Glance Dashboard: Annual California Mathematics Test For students in grade 3rd through 8th] Fall	2023 California Dashboard average for ALL grade 3-8 students shows a Mathematics indicator of 6.9 points below standard. Maintained -0.2 points from the year before, for a Yellow overall dashboard rating. 2023 California Dashboard average for SED students shows an Orange overall dashboard rating for the Mathematics indicator which was 42.3 points below standard. 2023 California Dashboard average for EL students shows an Orange overall dashboard rating for the Mathematics indicator which was 59.8 points below standard. 2023 California Dashboard average for SWD students shows	2024 California Dashboard average for all grade 3-8 students shows a Mathematics indicator of 5.6 points below standard. Maintained +1.1 points from the year before, for a Yellow overall dashboard rating. 2024 California Dashboard average for SED students shows an Orange overall dashboard rating for the Mathematics indicator which was 35.6 points below standard. 2024 California Dashboard average for EL students shows an Orange overall	2025 California Dashboard average for all grade 3-8 students shows a Mathematics indicator of 5 points below standard. Maintained 1.9 points from the year before, for a Yellow overall dashboard rating. 2025 California Dashboard average for SED students shows a Orange overall dashboard rating for the Mathematics indicator which was 37.1 points below standard. 2025 California Dashboard average for EL students shows an Orange overall	By 2027, all students and those who are socioeconomically disadvantaged will show Green or Blue on the California Dashboard students in Mathematics. Students will maintain or exceed 5 points above the standard. English Learners will show Yellow on the California Dashboard students in Mathematics. Students will increase to 54 points below the standard. Students with disabilities will increase to 56 points below standard in mathematics. Wiseburn Middle	Mathematics increase in 1.9 points SED mathematics increased 5.2 points EL mathematics increased 21.6 points SWD mathematics decreased 8.3 points Wiseburn Middle School SWD mathematics increased by 4.6 points below standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		an Orange overall dashboard rating for the Mathematics indicator which was 69.4 points below standard. 2023 California Dashboard average for Wiseburn Middle School SWD students shows an Red overall dashboard rating for the Mathematics indicator which was 101 points below standard.	dashboard rating for the Mathematics indicator which was 41.1 points below standard. 2024 California Dashboard average for SWD students shows an Orange overall dashboard rating for the Mathematics indicator which was 65.8 points below standard. 2024 California Dashboard average for Wiseburn Middle School SWD students shows Yellow overall dashboard rating for the Mathematics indicator which was 35.6 points below standard.	dashboard rating for the Mathematics indicator which was 38.2 points below standard. 2025 California Dashboard average for SWD students shows an Yellow overall dashboard rating for the Mathematics indicator which was 61.1 points below standard. 2025 California Dashboard average for Wiseburn Middle School SWD students shows Red overall dashboard rating for the Mathematics indicator which was 105.6 points below standard.	School students with disabilities will increase to 100 points below standard.	
2.9	Standard Met on the CA Dashboard Local Indicator [Source: CA Dashboard Local Indicators]	Refer to 2.5	Refer to 2.5	Refer to 2.5	Refer to 2.5	Refer to 2.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Fall					
2.10	% of Students Meeting or Exceeding [Source: CA Dashboard: Annual California Science Test (CAST)] Fall	California Dashboard: Annual California Science Test (CAST) for students in 5th and 8th grade 2022-23 the CAST results show that 50% of students met or exceeded the standard for science.	California Dashboard: Annual California Science Test (CAST) for students in 5th and 8th grade 2023-24 the CAST results show that 46.2% students met or exceeded standards for science.	California Dashboard: Annual California Science Test (CAST) for students in 5th and 8th grade 2024-25 the CAST results show that students were 60.8% students met or exceeded standards for science.	By 2027 the CAST results will show that 90% of students met or exceeded the standard for science.	Plus 10.8%
2.11	% of students provided Physical Education Requirements [Source: School Site Schedules TK-8] Fall	2023-24 100% of students in WUSD will receive Physical Education instruction as per required minutes by the California Department of Education.	2024-25 100% of students in WUSD will receive Physical Education instruction as per required minutes by the California Department of Education.	2024-25 100% of students in WUSD will receive Physical Education instruction as per required minutes by the California Department of Education.	The District will ensure that 100% of WUSD students in grades 1-8 receive Physical Education instruction as per the required minutes by the California Department of Education.	Goal maintained
2.12	% of students receiving access to a Fine Arts Program [Source: School Site Schedules TK-8] Fall	100% of elementary school students will have access to the arts education 100% of middle school students have the	100% of elementary school students will have access to the arts education.	100% of elementary school students will have access to the arts education.	Annually 100% of elementary school students and 6th grade students will have access to arts education.	Goal maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		opportunity to choose an arts elective 100% of students in 6th grade will have at least one academic quarter of arts education.	100% of middle school students will have the opportunity to choose an arts elective. 100% of students in 6th grade will have at least one quarter of the year of arts education.	100% of middle school students will have the opportunity to choose an arts elective. 100% of students in 6th grade will have at least one quarter of the year of arts education.	Annually, all middle school students will have the opportunity to choose an arts elective.	
2.13	iReady Math and iReady Reading		N/A	Local Assessment Benchmark Data: 2025-26 iReady Mathematics Middle of the Year diagnostic results show that 43% of students grades 1-8 were meeting/exceeding standards. 2025-26 iReady Reading Middle of the Year diagnostic results show that 53% of students grades 1-8 were meeting or exceeding standards"	By 2027, Local Assessment Benchmark Data will show a 5% annual increase of students grades 2-8 as meeting/exceeding reading and math standards.	New metric

Goal Analysis [2025-26]

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

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

Actions outlined in Goal 2 have been effective in delivering both academic and co-curricular programs aimed at fostering students' lifelong learning capabilities. The alignment between planned actions and their actual implementation has been seamless, ensuring a thoughtful approach to achieving the objectives outlined in Goal 2, which in turn addresses state priorities 4, 5, 6, and 8, related to conducive learning environments and student engagement.

No substantive differences in implementation:

G2.1: WUSD prioritized teacher and administrative leadership through professional learning options and collaboration platforms like Principals Collaborative Time, HOW2, and Guiding Coalition.

G2.3: Regularly scheduled guiding coalition meetings were held at each school site bi-monthly. Guiding coalition members went through a rigorous professional development in the CAPS Network Year 1.

G2.5: Regularly scheduled teacher collaboration time (TCT) worked to elevate academic performance and foster a sense of school connectedness among all students, particularly those from diverse backgrounds such as English learners, foster youth, or low-income households. Both the system of local performance assessments and the system for organizing and providing access to student outcome data provided teachers with readily available data to support small learning groups focused on personalized instruction.

G2.6,7,10: Ensuring access to high-quality instructional materials to support teachers and students.

G2.8: The District was able to identify and hire an elementary Mathematics Teacher on Special Assignment (TOSA) as planned.

G2.9: WUSD ELA Signature Practice Committee was created and hosted three meetings to discuss mandated screeners.

G2.11,12: Sustained funding for staff to provide music instruction across all grade levels has expanded enrichment opportunities for students while fostering collaboration time for educators who meet in teams when students attend PE classes weekly.

Substantive difference:

G2.2: Grade-level teams needed additional release time to design assessments for essential standards.

G2.4: The budgeted amount did not allow for the amount of time the committee needs to commit to restructuring feedback to students and families.

G.2.3, 2.4, 2.9: Actions were funded using LREBG funds.

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.

These are the only material differences between budgeted expenditures and estimated expenditures:

G2.1 Increase in costs due to consultant contracts for staff training and prior consultant collaboration (+\$14,000)

G2.4 Increase anticipated costs due to consultant fee and substitute teacher costs (+\$36,000)

G2.9 Through implementing this action, it became clear that we needed to have staff trained in the Science of Reading. (-\$71,800 from LREBG)

G.11 Increase in staffing for elementary PE program (\$+274,100)

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

2.1 Administrative PLC and 2.2 Teacher Collaboration Time (TCT)

Highly Effective

The District conducted all three collaborative sessions as planned, focused on PLC capacity aligned to district priorities. CHKS survey results showed significant growth in teacher perception of collaboration, increasing from 79% to 86%. This indicates effective implementation of TCT protocols.

2.3 Site Leadership decision making

Highly Effective

Teacher involvement in decision-making improved from 55% to 81%, showing positive trends, though still short of the 90% target.

2.4 Report Card Revision

Highly Effective

PD days and design team formation signal solid implementation to ensure that the students' progress is being effectively communicated. However, the final implementation of new report cards is still in progress. When the new process is in effect, we will measure the impact on parents' sense of connectedness to school using the Educational Partner survey.

2.5 Embedded Professional Development

Moderately Effective

CA Dashboard shows an overall Green indicator in ELA outcomes, with students 24.8 points above standard. The CA Dashboard shows an overall Yellow indicator in Mathematics outcomes, with students 5 points below standard.

2.6 Pupil Access to Grade Level Curriculum and 2.7 Online Teaching and Learning Supports

Highly Effective

Zero Williams complaints for two consecutive years confirm that students have equitable access to core instructional materials, and continued use of vetted tech resources affirms that online instructional access is robust.

2.8 Elementary Mathematics Curriculum PD

Moderately Effective

Action 2.8, aimed to improve math outcomes through professional development and professional learning communities, was moderately effective. All students increased by .6 points (maintaining yellow performance indicator). Math performance maintained among English Learners by 2.8 points (a decrease from the yellow to the orange CA Dashboard indicator). Socioeconomically disadvantaged students demonstrated maintained growth in math performance by -1.5 points (a decrease from the yellow to the orange CA Dashboard indicator). These outcomes suggest that, while the action is well designed, efforts need to intensify to make progress towards the goal.

2.9 ELA Textbook Pilot and Adoption

The effectiveness cannot be measured because it was not fully implemented.

2.10 NGSS Curriculum Implementation

Partially Effective

Science CAST data maintained a standard of 60.8 points. Indicates the need for stronger implementation and follow-up on teacher PD.

2.11 TK-8 Physical Education

Highly Effective

PE minutes were fully met across all grades. 100% compliance aligns with California mandates, which offers evidence of a broad course of study.

2.12 TK-8 Fine Arts Programs

Highly Effective

All students across TK-8 received consistent arts access, meeting stated goals and sustaining full implementation across years, which offers evidence of a broad course of study.

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 practices, WUSD plans several key adjustments for the 2024–25 year: These changes aim to address identified gaps, improve instructional effectiveness, and strengthen progress toward meeting whole child academic and social-emotional goals. G.2.5, 2.6, and 2.8 are going to shift metrics from STAR to iReady to ensure our data more closely aligns with the CA Dashboard. We have discontinued the use of STAR. Our current iReady metrics show 2025-26 iReady Mathematics Middle of the Year diagnostic results show that 43% of students grades 1-8 were meeting/exceeding standards. 2025-26 iReady Reading Middle of the Year diagnostic results show that 53% of students grades 1-8 were meeting or exceeding standards. Targeted metrics 2.8 were added for all designated subgroups reported. Actions 2.3, 2.4, and 2.9 were shifted to LREBG 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
2.1	Administrative PLC	The District will provide professional development sessions for administrators during principal collaborative meetings and District leadership planning sessions held throughout the school year.	\$10,000.00	No
2.2	Teacher Collaboration Time (TCT)	The District will offer release time and Teacher Collaboration Time (TCT) to empower educators with avenues for enhancing teaching and learning. Using protocols linked to Professional Learning Communities (PLCs), Teacher Collaboration Time (TCT) will serve as a designated and routine setting for teachers to share best practices and jointly develop strategies aimed at improving learning outcomes and promoting student achievement.	\$0.00	No
2.3	Site Leadership Guiding Coalition	The District will actively encourage staff engagement in leadership opportunities tailored to foster the implementation and continued adherence to the Professional Learning Community (PLC) framework. This initiative will empower educators to take on influential roles in shaping and advancing the PLC process within their respective schools and across the district, fostering a culture of collaborative learning and continuous improvement. LREBG Action. The implementation of Professional Learning Communities (PLCs) is an evidence-based strategy to ensure high levels of learning for all students by shifting the school culture from a focus on teaching to a focus on learning. Research demonstrates that when teachers move away from isolated practice and engage in collective inquiry, there is a statistically significant correlation with increased student achievement, particularly for unduplicated student groups and students at risk of academic failure (Carter, 2008). CHKS Staff survey will be given to teachers to respond Strongly Agree or Agree on the question "This school promotes personnel participation in decision-making that affects school practices and policies. LREBG funding: \$100,000.	\$117,000.00	No
2.4	Report Card Revision	The District will provide a collaborative setting for staff to revise grade-level report cards, leveraging the focus of Professional Learning Communities	\$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
		(PLCs) on California State Standards, to accurately reflect student progress toward meeting standards. This is an LREBG action. Research generally suggests that Standards-Based Grading (SBG) provides several psychological and pedagogical advantages over traditional grading by focusing on mastery rather than a "hodgepodge" of behaviors like attendance or homework completion (Carberry et al., 2012). The metric used is that administrators initiate a process for revising report card format Grades 1-8.LREBG funds: \$5,403.		
2.5	Embedded Professional Development	The District, influenced by the principles of Professional Learning Communities (PLCs), will offer comprehensive and coordinated professional development opportunities throughout the academic year. These sessions will focus on ensuring the consistent integration of research-based teaching and learning strategies across all classrooms, fostering a culture of continuous improvement and instructional excellence.	\$0.00	No
2.6	Pupil Access to Grade Level Curriculum	The District will continue to invest in standards-aligned textbooks for core content areas spanning grades TK through 8. English Language Arts Adoption 2008 Writing Adoption 2022 Science/NGSS Adoption 2023 Math Adoption 2024	\$80,000.00	No
2.7	Online Teaching and Learning Supports	The District will provide online District-approved curriculum for all students, facilitating greater accessibility and personalization of learning.	\$123,000.00	No
2.8	Professional Learning - Elementary Mathematics	The District will provide standards-aligned professional development sessions tailored for TK-5 teachers, guided by the principles of Professional Learning Communities (PLCs). These sessions will prioritize the comprehensive implementation of Mathematics curricula, with a	\$165,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Curriculum Implementation	primary focus on addressing the diverse learning needs of students, especially those identified as low income, foster youth, or English Learners.		
2.9	TK-8 English Language Arts Textbook Pilot, Program Adoption, and Professional Development	The District will support the initiation, adoption, and implementation of a new ELA resource for grades TK-8. This resource will be designed to improve students' proficiency in reading, writing, speaking, and listening, aligning with State Standards. Special emphasis will be placed on prioritizing elementary materials to strengthen reading instruction, particularly for grades TK-2.	\$115,000.00	No
2.10	NGSS Curriculum Implementation	The District will provide professional development aligned with the Next Generation Science Standards (NGSS) for WUSD teachers. This professional learning will enable teachers to advance further towards the full implementation of science curricula adopted in 2021-2022.	\$0.00	No
2.11	TK-8 Physical Education Program	The District will provide all students with physical education instruction, ensuring the mandated number of PE minutes within each 10-school-day rotation.	\$727,750.00	No
2.12	TK-8 Fine Arts Programs	The District will provide students with opportunities to engage in Visual and Performing Arts (VAPA) both all grade levels. Additionally, the District will ensure that instrumental or choral music programs are available to all elementary school students.	\$1,388,640.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Future Ready: We assure teaching and learning that includes academic and co-curricular programs to strengthen students' ability to excel as life-long learners in an everchanging world.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This Broad Goal was developed by focus groups made up of WUSD families, teachers, and students to create a district-wide strategic plan built on common goals. This goal focuses on the future college and career readiness needs of students encompassing State Priorities 2, 5 and 7. Recent State assessment data, parent/caregiver surveys, and a heightened emphasis on literacy in the areas of science, technology, engineering, and math education as part of the California State Standards have led to a focus on creating opportunities for all students in the areas of college and career readiness. Actions and metrics will work in concert to achieve this goal focusing on the Multi-Tiered System of Support Tiers emphasizing college and career readiness and the individual needs of each child in the District. DA Actions: 3.1, 3.2, 3.20 (LTEs).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of Students Reclassified each year [English Language Development Team] Spring	2022-23 the WUSD reclassification rate for English Learners was 19.41%.	2023-24 the WUSD reclassification rate for English Learners was 28%.	2024-25 the WUSD reclassification rate for English Learners was 32%.	By 2027, the WUSD reclassification rate will maintain or exceed 19%.	EL Reclassification Rate increased 12.59%
	% of English Language Learners meeting or exceeding growth target CA Dashboard Standard Met [CA Dashboard]	2023 California Dashboard average for English Language learners shows a Language Arts indicator of 17.4 points below standard. A decline of	2024 California Dashboard average for English Language learners shows a	2025 California Dashboard average for English Language learners shows a	By 2027, the District will show Green or Blue on the 2023 California Dashboard average for	ELA indicator for EL's increased 1.6 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Fall	4.1 points from the year before, for an Orange overall.	Language Arts indicator of 17 points below standard. A maintained -.0.2 points from the year before, for an Orange overall.	Language Arts indicator of 19 points below standard. A maintained -2.0 points from the year before, for an Orange overall.	English Language learners. Students will maintain or exceed 5 points above the standard.	
3.2	% of results indicating school promotion of academic success [Source: LCAP survey]	2023-24 LCAP survey results indicate 84% of people responded "Strongly Agree" or "Agree" to the question "This school promotes academic success for all students."	2024-25 LCAP survey results indicate 83% of people responded "Strongly Agree" or "Agree" on the question "This school promotes academic success for all students."	2025-26 LCAP survey results indicate 88% of people responded "Strongly Agree" or "Agree" on the question "This school promotes academic success for all students."	By 2027 the District will maintain or exceed a rate of 90% or more of people responding "Strongly Agree" or "Agree" to the question "This school promotes academic success for all students."	Increase of 4%
3.3	% of EL TOSA Be Glad certified [Source: Be Glad Certification Site and Certificates] Spring	2023-24 ELD assigned teachers were 100% Be Glad Teacher certified. 0% of staff were certified as Be GLAD trainers.	2023-24 ELD assigned teachers were 100% Be Glad Teacher certified. 100% were Be GLAD certified trainers for future GLAD cohorts.	2023-24 ELD assigned teachers were 100% Be Glad Teacher certified. 100% were Be GLAD certified trainers for future GLAD cohorts.	By 2027 ELD TOSAs will be 100% Be Glad certificated as trainers.	Goal maintained
3.4	% of students making progress [Source: Annual California Dashboard English Learner Progress Indicator (ELPI)]	Annual California Dashboard English Learner Progress Indicator (ELPI) 2023 California Dashboard for ELPI	2024 California Dashboard for ELPI shows 54.7% of English Learners were making progress towards English	2025 California Dashboard for ELPI shows 62.8% of English Learners were making progress towards English	By 2027 the California Dashboard for ELPI will show a Green performance level. Students making	Increased by 7.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Fall	shows 54.9% of English Learners were making progress towards English language proficiency with a Yellow performance level.	language proficiency with a Yellow performance level.	language proficiency with a Green performance level.	progress towards English language proficiency will maintain or increase. Students making progress towards English language proficiency will maintain or increase to a percentage of 60%.	
3.5	% results indicate feeling connected and involved as members of the WUSD community. [Source: LCAP Survey] Winter	Refer to 4.10	Refer to 4.10	Refer to 4.10	Refer to 4.10	Refer to 4.10
3.6	# of preschool students enrolled [Source: Preschool Enrollment Record] Winter/February	February 1, 2024 the WUSD Preschool reported enrollment of 62 students.	For the 24-25 school year we have 49 students+ 1 pending. The district Preschool program has reduced from 4 to 3 classes during the 24-25 school year due to increased TK enrollment.	For the 2025-26 school year we have 50 students. The district Preschool program has maintained 3 classes (from 4 in 23-24) due to increased TK enrollment.	The District will maintain preschool enrollment at or above 60 as measured in February.	Decrease of 12 students
3.7	% of results indicating school promotion of academic success [Source: LCAP Survey] Fall	Refer to 3.2	Refer to 3.2	Refer to 3.2	Refer to 3.2	Refer to 3.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	# of annual inclusion-focused Professional Learning opportunities [Source: WUSD Professional Learning Calendar] Fall	2023-24 WUSD teachers did not receive inclusive teaching professional learning opportunities.	2024-25 WUSD guiding coalitions attended the CAPS network that incorporate Level 1-3 inclusive practices.	2025-26 WUSD guiding coalitions attended the CAPS network that incorporates Level 1-3 inclusive practices.	The District will provide two (2) professional learning opportunities annually related to inclusive teaching practices to WUSD teachers.	Goal maintained
3.9	# of annual community-building events [Source: Wiseburn.org events calendar] Fall	2023-24 WUSD provided 2 community-building events for parents/caregivers of students with special needs.	2024-25 The district has followed through with outreach to the Friendship Foundation to host monthly events at all 4 school sites. This year we have expanded from to include Del Aire Elementary. Parents are invited to attend the events with their child at school to build community. Parent presentations on behavior and neurodiversity are planned with school and SELPA staff in Spring and Fall of 2025.	2025-26 The district has followed through with outreach to the Friendship Foundation to host monthly events at all 4 school sites. This year we have expanded from to include Del Aire Elementary. Parents are invited to attend the events with their child at school to build community. We also created a Wiseburn Friendship Foundation Group that supported the Pier to Pier Friendship walk in October. Parent presentations on behavior and	The District will annually provide a minimum three (3) community-building events for parents/caregivers of students with special needs.	Increase of 1 meeting

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				neurodiversity are planned with school and SELPA staff in Spring of 2026.		
3.10	Staffing: Program Specialist employed [Source: Human Resources] Fall	2023-24 the District has a program specialist to support families and staff in the area of special education.	2024-25 the District has a program specialist to support families and staff in the area of special education.	2025-26 the District has 2 program specialists to support families and staff in the area of special education. Currently 1 program specialist is temporary for 25-26 to support increase in students with IEP's district-wide.	The District will maintain the position of program specialist to support families and staff in the area of special education.	Goal maintained
3.11	% of 7th and 8th students with access to College and Career Curriculum [Source: Wiseburn Middle School Handbook] Fall	2023-24 100% of students in grade 7 and 8 students had access to educational programming in the areas of financial literacy and college and career readiness.	2024-25 100% of students in grade 7 and 8 students had access to educational programming in the areas of financial literacy and college and career readiness.	2025-26 100% of students in grade 7 and 8 students had access to educational programming in the areas of financial literacy and college and career readiness	The District will maintain grade 7 and 8 student access to financial literacy and college and career readiness program(s).	Goal maintained
3.12	% of students with access to STEAM Programming [Source: School Site Master Schedules] Fall	In 2023-24 100% of elementary school students had access to STEAM and 100% of middle school students	In 2024-25 100% of elementary school students had access to STEAM and 100% of middle school	In 2025-26 100% of elementary school students had access to STEAM and 100% of middle school	The District will maintain an elementary school STEAM program and a middle	Goal maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		had access to select a STEAM elective.	students had access to select a STEAM elective.	students had access to select a STEAM elective.	school STEAM elective.	
3.13	Staffing: STEAM Aides employed [Source: Human Resources] Fall	2023-24 all elementary school sites have a tech aide to organize STEAM activities for students.	2024-25 all elementary school sites have a tech aide to organize STEAM activities for students.	Aviation has a vacancy since October 2025.	All elementary school sites will staff a technology aide to organize STEAM activities for students.	Decrease of 1 teacher
3.14	Staffing: Library Clerks employed [Source: Human Resources] Fall	2023-2024 all school sites have a library clerk to support literacy beyond the classroom for students.	2024-2025 all school sites have a library clerk to support literacy beyond the classroom for students.	2025-2026 all school sites have a library clerk to support literacy beyond the classroom for students.	All school sites will have a library clerk to support literacy beyond the classroom for students.	Goal maintained
3.15	Artificial Intelligence Education Task Force Implementation [Source: Board Agenda Items] Spring	Pending start date	March 2025-All district Professional Development opportunity on integration of AI into your classrooms.	February 2026-All district Professional Development opportunity on integration of AI into your classrooms.	By 2027 WUSD will initiate a task force to develop policies, guidelines, and a districtwide plan for professional development and use of Artificial Intelligence in WUSD classrooms.	Goal maintained
3.16	% of SED Students Meeting/Exceeding standards on Benchmark Assessments [Source: Renaissance Math and Reading]	Local Assessment Benchmark Data 2023-24 Star Reading End of the 3rd Quarter results show that 47%	Local Assessment Benchmark Data 2024-25 Star Reading End of the 3rd Quarter results show that	STAR has been discontinued. LCAP Survey	Local Assessment Benchmark Data By 2027, Local Assessment Benchmark Data	STAR has been discontinued. Refer to 2.13. Goal maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Spring % of parents/caregivers chose 4 or 5 (high or very high) when asked to rate instruction aligned to adopted academic standards for core subject areas. (Source: WUSD LCAP survey) Spring	of SED students were meeting/exceeding reading standards. 2023-24 Star Math End of the 3rd Quarter results show that 30% of SED students were meeting/exceeding math standards. LCAP Survey 2023-2024 LCAP survey results indicate that 70% of parents/caregivers rated WUSD's overall progress in instruction aligned to adopted academic standards for core subject areas as a 4 or 5 (high or very high).	50% of SED students were meeting/exceeding reading standards. 2024-25 Star Math End of the 3rd Quarter results show that 31% of SED students were meeting/exceeding math standards. LCAP Survey 2024-25 LCAP survey results indicate that 84% of parents/caregivers rated the District's overall progress in instruction aligned to adopted academic standards for core subject areas as a 4 or 5 (high or very high).	2025-26 LCAP survey results indicate that 70% of parents/caregivers rated the District's overall progress in instruction aligned to adopted academic standards for core subject areas as a 4 or 5 (high or very high).	will show a 5% annual increase of SED students meeting/exceeding reading and math standards. LCAP Survey By 2027, 90% or more of parents/caregivers will rate their agreement as 4 or 5 (high or very high) for the statement: "Rate the progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks."	
3.17	% of students screened for Gate [Source: District Assessment Calendar] Fall	2023-24 100% of enrolled students in grade 3 were screened for the GATE program.	2024-25 100% of enrolled students in grade 3 were screened for the GATE program.	2025-26 100% of enrolled students in grade 3 were screened for the GATE program.	100% of students enrolled in grade 3 will be screened for the GATE program.	Goal maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.18	% of English Language Learners meeting or exceeding growth target [Source: CA Dashboard] Fall Student benchmark assessment outcomes [Source: Renaissance Math and Reading] Spring	Refer to 3.1 and 3.16	Refer to 3.1 and 3.16	Refer to 3.1 and 3.16	Refer to 3.1 and 3.16	Refer to 3.1 and 3.16 STAR metric was discontinued
3.19	% of English Language Learners meeting or exceeding growth target [Source: CA Dashboard] Fall Student benchmark assessment outcomes [Source: Renaissance Math and Reading] Spring	Refer to 3.1 and 3.16	Refer to 3.1 and 3.16	Refer to 3.1 and 3.16	Refer to 3.1 and 3.16	Refer to 3.1 and 3.16 STAR metric was discontinued
3.20	% of Long Term English Language Learners meeting or exceeding growth target in ELA, Chronic Absenteeism, and Suspension. Staffing: LTEL Liaison employed [Source: Human Resources] Fall	The 2024 California Dashboard average for Long-term English learners shows a Language Arts indicator of 88 points below standard, for a Red overall. The 2024 California Dashboard average for Long-term English learners shows a Chronic Absenteeism indicator of 32.4 %	N/A	The 2025 California Dashboard average for Long-term English learners shows a Language Arts indicator of 95.2 points below standard, for a Red overall. The 2025 California Dashboard	By 2027 the California Dashboard for LTEL will show a Green performance level. Students making progress towards English Language Arts, Chronic Absentees and Suspension will increase.	Increase distance from standard 7.2 points Decreased by 15.7% Decreased by 6.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		chronically absent, for a Red overall. The 2024 California Dashboard average for Long-term English learners shows a Suspension indicator of 13.2% of students, for a Red overall.		average for Long-term English learners shows a Chronic Absenteeism indicator of 16.7 % chronically absent, for a Red overall. The 2025 California Dashboard average for Long-term English learners shows a Suspension indicator of 6.5% of students, for a Yellow overall.		
3.21	% of Socioeconomically disadvantaged and English Language Learners students meeting or exceeding growth target in ELA (Source: CA Dashboard) Fall (Source: CA Dashboard)	The 2024 California Dashboard shows a Language Art indicators of 19 points below standard for English Language Learners and 2.5 points below standard for Socioeconomically disadvantaged students.	N/A	N/A	By 2027, the California Dashboard for English Language Learners and Socioeconomically Disadvantaged students will have a Green indicator on the CA Dashboard.	N/A

Goal Analysis [2025-26]

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

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

Actions outlined in Goal 3 have been effective in delivering both academic and co-curricular programs aimed at fostering students' lifelong learning capabilities. The alignment between planned actions and their actual implementation has been seamless, ensuring a thoughtful approach to achieving the objectives outlined in Goal 3, which in turn addresses state priorities 2, 5, and 7, related to conducive learning environments and student engagement.

Substantive differences in planned actions and actual implementation include the following: Actions 1-20 were implemented fully.

No substantive differences

G3.1-4: WUSD effectively delivered professional development to ELD staff, focusing on GLAD strategies to support English Learners, while introducing staff to ELlevation.

G 3.5: WUSD effectively provided translations to families in need.

G 3.6: WUSD successfully implemented an inclusive preschool program within the District.

G 3.7, G3.9: The District was able to identify and hire special education teachers and staff as planned.

G 3.8: The District faced continued challenges in identifying appropriate schedules and resources to implement professional learning in the area of coteaching to promote inclusion in all classrooms.

G 3.10: WUSD was able to identify and hire a second Program Specialist.

G 3.11, 12: WUSD provides STEM LAB support personnel and a program coordinator for early engineering activities and learning TK-8. Grades 7 and 8 students benefit from an online exploration tool introducing career options and lessons in financial literacy.

G 3.13: WUSD was able to identify and hire a technology assistant at each school site.

G3.14, 15: WUSD's successful recruitment in the technology support department ensures full access to devices, online resources, and prompt troubleshooting assistance, fostering a conducive digital learning environment.

G3.16: The District aligning local benchmark assessments and assessments like ELPAC and CAASPP/CAST/CAA, and facilitates informed instructional decisions.

G3. 17: GATE enrichment opportunities were offered to all qualified 3rd-8th-grade students.

G3.18, 19: WUSD supported site intervention programs with Response to Intervention Teachers at each school, averaging 1.2 FTE per site to work with students identified for tier 3 intervention needs in reading or math. The 2025 California Dashboard average for all grade 3-8 students shows a Language Arts indicator of 24.8 above standards

G.3.20: WUSD was able to hire a LTEL lisason.

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

Material differences between budgeted expenditures and estimated expenditures:

G.3.1 Decrease in staffing due to student population shift (+\$71,641).

G.3.2--Increase COLA for staff (+14,603).

G.3.5-Increase use of translation services (-\$9,025).

G.3.7 Increased cost to additional staffing, training, and support systems to ensure compliance with IEP mandates and to foster safe, supportive learning environments across all campuses (+\$1,556,675).

G.3.13-Increase in programming and staffing at the elementary level (+48,052).

G.3.14-Increase in hours for school librarians (+\$16,488).

G.3.16-Decrease in enrollment in GATE enrichment programs (-\$8,000).

G.3.17-Increase in staffing for reading and math intervention (+\$566,313).

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

Action 3.1 – ELD – Language Acquisition Support

Partially Effective

The reclassification and dashboard indicator has increased; there was improved attendance and suspension data, indicating more focused instructional time for English Learners. The 2025 California Dashboard average for English Language learners shows a Language Arts indicator of 19 points below standard. An increase of 12.59 points from the year before, for an Orange overall. This, coupled with improved instructional strategies, leads us to conclude that this is a promising action.

Action 3.2 – Language Acquisition – Classroom Support

Partially Effective

Local Indicator Survey staff survey on district program implementation shows an increase. The 2025 California Dashboard English Learner Progress Indicator (ELPI) California Dashboard for ELPI shows 62.8% of English Learners were making progress towards English language proficiency with a Green performance level. The California Dashboard ELA indicator was an Orange. English Learner students performed 19 points below average.

Action 3.3 – ELD Professional Learning and Action 3.4 – ELD Framework Integration Training

Partially Effective

All TOSAs achieved trainer certification, fully meeting the goal and thereby equipping staff with evidence-based strategies that will impact English learner achievement. The 2025 California Dashboard English Learner Progress Indicator (ELPI) California Dashboard for ELPI shows 62.8% of English Learners were making progress towards English language proficiency with a Green performance level.

Action 3.5 – Interpretation and Translation Services

Highly Effective

Supports foundational access from the Education Partner survey stated that 95% of families had access to communications and materials demonstrating effectiveness in their children’s education.

Action 3.6 – Preschool Enrichment Program

Effective

While the enrollment declined from the previous year at the preschool, we still maintained at capacity at 54 students in 2025-26.

Action 3.7 and Action 3.8– Maintain Special Education Support and Inclusive Practices Training

Moderately Effective

Maintained current staffing levels to ensure continuity of instruction and support services across school sites, consistent with feedback from educational partners who emphasized the importance of stable relationships with staff for student engagement and academic success.

Action 3.9 – Parent/Caregiver Workshops

Highly Effective

Expanded family engagement events and outreach to additional school sites in response to educational partner input, resulting in increased parent connectedness. Three well-attended events were held at our elementary schools—an increase from previous years—demonstrating improved participation and alignment with our engagement goals.

Action 3.10 – Program Specialist – Special Education

Highly Effective

Specialist role stable; fulfills special ed support expectations. SWD were 39 points below standard in ELA on the CA Dashboard and 61.1 points below standard in mathematics.

Action 3.11 – College and Career Readiness (CCR) Highly Effective

Full access to all middle school students is sustained. All middle school students participated in a financial literacy program in an in-school assembly.

Action 3.12 – STEAM/PLTW Programs

Moderately Effective

Universal access to STEAM is achieved across K–8. All kindergarten-5th-grade students participated in coding enrichment bi-monthly. Middle school students had access to a Project Lead the Way elective course. The Education Partner feedback is that 75% of middle school families find the Project Lead the Way classes highly effective.

Action 3.13 – Technology Aides

Highly Effective

All schools are staffed with tech aides; implementation is ongoing to ensure district devices are working effectively in the classrooms. The Education Partner feedback is that 82% of families find the elementary coding classes highly effective.

Action 3.14 – Library Clerks

Highly Effective

Library staff in place at all sites; service sustained. This was evident in maintained in the California Dashboard, in ELA maintained the Green indicator for all students.

Action 3.15 – Strategic Pathways – AI Task Force

Partially Effective

Professional development initiated; teachers indicated they would like more professional development in the use AI in their classroom.

Action 3.16 – Data & Assessment

Moderately Effective

Incremental gains in iReady ELA and Math benchmark data. ELA beginning of the year showed 31% of 1st-8th grade students were at or above grade level. At the mid year assessment, 54% of students were at or above grade level in ELA. Math beginning of the year who 29% of students were at or above grade level. At the mid-year assessment, 44% of students were at or above grade level.

Action 3.17 – GATE Program

Highly Effective

Full screening was implemented as planned, providing students with the instructional support they need. 50% of GATE students benefited from the enrichment program.

Action 3.18 – Multi-Tiered Systems of Support (MTSS)

Moderately Effective

System supports are deployed; limited academic growth is visible. iReady ELA and Math benchmark data. ELA beginning of the year showed 31% of 1st-8th grade students were at or above grade level. At the mid-year assessment, 54% of students were at or above grade level in ELA. Math, at the beginning of the year, who 29% of students were at or above grade level. At the mid-year assessment, 44% of students were at or above grade level. Instructional teams designed changes to MTSS to improve student outcomes in the future.

Action 3.19 – Student Acceleration Support (SAS)

Moderately Effective

Resources targeted, but tied to moderate academic outcomes. The CA Dashboard data showed an increase for English Learner and socioeconomically disadvantaged students. English Learner Progress Indicator (ELPI) California Dashboard for ELPI shows it increased to 62.8% of English Learners were making progress towards English language proficiency with a Green performance level. The California Dashboard ELA indicator was a Yellow. English Learner students performed 19 points below average. The CA Dashboard ELA Indicator was Yellow, and socioeconomically disadvantaged students performed 2.5 points below average.

Action 3.20-LTEL Lisason

Partially Effective

The reclassification and dashboard indicator has increased; there was improved attendance and suspension data, indicating more focused instructional time for English Learners. The 2025 California Dashboard average for English Language learners shows a Language Arts

indicator of 19 points below standard. A maintained -2 points from the year before, for an Orange overall. This, coupled with improved instructional strategies, leads us to conclude that this is a promising action.

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 practices, WUSD plans several key adjustments for the 2025–26 year: These changes aim to address identified gaps, improve instructional effectiveness, and strengthen progress toward meeting whole child academic and social-emotional goals. G.2.5, 2.6, and 2.8 are going to shift metrics from STAR to iReady to ensure our data more closely aligns with the CA Dashboard. Refer to metric 2.13. Action 3.21 is the addition of an English Language Arts and Response to Intervention Teacher of Special Assignment and metric 3.21.

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	Language Acquisition Classroom Support	The District will assign designated personnel to offer in-classroom support for the English Learner (EL) program, with a focus on integrated and designated English Language Development (ELD) instruction for students. Differentiated Assistance Action.	\$202,756.00	Yes
3.2	Language Acquisition Support	The District will allocate dedicated staff members to provide support for the WUSD English Learner (EL) program. This support will include teacher professional development (PD) with a dual focus on integrated and designated English Language Development (ELD) instruction. Special emphasis will be placed on meeting the needs of Long-Term English Language Learners (LTEL). Differentiated Assistance Action.	\$267,425.00	Yes
3.3	ELD Professional Learning	The District will provide training for ELD TOSAs who will teach GLAD strategies to general education teachers, enhancing teachers' instructional expertise in integrated and designated instruction for English Learners.	\$6,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	ELD Framework integration training	The District will offer structured teacher collaboration sessions in partnership with site administration, emphasizing Specially Designed Academic Instruction in English (SDAIE) strategies tailored to increase language acquisition for Long-Term English Language Learners (LTEL) in the classroom. This action will continue to support designated and integrated English language development for identified students.	\$0.00	No
3.5	Interpretation and translation services for families.	The District will offer interpretation and translation support to ensure families can access school information in their preferred language, including languages other than Spanish (e.g., parents/caregiver conferences, District and site newsletters). While WUSD as a district may not surpass the 15% threshold requiring this assistance, the District has taken a proactive measure to assist families at every school with non-English fluent members in multiple languages.	\$13,000.00	No
3.6	Preschool Enrichment Program	The District will continue to operate an effective and inclusive preschool program for students with disabilities.	\$0.00	No
3.7	Maintain Special Education Support	The District will recruit and retain high-quality Special Education teachers and classroom support staff by employing research-based teaching and learning strategies.	\$3,996,070.00	No
3.8	Inclusive Practices Training	The District will provide training for teachers to develop a model for inclusive instruction.	\$0.00	No
3.9	Parent/Caregiver Workshops	The District will offer community-building events where families of students, including those with special needs, gather for connection, information-sharing, and collaboration.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.10	Program Specialist	The District will maintain the position of Program Specialist to support for families and teachers in the area of special education.	\$189,952.00	No
3.11	College and Career Readiness (6-8) Program	The District will implement a designated program in middle school aimed at promoting financial literacy and fostering college and career readiness.	\$3,000.00	No
3.12	STEAM/PLTW Programs	The District will ensure access to Science, Technology, Engineering, Arts, and Mathematics (STEAM) learning opportunities for students from Transitional Kindergarten through 8th grade.	\$161,590.00	No
3.13	Technology Aides	The District will provide each school site with dedicated technology aides to offer comprehensive support for STEAM (Science, Technology, Engineering, Arts, and Mathematics) learning initiatives.	\$77,155.00	No
3.14	Library Clerks	The District will enhance literacy initiatives by providing site-based library clerks who will actively support and promote lifelong literacy skills among students.	\$165,970.00	No
3.15	Strategic Pathways Development	The District will establish an Artificial Intelligence (AI) Task Force comprised of District administrators, IT professionals, faculty, and educational partners. This initiative aims to collaboratively develop board policies and administrative regulations that effectively meet the professional needs of staff and cater to the future educational needs of students.	\$0.00	No
3.16	Assessment and Accountability Structures	The District will provide benchmark assessments in grades 1-8 for both Math and ELA supported by a data management program to assist staff	\$35,000.00	No

Action #	Title	Description	Total Funds	Contributing
		with data analysis related to implementation of state standards for all students, specifically unduplicated student groups.		
3.17	GATE Program	The District is committed to fostering academic excellence by offering Gifted and Talented Education (GATE) testing and tailored enrichment activities for students in grades 3 through 8.	\$33,000.00	No
3.18	Multi-Tiered Systems of Support	The District will implement a comprehensive approach to student support, leveraging data-driven analysis, and monitoring systems to identify and address the needs of struggling students effectively. Through this proactive strategy, targeted interventions and personalized support will be provided to ensure that every student receives the assistance they require to grow academically and socio-emotionally.	\$0.00	No
3.19	Student Acceleration Support (SAS)	The District will use benchmark data to identify students and provide additional learning support through Student Acceleration Support (SAS) for those requiring academic acceleration, with particular attention to students in foster care and those identified as socio-economically disadvantaged or English Learners.	\$446,500.00	Yes
3.20	LTEL Liaison	The District will assign designated personnel to offer in-classroom support for the Long Term English Learner (LTEL) program. Differentiated Assistance Action.	\$25,000.00	No
3.21	Language Arts and MTSS TOSA	The District will provide a Language Arts and MTSS TOSA to provide standards-aligned professional development sessions tailored for TK-5 teachers, guided by the principles of Professional Learning Communities (PLCs). These sessions will prioritize the comprehensive implementation of ELA curricula, with a primary focus on addressing the diverse learning needs of students, especially those identified as low-income, foster youth, or English Learners.	\$150,000.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Community Engagement: We assure that all members of the WUSD community are respected as partners in education and that a diverse, inclusive, and equitable organization provides a foundation for all members of the WUSD community.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This Broad Goal was developed by focus groups made up of WUSD families, teachers, and students to create a district-wide strategic plan built on common goals. This goal focuses on access and equity encompassing State Priority 3 as based on results of stakeholder feedback, survey results, and focus group shared priorities. Actions and metrics will work in concert to achieve this goal focusing on diversity, inclusion, and equity providing for both transparency and access for all District stakeholders in support of each child in the District. DA Actions: 4.1, 4.4 (engagement).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Student Suspensions [Source: CA Dashboard] Spring Student Expulsions [Source: CDE Dataquest] % of parents/caregivers responding positively to school safety	2023 CA School Dashboard Suspension Indicator for all students shows 1.3% suspended at least once a decline of 0.3% from the year before, for a Green overall dashboard rating. 2023 CA School Dashboard Suspension	2024 CA School Dashboard Suspension Indicator for all students shows 1.9% suspended at least once, an increase of 0.6% from the year before, for a yellow overall dashboard rating.	2025 CA School Dashboard Suspension Indicator for all students shows 1.1% suspended at least once, an increase of 0.8% from the year before, for a Green overall dashboard rating.	By 2027, the District will maintain a Green overall dashboard rating on the CA School Dashboard Suspension. The percentage of students on the suspension indicator will be at or below 1.1% for	Suspension decrease of 0.2%. EL Suspension decrease 2.4 %

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Source: WUSD LCAP Survey) Differentiated Assistance Goal	Indicator for English Language Learners shows 3.6% suspended at least once an increase of 1.1% from the year before, for an Orange overall dashboard rating. 2023 CA School Dashboard Suspension Indicator for Socioeconomically Disadvantaged Learners shows 1.9% suspended at least once a decrease of 0.4% from the year before, for a Green overall dashboard rating. 2023 CDE Dataquest Indicator for all students shows 0 expulsions. 2023-24 LCAP survey results indicate 88% of parents/caregivers responded "Strongly Agree" or "Agree" to the statement, "Parents/Caregivers and other community members feel safe on campus."	2024 CA School Dashboard Suspension Indicator for English Language Learners shows 12.8% suspended at least once an increase of 9.2% from the year before, for an red overall dashboard rating. 2024 CA School Dashboard Suspension Indicator for Socioeconomically Disadvantaged Learners shows 3.8% suspended at least once a increase of 2.1% from the year before, for an orange overall dashboard rating. 2024 CDE Dataquest Indicator for all students shows 0 expulsions.	2025* CA School Dashboard Suspension Indicator for English Language Learners shows 1.2% suspended at least once an decrease of 2.4% from the year before, for a green overall dashboard rating. 2025 CA School Dashboard Suspension Indicator for Socioeconomically Disadvantaged Learners shows 2.3% suspended at least once a increase of 0.4% from the year before, for an Green overall dashboard rating. 2025 CDE Dataquest Indicator for all students shows 0 expulsions.	all learners and all subpopulations. By 2027, the District will maintain 0 expulsions for all students. By 2027, the District will maintain or exceed a rate of 90% of parents/caregivers responding "Strongly Agree" or "Agree" to the statement, "Parents/Caregivers and other community members feel safe on campus."	SED learners increased 0.4%. Expulsion goal maintained Parent Safety increased by 7%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2024-25 LCAP survey results indicate 93% of parents/caregivers responded "Strongly Agree" or "Agree" to the statement, "Parents/Caregivers and other community members feel safe on campus."	2025-26 LCAP survey results indicate 95% of parents/caregivers responded "Strongly Agree" or "Agree" to the statement, "Parents/Caregivers and other community members feel safe on campus."		
4.2	Average Daily Attendance or ADA [Source: 2nd period report of attendance] Spring % of students/teachers responding positively to school connectedness [Source: California Healthy Kids Survey] Spring 100% if students grades 1-8 had equal access to a broad course of study as defined by Educational Code 51250 and 51220(a)-(i) (Source: CA Dashboard Local Indicator) Differentiated Assistance Goal	Refer to 4.1 2022-23 ADA 94.8% 2023-24 CHKS survey results indicate 82% of students in grade 5 responded "Yes, all of the time" or "Yes, most of the time" to the question "Do the teachers and other grown-ups at school care about you?" 2023-24 CHKS survey results indicate 54% of students in 7 responded "Pretty much true" or "Very much true" to the	Refer to 4.1 2024-25 P2 ADA 94.5%. 2024-25 CHKS survey results indicate 81% of students in grade 5 responded "Yes, all of the time" or "Yes, most of the time" on the question "Do the teachers and other grown-ups at school care about you?" 2024-25 CHKS survey results indicate 60% of	2025-26 P2 ADA 95.7%. This number is expected to increase for P2 and whole year due to the LROP program and attendance recovery. 2025-26 CHKS survey results indicate 93% of students in grade 5 responded "Yes, all of the time"" or "Yes, most of the time" on the question "Do the teachers and other grown-ups at school care about you?"	Refer to 4.1 By 2027 the District will maintain or exceed an all District ADA of 98%. By 2027 the District will maintain or exceed a rate of 90% of students in grade 5 responding "Yes, all of the time" or "Yes, most of the time" to the CHKS question: "Do the teachers and other grown-ups at school care about you?"	ADA increase of 0.9% CHKS 11% increase in 5th grade student responses to teachers and grown-ups care about me CHKS 16% in 7th grade is a teacher or adult who really cares about me

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		question "There is a teacher or some other adult from my school who really cares about me." 2023-24 CHKS survey results indicate 94% of Teachers responded "Yes, all of the time" or "Yes, most of the time" to the question "Adults who work at this school really care about every student." 2023-2024 Local Indicator results indicate 100% of WUSD students in grades 1-8 had equal access to a broad course of study.	students in 7 responded Pretty much or Very much on the question "There is a teacher or some other adult from my school who really cares about me" 2024-25 CHKS survey results indicate 95% of Teachers responded "Yes, all of the time" or "Yes, most of the time" on the question "Adults who work at this school really care about every student." 2024-2025 Local Indicator results indicate 100% of WUSD students in grades 1-8 had equal access to a broad course of study.	2025-26 CHKS survey results indicate 70% of students in 7 responded Pretty much or Very much on the question "There is a teacher or some other adult from my school who really cares about me" 2025-26 CHKS survey results indicate 100% of Teachers responded "Yes, all of the time" or "Yes, most of the time" on the question Adults who work at this school really care about every student." 100% in grades 1-8 had access to a broad course of study.	By 2027 the District will maintain or exceed a rate of 80% of students in grade 7 responding "Strongly Agree" or "Agree" to the CHKS question: "There is a teacher or some other adult from my school who really cares about me." By 2027 the District will maintain or exceed a rate of 94% of teachers responding "Strongly Agree" or "Agree" to the CHKS question: "Adults who work at this school really care about every student." By 2027 the District will maintain Local Indicator results indicating 100% of WUSD students grades 1-8 have equal access to a	CKHS survey results 5% increase. Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					broad course of study.	
4.3	% of students and teachers responding positively to school safety and student wellness [Source: California Healthy Kids Survey] Spring	2023-24 CHKS Student survey results indicate 89% of students in grade 5 responded "Strongly Agree" or "Agree" to the question "Does your school teach students to care about each other and treat each other with respect?" 2023-24 CHKS survey results indicate 91% of Teachers responded "Yes, all of the time" or "Yes, most of the time" to the question "This school fosters an appreciation of student diversity and respect for each other."	2024-25 CHKS Student survey results indicate 83% of students in grade 5 responded "Strongly Agree" or "Agree" on the question "Does your school teach students to care about each other and treat each other with respect?" 2024-25 CHKS survey results indicate 95% of Teachers responded "Yes, all of the time" or "Yes, most of the time" on the question "This school fosters an appreciation of student diversity and respect for each other."	2025-26 CHKS Student survey results indicate 91% of students in grade 5 responded "Strongly Agree" or "Agree" on the question "Does your school teach students to care about each other and treat each other with respect?" 2025-26 CHKS survey results indicate 90% of Teachers responded "Yes, all of the time" or "Yes, most of the time" on the question "This school fosters an appreciation of student diversity and respect for each other."	By 2027 the District will maintain or exceed a rate of 90% of students in grade 5 responded "Strongly Agree" or "Agree" on the question "Do teachers and other grown-ups at school treat students with respect?" By 2027 the District will maintain or exceed a rate of 92% of Teachers responding "Yes, all of the time" or "Yes, most of the time" on the question "This school fosters an appreciation of student diversity and respect for each other."	2% increase in CHKS for students. Does your school teach students to care about each other and treat each other with respect 1% decrease in CHKS for teachers in school fosters an appreciation of student diversity and respect for each other
4.4	% of participation in Student Wellness program professional learning	2023-2024 SWS curriculum adoption approved and purchased.	100% of staff participated in Capturing Kids Hearts training.	Staff received training regularly through the school year during	Annually, 100% of certificated staff will participate in	Goal maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	[Source: Human Resource; Teacher Collaboration Time Calendar] Spring			designated staff trainings.	SWS curriculum training	
4.5	% of students/teachers responding positively to school connectedness [Source: California Healthy Kids Survey] Spring % of parents/caregivers responding positively to the District's progress in engaging families in decision-making. (Source: WUSD LCAP Survey) Spring % of parents/caregivers responding positively to their ability to provide input regarding school programs and policies. (Source: WUSD LCAP Survey) Spring	Refer to 4.2 2023-2024 LCAP survey results indicate that 41% of parents/caregivers rate the District's progress in 'Building the capacity of and supporting family members to effectively engage in advisory groups and decision-making' as a 4 or 5 (high or very high). 2023-24 LCAP survey results indicate 36% of parents/caregivers rate the District's progress in providing all families with "Opportunities to provide input on policies and programs and implementing strategies to reach and seek input from any underrepresented groups in the school community" as a 4 or 5 (high or very high).	2024-2025 LCAP survey results indicate that 75% of parents/caregivers rate the District's progress in 'Building the capacity of and supporting family members to effectively engage in advisory groups and decision-making' as a 4 or 5 (high or very high). 2024-25 LCAP survey results indicate 85% of parents/caregivers rate the District's progress in providing all families with "Opportunities to provide input on policies and programs and implementing strategies to reach and seek input	Refer to 4.2 2025-2026 LCAP survey results indicate that 79% of parents/caregivers rate the District's progress in 'Building the capacity of and supporting family members to effectively engage in advisory groups and decision-making' as a 4 or 5 (high or very high). 2024-25 LCAP survey results indicate 79% of parents/caregivers rate the District's progress in providing all families with "Opportunities to provide input on policies and programs and implementing	Refer to 4.2 By 2027, the District will maintain or exceed a 90% rate of parents/caregivers rating their agreement as 4 or 5 (high or very high) with the statement: "Rate WUSD's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making." By 2027, the District maintain or exceed a 90% rate of parents/caregivers rating their agreement as 4 or 5 (high or very high) in response to the statement:	38% increase in parent responses on the District's progress in 'Building the capacity of and supporting family members to effectively engage in advisory groups and decision-making 43% increase in parent responses that WUSD provides "Opportunities to provide input on policies and programs and implementing strategies to reach and seek input from any underrepresented groups in the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			from any underrepresented groups in the school community" as a 4 or 5 (high or very high).	strategies to reach and seek input from any underrepresented groups in the school community" as a 4 or 5 (high or very high).	"Rate WUSD's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and include input from any underrepresented groups in the school community."	school community."
4.6	% of students and caretakers having access to community mental health care coordination services [Source: Student Services] Spring	2023-24 100% of identified students and caretakers will have access to community mental health care coordination services.	2024-25 100% of identified students and caretakers will have access to community mental health care coordination services.	2025-2026 100% Counselors address all referrals, attend SSTs, 504, and IEP meetings when appropriate and provide or offer appropriate resources to families.	By 2027, 100% of identified students and caretakers will have access to community mental health care coordination services	Goal maintained
4.7	% of students reported chronically absent [Source: CA Dashboard] Fall	2023 CA Dashboard Chronic Absentee Rate indicator for ALL students it shows 16.1% of students were chronically absent which increased 5.3%, for a Red overall dashboard rating.	2024 CA Dashboard Chronic Absentee Rate indicator for ALL students it shows 10.3% of students were chronically absent which declined 5.8%, for a Yellow	2025 CA Dashboard Chronic Absentee Rate indicator for ALL students shows 8.9% of students were chronically absent, which declined 7.5%, for a Green	Annually the California Dashboard Chronic Absenteeism indicator will meet or be lower than 4.3% for all students and the	Chronic Absentee rate decreased 7.5% African American Chronic Absentee decreased 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		For African American students it shows 13% of students were chronically absent which increased 4.6%, for a Red overall dashboard rating. For English Learners it shows 24.2% of students were chronically absent which increased 7.3%, for a Red overall dashboard rating. For Hispanic students it shows 20% of students were chronically absent which increased 7%, for a Red overall dashboard rating. For students of Two or more races it shows 11.7% of students were chronically absent which increased 6.4%, for a Red overall dashboard rating. For Socioeconomically Disadvantaged students it shows 23% of	overall dashboard rating. For African American students it shows 8.3% of students were chronically absent which declined 4.7%, for a Green overall dashboard rating. For English Learners it shows 14% of students were chronically absent which declined 10.2%, for a Yellow overall dashboard rating. For Hispanic students it shows 12.4% of students were chronically absent which declined 7.6%, for a Yellow overall dashboard rating. For students of Two or more races it shows 9.4% of students were chronically absent which declined	overall dashboard rating. For African American students, it shows 8% of students were chronically absent which declined 5%, for a Yellow overall dashboard rating. For English Learners, it shows 13.5% of students were chronically absent which declined 10.7%, for a Yellow overall dashboard rating. For Hispanic students, it shows 10.7% of students were chronically absent which declined 9.3%, for a Yellow overall dashboard rating. For students of two or more races, it shows 8.3% of students were chronically absent, which declined	color indicator will be Blue or Green.	EL Chronic Absentee decrease 10.7% Hispanic Chronic Absentee rate decrease 9.3% 2 or more races Chronic Absentee rate decreased 3.4% Socioeconomically Disadvantaged students Chronic Absentee rate decrease 7.7% Students with Disabilities' chronic absentee rate decreased 8.3%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		students were chronically absent which increased 5.1%, for a Red overall dashboard rating. For students with disabilities it shows 22% of students were chronically absent which increased 6.6%, for a Red overall dashboard rating.	2.3%, for a Green overall dashboard rating. For Socioeconomically Disadvantaged students it shows 16.9% of students were chronically absent which declined 6.1%, for a Yellow overall dashboard rating. For students with disabilities it shows 15% of students were chronically absent which declined 7%, for a Yellow overall dashboard rating.	3.4%, for a Green overall dashboard rating. For Socioeconomically Disadvantaged students, it shows 15.1% of students were chronically absent which declined 7.1%, for a Yellow overall dashboard rating. For students with disabilities, it shows 13.7% of students were chronically absent which declined 18.3%, for a Yellow overall dashboard rating.		
4.8	% of students and teachers responding positively to school safety and student wellness [Source: California Healthy Kids Survey] Spring	Refer to 4.3	Refer to 4.3	Refer to 4.3	Refer to 4.3	Refer to 4.3
4.9	% of parents/caregivers attending Parent/Caregiver -	2023-24 WUSD parent/caregiver conference attendance: 98.6%.	2024-2445 WUSD parent conference attendance: 98.2%.	2025-26 WUSD parent conference attendance: 98.6%.	Annually maintain a participation rate for parent/caregiver	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Teacher Conferences at least once per year [Site Office Managers Report] Winter % of parents/caregivers receiving access to student report cards [Source: Powerschool SIS] Spring	2023-24 100% of parents/caregivers received Report Cards each semester and were provided access to State Assessment results via the District online secure portal.	2024-25 100% of caregivers received Report Cards each semester and were provided access to State Assessment results via the District online secure portal."	2025-26 100% of caregivers received Report Cards each semester and were provided access to State Assessment results via the District online secure portal.	attendance at scheduled conferences of 97%. Annually 100% of parents/caregivers will receive Report Cards each semester and have access to State Assessment results via the District online secure portal.	
4.10	% of positive responses referencing involvement in the WUSD community [Source: LCAP Survey] Winter # of LCAP Meetings and Attendance [Source: LCAP Attendance Sheets] Winter/Spring"	2023-24 LCAP survey results indicate 76% of people responded "Strongly Agree" or "Agree" to the question "This school's parents/caregivers/guardians/community members feel connected and involved as members of the WUSD community." 2023-24 LCAP Meetings were held at each site with PTA (4), with Middle School ASB (1), and with LCAP Committee (2) that included administration, site employees, and educational partners.	2023-24 LCAP survey results indicate 80% of people responded "Strongly Agree" or "Agree" on the question "This school's parents/guardians/community members feel connected and involved as members of the WUSD community." 2024-25 two LCAP meetings were held that included administration, site employees, and	2025-26 LCAP survey results indicate 80% of people responded "Strongly Agree" or "Agree" on the question "This school's parents/guardians/community members feel connected and involved as members of the WUSD community." 2025-26: Two LCAP meetings were held that included administration, site	Annually the District will maintain or exceed a rate of 85% or more of people responding "Strongly Agree" or "Agree" to the question "This school's parents/caregivers/guardians/community members feel connected and involved as members of the WUSD community." Annually the District will maintain at	Increased 4% Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			educational partners.	employees, and educational partners.	minimum 2 annual meetings with educational partners to solicit input and implement feedback.	
4.11	% of open rate for online communications [Source: Email Analytics] Spring	Email Analytics: District Constant Contact communications in 2022-23 average online open rate 64%.	District Constant Contact communications in 2023-24 average online open rate 72%.	District Constant Contact communications in 2023-24 average online open rate 82%.	District email will maintain or exceed the national educational institution standard open rate of 21% for the District Constant Contact communications.	Increase of 18%

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, the district continued to prioritize student wellness, school safety, and educational partners' engagement under Goal 4. A comprehensive set of eleven actions was designed to support a safe, inclusive, and engaging school environment, particularly for unduplicated pupils. Actions 4.1 through 4.9 and 4.11 were implemented as planned, with monitoring data showing mixed results across subgroups.

There were no substantive differences in the implementation of the actions for Goal 4. The district's planned family and community partnership meetings were reduced in frequency and scope compared to the action's original description. While meetings did occur at a limited number of sites, the full districtwide model involving broad education partner groups did not take place.

All other actions were carried out in alignment with their intended scope and purpose. Notable examples include:

G 4.1: Continued support through the Director of Student Services led to site implementation of PBIS and anti-bullying efforts.

G 4.2: Counseling staff effectively supported schoolwide wellness and attendance.

G 4.3: Training participation remained high, and the newly adopted SWS curriculum was rolled out as planned, with optional and required sessions for staff.

G 4.5: The district implemented a communication strategy to ensure all students are aware of how to report safety concerns.

G 4.6: Care coordination continued for families via partnerships with Hazel Health and CARESOLACE.

G 4.7: AIS program was implemented as planned.

G 4.8: All paraeducators were trained in C.P.I.

G 4.9: The district maintained communication on student achievement and outcomes.

G 4.10: All planned Education Partners were scheduled and attended.

G 4.11: The District developed and monitored its media presence to ensure consistent, informative, and engaging updates are delivered to all stakeholders.

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

Material differences between budgeted expenditures and estimated expenditures:

G.4.4 Decrease planned expenditures reflect a year two implementation of SEL curriculum(-\$93,950).

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

Action 4.1 – Student Wellness & Safety Support (Director of Student Services) and Action 4.2 – Site-based Socio-Emotional Services Effective.

Suspension increased. The 2025 California Dashboard suspension indicator that English Learners decreased (from 1.3% to 1.1%, Green indicator) and Socioeconomically Disadvantaged students (from 1.9% to 2.4%, Green indicator), signaling a need for deeper, more targeted behavior interventions.

Action 4.3 – CORE Committee

Partially Effective.

Teacher perception of school respect and diversity increased (from 90% to 91%), while student perception slightly declined (89% to 91%). The action was effective for staff engagement but may need refinement to boost student experiences.

Action 4.4 – Student Wellness & Safety Professional Learning and Action 4.5 – Student Safety Communication

Effective.

Training was implemented across staff groups with full certified participation. While direct impact metrics were not disaggregated, consistent implementation of the SWS curriculum supports overall wellness integration. CHKS results remained mostly unchanged or slightly declined for students' connectedness at school, suggesting room to enhance how safety reporting protocols are understood and trusted by students.

Action 4.6 – Family Outreach Support

Effective.

Maintained 100% access for identified students to community mental health supports; referrals and coordination were sustained and integrated into counseling and SST processes. Educational partner feedback stated that 85% of families feel welcome on campuses.

Action 4.7 – Attendance Support

Highly Effective.

Chronic absenteeism improved for all groups, moving from Yellow to Green indicator rating overall, with some groups (e.g., Students of two or more races, and White students) achieving a Green rating, indicating strong implementation of AIS. Chronic absenteeism indicators improved across all student groups

Action 4.8 – Paraeducator PD

Partially effective.

No new outcome metrics were provided beyond those cited in Action 4.3. Without disaggregated data for paraeducator impact, effectiveness is inconclusive. Moving forward, we will measure effectiveness through student outcomes in CAASPP and local data.

Action 4.9 – Systems of Accountability

Effective.

98.6% of families attended conferences, and 100% received report cards/state assessment access, confirming strong family engagement and reporting practices. Parents' feeling connected to school is maintained at a high level, above 98%.

Action 4.10 – Educational Partner Partnerships Outreach

Effective. Survey data improved (maintained at 80% agreement on feeling connected), and outreach meetings were sustained across stakeholder groups, suggesting growing community engagement.

Action 4.11 – Community Outreach (Media Engagement)

Effective.

Email open rates increased from 72% to 82%, indicating improved reach and engagement through digital communications.

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.

An in-depth analysis of progress indicators and consistent feedback from educational partners indicate that the current design of Goal 4 remains relevant and effectively targeted to student needs. As such, the metrics, target outcomes, and planned actions will continue unchanged into the upcoming year. This decision reflects both the goal's sustained alignment with our strategic priorities and the steady progress observed. The LEA remains committed to continuous monitoring and partner engagement to ensure responsiveness if future adjustments become necessary. WUSD eliminated the use of Constant Contact and has move to Finalsite.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Increased Student Wellness and Safety Support	The District will lead efforts to ensure student safety and wellness district-wide, increasing overall student support, enhancing attendance for unduplicated pupils, and reducing suspension rates among English Learners. The Director of Student Services will support school sites in implementing various practices and programs to refine PBIS, address attendance, and combat bullying across the district principally directed at our unduplicated pupil population.	\$199,310.00	Yes
4.2	Site-based Socio-Emotional Services	The District will provide counseling support at every WUSD school site to address the socio-emotional needs of students and families, particularly those facing circumstances that could hinder access to learning, attendance, and overall well-being. This initiative pays special attention to the unique challenges encountered by unduplicated pupils, ensuring tailored assistance to mitigate their difficulties and promote academic success.	\$929,818.00	Yes
4.3	Community of Respect and Empathy (CORE) Committee	The District will provide additional funding for identified teachers to collaborate on topics related to Student Wellness and Safety programs, diversity, equity, inclusion, and belonging. This initiative will also encompass protocols addressing the needs of all students, particularly those who are unduplicated.	\$27,500.00	No
4.4	Student Wellness and Safety Professional Learning	The District will provide a comprehensive curriculum and continuous professional development opportunities aimed at nurturing social-emotional well-being and cultivating inclusive environments for all students.	\$150,000.00	No
4.5	Student Safety Communication	The District will ensure transparent communication by disseminating to all students the protocols for reporting safety concerns to school staff.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
4.6	Family Outreach Support	The District will provide students and parents/caregivers access to community-based mental health care coordination services.	\$6,500.00	No
4.7	Attendance Support	The District will provide families with necessary information and support to address student chronic absenteeism across the district, with a special focus on unduplicated pupil populations. This action addresses chronic absenteeism for all groups who had the lowest performance level identified as 'red'.	\$30,000.00	No
4.8	Paraeducator PD	The District will provide paraeducator professional development in areas of re-engagement strategies, effective intervention strategies, and social-emotional learning strategies.	\$0.00	No
4.9	Systems of Accountability	The District will provide parents/caregivers with regular access to student achievement and outcomes.	\$17,000.00	No
4.10	Educational Partner Partnerships Outreach	The District will develop committees and systems to include families, students and the community as partners in programming and decisions.	\$1,500.00	No
4.11	Community Outreach	The District will develop and monitor District media presence to support communication and community engagement.	\$180,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Organizational Strength: We assure WUSD will manage the District with prudent and effective organizational practices and systems. Wiseburn commits to maintaining a strong fiscal position that supports advancement of our commitments.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This Broad Goal was developed through a series of focus groups made up of WUSD families, teachers, and students to create a district-wide strategic plan built on common goals. This goal focuses on overall district fiscal stability encompassing State Priority 1. LCAP Committee, School Site Councils, the WUSD Board of Trustees, Superintendent and Cabinet, and the District Finance Committee provide regular input to ensure funding is equitably and appropriately distributed based on student needs. School Site Plans and the LCAP provide guidance while the Business Office in collaboration with site Principals create annual budgets that reflect the overall support of all students, specifically the district's unduplicated pupil population.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Business office audit [Source: State Certified Annual Audit Report] Fall	2023-24 revealed 0 (zero) fiscal audit findings.	2024-25 revealed 0 (zero) fiscal audit findings	2025-26 revealed 0 (zero) fiscal audit findings.	Annually, the District will have 0 (zero) fiscal audit findings.	Goal maintained
5.2	% of IT Help Ticket access [Source: WUSD IT Help Ticket Analytics] Spring	2023-24 100% of staff had access to an online Tech Support Help Ticket system.	2024-25 100% of staff had access to an online Tech Support Help Ticket system.	2025-25 100% of staff had access to an online Tech Support Help Ticket system.	The District will maintain an online Tech Support Help Ticket system accessible by all staff.	Goal maintained
5.3	Technology Access [Source: WUSD IT Snipe-It Analytics]	2023-24 100% of teachers had access to a laptop and a SSO	2024-25 100% of teachers had access to a laptop	2025-26 100% of teachers had access to a laptop	100% of teachers will be provided with a laptop and	Goal maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Fall	(Single Sign On) Platform to access all of the Instructional programs and resources.	and a SSO (Single Sign On) Platform to access all of the Instructional programs and resources.	and a SSO (Single Sign On) Platform to access all of the Instructional programs and resources.	access to a SSO (Single Sign On) Platform to access all of the Instructional programs and resources.	
5.4	School Site Plan for Student Achievement Accountability [Source: WUSD School Board Agenda] Winter	2023-24 all school SIPSAs were approved by the Board before January 31st.	2024-25 all school SIPSAs were approved by the Board before January 31st.	2025-26 all school SIPSAs were approved by the Board before January 31st.	Annually site SIPSAs will be approved by the WUSD Board of Trustees before October 30th.	Goal maintained
5.5	CALPADS Accountability [Source: CALPADS.org] Spring	2023-24 100% of CALPADS certification deadlines were met.	2024-25 100% of CALPADS certification deadlines were met.	2025-26 100% of CALPADS certification deadlines were met.	The District will meet 100% of CALPADS certification deadlines annually.	Goal maintained
5.6	# of Middle School Dropouts [Source: CALPADS - Fall 1 - Report] Fall # of students enrolled [Source: CALPADS.org] Spring	2023 Middle School drop out rate 0%. 2023-24 as of census day the District enrollment was 2545.	2024 Middle School drop out rate 0%. 2024-25 as of census day the District enrollment was 2538.	2025 Middle School drop out rate 0%. 2025-26 as of census day the District enrollment was: 2,576	The Wiseburn Middle School will maintain a drop out rate of 0%. The District will maintain enrollment of 2500 students TK-12 as set by Census day.	Goal maintained
5.7	# of TK students enrolled [Source: CALPADS.org] Spring	2023-24 the District provided 5 TK classrooms with appropriate staffing.	2024-25 the District provided 5 TK classrooms with appropriate staffing.	2025-26 the District provided 9 TK classrooms with appropriate staffing.	By 2027, the District will increase TK classrooms and staff to a total of 8 classes.	Increased 4 classrooms.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.8	Business office audit [Source: State Certified Annual Audit Report] Fall	2023-24 the District funding and budgeting enabled comprehensive support for all certificated staff with competitive salaries and benefits.	2024-25 the District funding and budgeting enabled comprehensive support for all certificated staff with competitive salaries and benefits.	2025-26 the District funding and budgeting enabled comprehensive support for all certificated staff with competitive salaries and benefits.	By 2027, the District will ensure necessary funding and budgeting to enable comprehensive support for all certificated staff with competitive salaries and benefits.	Goal maintained
5.9	Business office audit [Source: State Certified Annual Audit Report] Fall	2023-24 the District funding and budgeting enabled comprehensive support for all classified staff with competitive salaries and benefits.	2024-25 the District funding and budgeting enabled comprehensive support for all classified staff with competitive salaries and benefits.	2025-26 the District funding and budgeting enabled comprehensive support for all certificated staff with competitive salaries and benefits.	By 2027, the District will ensure necessary funding and budgeting to enable comprehensive support for all classified staff with competitive salaries and benefits.	Goal maintained
5.10	% of certificated positions filled with appropriately credentialed staff. [Source: CALPADS] September 1st annually	Fully credentialed and appropriately assigned teachers: CALPADS 4.1 Staffing, 4.3 Assignments/ CA Dashboard Basics: Local Indicators Teachers, Instructional Materials, Facilities. 2022-23 100% of teachers were fully credentialed and appropriately assigned. There were 0	2023-24 100% of teachers were fully credentialed and appropriately assigned. There were 0 misassignments and 1 vacant position.	2025-26 100% of teachers were fully credentialed and appropriately assigned. There were 0 misassignments and 1 vacant position.	100% of certificated positions filled with appropriately credentialed staff by September 1 of each year.	Goal maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		misassignments and 2 vacant positions.				
5.11	% of qualifying beginning teachers were provided with induction support [Source: Human Resources Department] Spring	2023-2024 100% of qualifying beginning teachers were provided with induction support.	2024-25 100% of qualifying beginning teachers were provided with induction support.	2025-26 100% of qualifying beginning teachers were provided with induction support.	100% of qualifying beginning teachers provided with induction support.	Goal maintained
5.12	% of employees receiving monthly emails [Source: Human Resources Department] Spring	2023-24 all WUSD employees will receive a monthly email with information and access to workshops as reported by the Human Resources Department.	2024-25 all WUSD employees received a monthly email with information and access to workshops as reported by the human resources department.	2025-26 all WUSD employees received a monthly email with information and access to workshops as reported by the human resources department.	100% of WUSD employees will receive a monthly email with information and access to workshops.	Goal maintained
5.13	New Teacher Evaluation Tool implementation [Source: Human Resources Department] Spring	2023-24 the existing teacher evaluation process was utilized.	2024-25 the existing teacher evaluation process was utilized.	2025-26 the existing teacher evaluation process was utilized.	By 2027, a new teacher evaluation tool will be implemented that reflects District priorities.	Goal maintained

Goal Analysis [2025-26]

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

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

The implementation of Goal 5 has been successful. Throughout the past year, the district has continued to meet all requirements with zero audit findings and balanced budgets. Overall, WUSD successfully implemented Goal 5 actions.

Actions 1-13 were implemented fully.

No substantive differences:

G5.1-12: Staff consistently adhere to all business systems, ensuring robust fiscal management across the District.

G5.13: Revision of the teacher evaluation tool was initiated prior. Committee work has begun to support the importance of a tool supporting teacher growth, emphasizing equitable access to quality educators.

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

Material differences between budgeted expenditures and estimated expenditures:

G.5.8-Increase in anticipated staffing and COLA (+\$556,224).

G.5.9-Increase in anticipated staffing and COLA (+\$134,727).

G.5.11-Increase cost of planned expenditure for induction program (+\$10,000).

G5.13 Increase anticipated costs due to consultants' contracts for new evaluation tool (+\$ 20,000)

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

Action 5.1 – Business Office Systems (Audit Compliance)

Highly Effective.

The District achieved its goal of zero fiscal audit findings in 2024–25, indicating strong adherence to financial and audit protocols.

Action 5.2 – Technology Supports (Help Ticket System)

Effective.

100% of staff maintained uninterrupted access to the online help desk system, ensuring timely technology support.

Action 5.3 – Staff Technology Support (Devices + SSO)

Effective.

100% of teachers had access to laptops and the SSO platform, sustaining instructional delivery and technology integration.

Action 5.4 – Student Achievement School Allocation (SPSAs)

Effective.

SPSAs were approved on time (by January 31), but did not meet the revised 2025–26 target of Board approval before October 30, indicating a need to accelerate the timeline.

Action 5.5 – Accountability Support (CALPADS Management)

Highly Effective.

The District met 100% of CALPADS deadlines in both 2024–25 and 2025–26, reflecting strong data management systems.

Action 5.6 – Enrollment Support

Effective.

The District maintained a 0% dropout rate at the middle school, and enrollment remained close to the target (2,538 vs. 2,545), demonstrating stable enrollment operations.

Action 5.7 – Universal TK Expansion

Highly Effective

TK classrooms increased to 9 classrooms with staffing aligned, this has exceeded the 2027 target of 8. The district is progressing as planned within budget constraints.

Action 5.8 – Certified Staff Compensation, Action 5.9 – Classified Staff Compensation, Action 5.10 – Educational Recruitment and Staffing Effective.

Competitive compensation has been maintained, though not directly quantified in survey or retention data; implementation supports overall educator retention, and effectiveness would be bolstered by future retention/engagement data. 100% of certificated positions were filled by appropriately credentialed staff, with vacancies (at 1), indicating strong recruitment practices.

Action 5.11 – Induction Staff Support

Highly Effective.

100% of eligible beginning teachers received induction support for two years, thereby equipping them to meet the needs of their students.

Action 5.12 – Staff Wellness Support (EASE)

Effective.

100% of employees had access to wellness support services, including wellness emails showing consistent communication and outreach.

Action 5.13 – Teacher Evaluation Process Redesign

Effective.

This action was implemented this year. This will be measured in the LCAP staff survey once action is fully implemented.

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.

No changes have been made.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Accounting & Audit System Implementation	The District will utilize systems to appropriately adhere to all accounting and auditing requirements.	\$26,384.00	No
5.2	Provide and maintain classroom technology and infrastructure.	The District will attract and maintain high quality instructional technology support staff, and will provide the upgrades and repairs necessary to utilize technology effectively in classrooms.	\$1,000.00	No
5.3	Staff Technology Support	The District will provide teachers and administrators with the necessary tools for instruction and content delivery to support learning initiatives.	\$19,000.00	No
5.4	Student Achievement School Allocation	The District will facilitate the development of unique Single Plans for Student Achievement (SPSAs) at each school site. These plans will identify and specify the allocation of funding to address student learning needs guided by data analysis and aligned with District priorities.	\$3,000.00	No
5.5	Accountability Support	The District will provide appropriate support for CALPADS and related systems management to fulfill State and County accountability requirements.	\$0.00	No
5.6	Enrollment Support	The District will offer support to facilitate enrollment processes, ensuring that all sites maintain appropriate enrollment levels.	\$0.00	No
5.7	Universal TK	Per Assembly Bill 130, universal eligibility for all 4-year-olds will be mandated by the 2025-26 academic year. In response, the District will implement its strategic planning efforts to expand Transitional Kindergarten to accommodate eligible 4-year-olds.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
5.8	Certificated Staff	The District will actively work to attract and retain highly qualified teachers, prioritizing the utilization of research-based teaching and learning strategies across all classrooms.	\$11,693,662.00	No
5.9	Classified Staff	The District will actively seek to recruit and retain highly qualified classified staff members to provide essential support to both students as needed.	\$5,742,884.00	No
5.10	Educational Recruitment and Staffing	The District will implement ongoing recruitment processes aimed at attracting highly qualified teachers to WUSD.	\$5,000.00	No
5.11	Professional Staffing and Induction Staff Support	The District will offer the California Beginning Teacher Support and Assessment Program to provide comprehensive support during the induction process for beginning teachers, assisting them in fulfilling the requirements for a Clear Credential.	\$30,000.00	No
5.12	Staff Wellness Support	The District will offer an assessment and counseling service available to all employees. The EASE program provides consultation to managers and supervisors regarding handling emotional issues within the workplace.	\$7,000.00	No
5.13	Teacher Evaluation Process	The District will establish a committee to redesign the teacher evaluation tool aligned with District priorities.	\$3,500.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,842,749	\$N/A

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
6.359%	0.000%	\$0.00	6.359%

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
2.8	Action: Professional Learning - Elementary Mathematics Curriculum Implementation Need: 2023 California Dashboard average for ALL grade 3-8 students shows a Mathematics indicator of 6.9 points below standard. Maintained -0.2 points from the year before, for a Yellow overall dashboard rating.	To address this concern for our low income and English Learners, this action has been identified as the most effective use of funds because our past experience has proven that our math specialist has worked well with teacher aiding in lesson planning and classroom instruction aligned with the required learning standards, thereby fostering student mastery of mathematical thinking. This is particularly vital for students requiring differentiated instruction and deliberate Tier 1 and 2 classroom instructional practices,	All students and those who are socioeconomically disadvantaged will show Green or Blue on the California Dashboard students in Mathematics. Students will maintain or exceed 5 points above the standard.

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
	2023 California Dashboard average for SED students shows an Orange overall dashboard rating for the Mathematics indicator which was 42.3 points below standard. 2023 California Dashboard average for EL students shows an Orange overall dashboard rating for the Mathematics indicator which was 59.8 points below standard. Following input from educational partners during LCAP and DELAC meetings, a clear need emerged to bolster support for our students identified as socio-economically disadvantaged and/or English Learners, specifically in Mathematics due to language barriers and lack of resources. This decision stems from a commitment to addressing the identified needs of our diverse student population and ensuring equitable access to quality education. After assessing the needs, conditions, and circumstances of our unduplicated pupil population we learned that there is a significant learning gap realized across WUSD in the area of Mathematics. Scope: Schoolwide	which will be continually refined through targeted coaching at the teacher and grade level. This initiative is primarily aimed at and effective in advancing the District's goals for unduplicated students. Implemented districtwide, we anticipate that all students scoring below standard on the CAASPP for Mathematics will benefit including students with disabilities at the lowest performance level (red). However, given the notably lower math outcomes observed among low-income students and the alignment of these actions with their specific needs, we anticipate a notably greater increase in math outcomes for our low-income students compared to the average outcome scores of all other students. Our ongoing observations and research reinforce the effectiveness of the following actions which contribute to increased educational outcomes for our low-income in the area of Mathematics: provide personnel to support standards-aligned professional development sessions for teachers TK-5.	

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
3.19	Action: Student Acceleration Support (SAS) Need: Local Assessment Benchmark Data 2023-24 Star Reading End of the 3rd Quarter results show that 47% of SED students were meeting/exceeding reading standards. 2023-24 Star Math End of the 3rd Quarter results show that 30% of SED students were meeting/exceeding math standards. 2023 California Dashboard average for English Language learners shows a Language Arts indicator of 17.4 points below standard. A decline of 4.1 points from the year before, for an Orange overall. Following an assessment of the needs, conditions, and circumstances of our English Learner (language barriers) and low income students (lack of resources), it was revealed that less than 50% of these students are meeting or exceeding standards in math and reading on our District benchmark assessments. Additionally, our EL students have experienced a decline of 4.1 points in the area of Language Arts on the CAASPP assessment. Scope: Schoolwide	This action aims to support English learners and low soci-economic students scoring two grade levels below standard in any skill area allowing them to achieve on standard, on grade level. By accelerating deficit skills through the student academic support program, students will master those skills necessary to access content in math and reading. This action of having additional SAS teachers will result in all students scoring above the not-met level for their grade level, with a goal of closing the achievement gap in both areas of learning. Our ongoing observations and experience suggest this action will contribute to improved educational outcomes principally directed toward low-income pupils and English learners. These measures are being implemented on a schoolwide basis in all elementary schools addressing our early learners' foundational needs, with the anticipation that all students scoring below proficiency on either the District benchmark or CAASPP assessments will benefit. However, given the lower scores of unduplicated pupils and the targeted nature of these actions towards meeting their individualized needs, we anticipate a significant improvement in assessment outcomes for our unduplicated pupils. This action is the most effective use of funds based on ongoing observations. Ongoing observations and experience suggest that the following action will contribute to improved educational outcomes principally directed towards low-income pupils, and English Learners. Provide	Metric 2.8 CAASPP ELA and Math.

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
		personnel to conduct universal screening and deliver tier 3 intensive academic support in reading and math for elementary students identified as needing additional assistance.	
4.1	Action: Increased Student Wellness and Safety Support Need: 2023 CA School Dashboard Suspension Indicator for all students shows 1.3% suspended at least once a decline of 0.3% from the year before, for a Green overall dashboard rating. 2023 CA School Dashboard Suspension Indicator for English Language Learners shows 3.6% suspended at least once an increase of 1.1% from the year before, for an Orange overall dashboard rating. 2023 CA School Dashboard Suspension Indicator for Socioeconomically Disadvantaged Learners shows 1.9% suspended at least once a decrease of 0.4% from the year before, for a Green overall dashboard rating. Analysis of family, student and staff surveys highlight the need for the WUSD to provide multiple forms of support to EL, low income and foster youth students and their families to address social-emotional needs at the individual and universal levels, specifically because of language barriers, poverty, or lack	Through this initiative, the Director of Student Services will offer comprehensive oversight of student discipline, attendance, and the implementation of a social-emotional curriculum, all viewed through the lens of diversity, equity, and inclusion for EL, and low-income. Through this role, the Director will lead teachers in district-wide community-building activities, incorporating daily, weekly, and themed discussion prompts and lessons to foster social-emotional learning. The Director will oversee professional development to identify and address students' mental health and social-emotional needs, employing trauma-informed practices. Enhancing communication with families regarding behavior and attendance, and encouraging family engagement in school committees to foster connectivity, will also be key priorities for this position. This action is the most effective use of funds as past practices have shown, that when a designated person oversees this program we saw EL, low income, and foster youth students decrease in referrals to the school counselor and increased school attendance rates (Employ a District Director of Student Services to build community and collaboration among students, families, and staff and address diversity, equity, and inclusion in the WUSD schools). This action is being provided districtwide, but principally directed toward low-income pupils and	By 2027, the District will maintain a Green overall dashboard rating on the CA School Dashboard Suspension. The percentage of students on the suspension indicator will be at or below 1.1% for all learners and all subpopulations.

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
	of adult support. Assessment of the needs, conditions, and circumstances specific to our low-income students led to the development of a multi-tiered system of support through a District position focused on increasing and facilitating services to families and staff in the area of student wellness and safety. To address these concerns related to suspension and attendance data for our unduplicated pupils, this action will increase support in student services personnel to lead district-wide student safety and wellness initiatives, prioritizing the well-being of EL, and low-income students. Personnel will offer guidance to school sites to enhance PBIS and implement programs and practices to address bullying. This initiative strengthens our existing support and extends it to ensure that EL, low-income, and foster youth who require unique assistance receive tailored interventions. Scope: LEA-wide	English learners to maximize the impact of our overall attendance and discipline rates.	
4.2	Action: Site-based Socio-Emotional Services Need: 2023 CA School Dashboard Suspension Indicator for all students shows 1.3% suspended at least once a decline of 0.3% from the year before, for a Green overall dashboard rating.	Through this initiative, counseling services will offer site level oversight of student course of study, discipline, attendance, and the implementation of a social-emotional curriculum, all viewed through the lens of diversity, equity, and inclusion for EL, and low income, students. Through these positions, site counselors will lead teachers in district-wide community-building activities, incorporating daily, weekly, and themed discussion prompts and lessons to foster social-emotional learning. They will provide professional development to identify	By 2027, the District will maintain a Green overall dashboard rating on the CA School Dashboard Suspension. The percentage of students on the suspension indicator will be at or below 1.1% for all learners and all subpopulations.

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
	2023 CA School Dashboard Suspension Indicator for English Language Learners shows 3.6% suspended at least once an increase of 1.1% from the year before, for an Orange overall dashboard rating. 2023 CA School Dashboard Suspension Indicator for Socioeconomically Disadvantaged Learners shows 1.9% suspended at least once a decrease of 0.4% from the year before, for a Green overall dashboard rating. Analysis of family, student and staff surveys highlight the need for the WUSD to provide multiple forms of support to EL, low income and foster youth students and their families to address social-emotional needs at the individual and universal levels, specifically because of language barriers, poverty, or lack of adult support. Assessment of the needs, conditions, and circumstances specific to our low-income students led to the development of a multi-tiered system of support through a District position focused on increasing and facilitating services to families and staff in the area of student wellness and safety. To address these concerns related to suspension and attendance data for our unduplicated pupils, this action will increase support in student services personnel to lead district-wide student safety and wellness initiatives, prioritizing the well-being of EL, low income and foster youth students. Personnel will offer guidance to school sites to enhance	and address students' mental health and social-emotional needs, employing trauma-informed practices. Enhancing communication with families regarding behavior and attendance, and encouraging family engagement in school committees to foster connectivity, will also be key priorities for these positions. This action is the most effective use of funds as past practices have shown, that when a site counselors oversees these programs we saw EL, and low-income students decrease in referrals to the school office and increase their school attendance rates (Employ a counseling personnel at all District schools). This action is being provided districtwide, but principally directed toward low-income pupils and English learners.	

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
	PBIS and implement programs and practices to address bullying. This initiative strengthens our existing support and extends it to ensure that EL, low income and foster youth who require unique assistance receive tailored interventions. Scope: LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.1	Action: Language Acquisition Classroom Support Need: Following an assessment of the needs, conditions, and circumstances of our English Learners, we learned that our students identified as English learners have benefitted from personnel dedicated to the language barriers of EL students. To continue providing this support for our English Learners (EL), this action has been identified by educational partners that will be an effective use of funds in that it will introduce an ELD program model aimed at addressing	This initiative will provide instructional aide support by personnel who have undergone specialized training in ELD instructional strategies. These aides will offer individualized and group assistance to EL students, fostering an environment conducive to language acquisition. This action is principally directed towards and effective in meeting the District's goals for English Learners. Considering the lower ELA results observed among our EL students and the specific focus of these initiatives on supporting those undergoing language acquisition, we anticipate a notable improvement in ELA CAASPP results for EL students.	Metric 3.1 Reclassification, 3.4 ELPI

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	student language acquisition within the general education classroom. Scope: Limited to Unduplicated Student Group(s)	Our ongoing observations and experience suggest that the following action will contribute to increasing services for students identified as English language learners: provide instructional aide personnel to provide designated and integrated support to students identified as English learners.	
3.2	Action: Language Acquisition Support Need: 2022-23 the WUSD reclassification rate for English Learners was 19.41%. 2023 California Dashboard average for English Language learners shows a Language Arts indicator of 17.4 points below standard. A decline of 4.1 points from the year before, for an Orange overall. Following an assessment of the needs, conditions, and circumstances of our unduplicated pupil population, we learned that our students identified as English Learners have exhibited a decline in CAASPP scores, specific to English Language Arts falling below the standard. Based on this data, our ongoing observations suggest that all elements of our continuing actions to support the WUSD ELD program contribute to these strong outcomes. Based on the needs, conditions, and circumstances of our English Learner population, it was observed that our English Learners experienced a decline in CAASPP scores, particularly in English Language Arts,	This initiative will entail the establishment of teacher on special assignment (TOSA) positions to provide coaching and support to general education teachers in enhancing their lesson design to promote language acquisition. This action is principally directed towards and effective in meeting the District's goals for English Learners. Given the lower ELA results observed for our EL students and the targeted nature of these actions toward those navigating language acquisition, we anticipate a significant increase in ELA CAASPP results for EL students. Our ongoing observations and experience suggest that the following actions will contribute to improved educational outcomes principally directed toward English Learners: ELD TOSA personnel will offer professional learning and coaching to general education teachers, emphasizing GLAD strategies to enhance language acquisition for EL students in classroom lessons, assignments, and activities. To address this concern for our English learners (EL), this action has been identified by educational partners as the most effective use of funds in that the District will implement a new ELD program	By 2027, the WUSD reclassification rate will maintain or exceed 19%. By 2027, the District will show Green or Blue on the 2023 California Dashboard average for English Language learners. Students will maintain or exceed 5 points above the standard.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	falling below the standard. With input from site principals and ELD personnel, it became apparent that additional training for ELD staff to serve as coaches and trainers for teachers was necessary in WUSD to maximize EL instructional strategies in the general education classroom. Scope: Limited to Unduplicated Student Group(s)	model emphasizing inclusive practices to support student language acquisition.	
3.3	Action: ELD Professional Learning Need: Following an assessment of the needs, conditions, and circumstances of our English Learner population, it was observed that our English Learners experienced a decline in CAASPP scores, particularly in English Language Arts, falling below the standard. With input from site principals and ELD personnel, it became apparent that additional training for ELD staff to serve as coaches and trainers for teachers was necessary in WUSD to maximize EL instructional strategies in the general education classroom. As a result, providing GLAD certified personnel to promote inclusive EL strategies in the classroom was recognized as a valuable enhancement to the existing ELD program. Scope:	Certification of ELD TOSAs in strategies specific to English Language Development (ELD) students is intended to enhance the utilization of GLAD strategies. This is achieved by providing training to general education teachers through ELD TOSA personnel, benefiting WUSD students. The goal is to deepen expertise in integrating language acquisition techniques into classroom lessons and practices, thus catering to the needs of English Learners across all general education classroom settings. This action is principally directed towards and effective in meeting the District's goals for English Learners. This action is being provided to increase overall achievement rates for EL students. Considering the lower ELA results observed for our EL students and the specific targeting of this action toward supporting teachers in delivering exceptional and effective teaching strategies to students navigating language acquisition, we anticipate a substantial increase in ELA CAASPP results for EL students.	Metric 3.1 Reclassification, 3.4 ELPI

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)	Our ongoing observations and experience suggest that the following action will contribute to increasing services for students identified as English language learners: Provide GLAD certification training to identified ELD teachers to empower them with strategies for promoting language acquisition in the general education classroom, thereby providing additional support for EL students.	

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.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	28,980,837	1,842,749	6.359%	0.000%	6.359%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$22,285,695.00	\$5,626,794.00	\$2,186,390.00	\$699,800.00	\$30,798,679.00	\$27,734,600.00	\$3,064,079.00

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	Student Technology Safety Measures	All	No			All Schools	7/1/2024-6/30/2027	\$0.00	\$19,000.00			\$19,000.00		\$19,000.00	0
1	1.2	Staff School Safety Training	All	No			All Schools	Ongoing	\$0.00	\$3,500.00	\$3,500.00				\$3,500.00	0
1	1.3	District Crisis Communication Team	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	0
1	1.4	Scheduled School Site Inspection and Maintenance	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	0
1	1.5	Routine Restricted Maintenance	All	No			All Schools	Ongoing	\$710,584.00	\$712,450.00	\$1,423,034.00				\$1,423,034.00	0
1	1.6	Expanded Learning Opportunities Program (ELOP) Beyond the School Day	All	No			All Schools	Ongoing	\$126,659.00	\$1,115,120.00		\$1,241,779.00			\$1,241,779.00	0
1	1.7	Registered Behavior Technician (RBT)	All	No			Specific Schools: Aviation, Del Aire, Hollyglen ES	Ongoing	\$489,000.00	\$0.00	\$286,000.00	\$203,000.00			\$489,000.00	0
1	1.8	PowerSchool Trainings	All	No			All Schools	Ongoing	\$0.00	\$20,000.00	\$18,000.00	\$2,000.00			\$20,000.00	0
2	2.1	Administrative PLC	All	No			All Schools	7/1/2024-6/30/2027	\$0.00	\$10,000.00		\$10,000.00			\$10,000.00	0
2	2.2	Teacher Collaboration Time (TCT)	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	0
2	2.3	Site Leadership Guiding Coalition	All	No			All Schools	Ongoing	\$84,000.00	\$33,000.00		\$117,000.00			\$117,000.00	0
2	2.4	Report Card Revision	All	No			All Schools	7/1/2024-6/30/2027	\$30,000.00	\$0.00		\$30,000.00			\$30,000.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	Embedded Professional Development	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	0
2	2.6	Pupil Access to Grade Level Curriculum	All	No			All Schools	Ongoing	\$0.00	\$80,000.00	\$80,000.00				\$80,000.00	0
2	2.7	Online Teaching and Learning Supports	All	No			All Schools	Ongoing	\$0.00	\$123,000.00		\$123,000.00			\$123,000.00	0
2	2.8	Professional Learning - Elementary Mathematics Curriculum Implementation	Low Income	Yes	Schoolwide	Low Income	All Schools Specific Schools: Aviation ES, Del Aire ES, Hollyglen ES TK-5	7/1/2024-6/30/2024	\$165,000.00	\$0.00	\$165,000.00				\$165,000.00	0
2	2.9	TK-8 English Language Arts Textbook Pilot, Program Adoption, and Professional Development	All	No			All Schools	Ongoing	\$15,000.00	\$100,000.00		\$115,000.00			\$115,000.00	0
2	2.10	NGSS Curriculum Implementation	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	0
2	2.11	TK-8 Physical Education Program	All	No			All Schools	Ongoing	\$727,750.00	\$0.00			\$727,750.00		\$727,750.00	0
2	2.12	TK-8 Fine Arts Programs	All	No			All Schools	Ongoing	\$1,388,640.00	\$0.00			\$1,388,640.00		\$1,388,640.00	0
3	3.1	Language Acquisition Classroom Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	7/1/2024-6/30/2024	\$148,756.00	\$54,000.00	\$202,756.00				\$202,756.00	0
3	3.2	Language Acquisition Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	7/1/2024-6/30/2025	\$267,425.00	\$0.00	\$267,425.00				\$267,425.00	0
3	3.3	ELD Professional Learning	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	7/1/2024-6/30/2024	\$0.00	\$6,500.00	\$6,500.00				\$6,500.00	0
3	3.4	ELD Framework integration training	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.5	Interpretation and translation services for families.	All	No				Ongoing	\$13,000.00	\$0.00	\$13,000.00				\$13,000.00	0
3	3.6	Preschool Enrichment Program	Students with Disabilities Students with disabilities enrolled in Preschool	No			Specific Schools: WUSD Preschool Preschool	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	0
3	3.7	Maintain Special Education Support	Students with Disabilities Special Education, RSP, SDC, Preschool, and adult transition	No				Ongoing	\$3,996,070.00	\$0.00		\$3,296,270.00		\$699,800.00	\$3,996,070.00	0
3	3.8	Inclusive Practices Training	All Students with Disabilities	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	0
3	3.9	Parent/Caregiver Workshops	All Students with Disabilities	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	0
3	3.10	Program Specialist	All Students with Disabilities	No			All Schools	Ongoing	\$189,952.00	\$0.00	\$189,952.00				\$189,952.00	0
3	3.11	College and Career Readiness (6-8) Program	All	No			All Schools Specific Schools: Wiseburn Middle School	Ongoing	\$3,000.00	\$0.00	\$3,000.00				\$3,000.00	0
3	3.12	STEAM/PLTW Programs	All Students with Disabilities	No			All Schools	Ongoing	\$161,590.00	\$0.00		\$129,590.00	\$32,000.00		\$161,590.00	0
3	3.13	Technology Aides	All	No			All Schools	Ongoing	\$0.00	\$77,155.00		\$77,155.00			\$77,155.00	0
3	3.14	Library Clerks	All Students with Disabilities	No			All Schools	Ongoing	\$0.00	\$165,970.00	\$165,970.00				\$165,970.00	0
3	3.15	Strategic Pathways Development	All Students with Disabilities	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	0
3	3.16	Assessment and Accountability Structures	All Students with Disabilities	No			All Schools	Ongoing	\$0.00	\$35,000.00		\$35,000.00			\$35,000.00	0
3	3.17	GATE Program	All	No			All Schools	Ongoing	\$0.00	\$33,000.00	\$33,000.00				\$33,000.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.18	Multi-Tiered Systems of Support	All Students with Disabilities	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	0
3	3.19	Student Acceleration Support (SAS)	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	All Schools Specific Schools: Aviation ES, Del Aire ES, Hollyglen ES TK-5	7/1/2024-6/30/2024	\$446,500.00	\$0.00	\$446,500.00				\$446,500.00	0
3	3.20	LTEL Liaison	All	No			Specific Schools: Wiseburn Middle School	Ongoing	\$25,000.00	\$0.00	\$25,000.00				\$25,000.00	0
3	3.21	Language Arts and MTSS TOSA	All	No				Ongoing	\$150,000.00	\$0.00	\$150,000.00				\$150,000.00	0
4	4.1	Increased Student Wellness and Safety Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	7/1/2024-6/30/2024	\$199,310.00	\$0.00	\$199,310.00				\$199,310.00	0
4	4.2	Site-based Socio-Emotional Services	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	7/1/2024-6/30/2024	\$929,818.00	\$0.00	\$929,818.00				\$929,818.00	0
4	4.3	Community of Respect and Empathy (CORE) Committee	All Students with Disabilities	No			All Schools	Ongoing	\$27,500.00	\$0.00		\$27,500.00			\$27,500.00	0
4	4.4	Student Wellness and Safety Professional Learning	All Students with Disabilities	No			All Schools	Ongoing	\$0.00	\$150,000.00		\$150,000.00			\$150,000.00	0
4	4.5	Student Safety Communication	All Students with Disabilities	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	0
4	4.6	Family Outreach Support	All Students with Disabilities	No			All Schools	Ongoing	\$0.00	\$6,500.00		\$6,500.00			\$6,500.00	0
4	4.7	Attendance Support	All Students with Disabilities	No			All Schools	Ongoing	\$0.00	\$30,000.00		\$30,000.00			\$30,000.00	0
4	4.8	Paraeducator PD	All Students with Disabilities	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	0
4	4.9	Systems of Accountability	All Students with Disabilities	No			All Schools	Ongoing	\$0.00	\$17,000.00	\$17,000.00				\$17,000.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.10	Educational Partner Partnerships Outreach	All Students with Disabilities	No			All Schools	Ongoing	\$0.00	\$1,500.00	\$1,500.00				\$1,500.00	0
4	4.11	Community Outreach	All Students with Disabilities	No			All Schools	Ongoing	\$0.00	\$180,000.00		\$180,000.00			\$180,000.00	0
5	5.1	Accounting & Audit System Implementation	All Students with Disabilities	No			All Schools	Ongoing	\$0.00	\$26,384.00	\$26,384.00				\$26,384.00	0
5	5.2	Provide and maintain classroom technology and infrastructure.	All Students with Disabilities	No			All Schools	Ongoing	\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	0
5	5.3	Staff Technology Support	All Students with Disabilities	No			All Schools	Ongoing	\$0.00	\$19,000.00			\$19,000.00		\$19,000.00	0
5	5.4	Student Achievement School Allocation	All Students with Disabilities	No			All Schools	Ongoing	\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	0
5	5.5	Accountability Support	All Students with Disabilities	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	0
5	5.6	Enrollment Support	All Students with Disabilities	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	0
5	5.7	Universal TK	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	0
5	5.8	Certificated Staff	All	No			All Schools	Ongoing	\$11,693,662.00	\$0.00	\$11,693,662.00				\$11,693,662.00	0
5	5.9	Classified Staff	All	No			All Schools	Ongoing	\$5,742,884.00	\$0.00	\$5,742,884.00				\$5,742,884.00	0
5	5.10	Educational Recruitment and Staffing	All Students with Disabilities	No			All Schools	Ongoing	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	0
5	5.11	Professional Staffing and Induction Staff Support	All Students with Disabilities	No			All Schools	Ongoing	\$0.00	\$30,000.00	\$30,000.00				\$30,000.00	0
5	5.12	Staff Wellness Support	All Students with Disabilities	No			All Schools	Ongoing	\$0.00	\$7,000.00	\$7,000.00				\$7,000.00	0
5	5.13	Teacher Evaluation Process	All Students with Disabilities	No			All Schools	7/1/24-6/30/27	\$3,500.00	\$0.00	\$3,500.00				\$3,500.00	0

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
28,980,837	1,842,749	6.359%	0.000%	6.359%	\$2,217,309.00	0.000%	7.651 %	Total:	\$2,217,309.00
								LEA-wide Total:	\$1,129,128.00
								Limited Total:	\$476,681.00
								Schoolwide Total:	\$611,500.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.8	Professional Learning - Elementary Mathematics Curriculum Implementation	Yes	Schoolwide	Low Income	All Schools Specific Schools: Aviation ES, Del Aire ES, Hollyglen ES TK-5	\$165,000.00	0
3	3.1	Language Acquisition Classroom Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$202,756.00	0
3	3.2	Language Acquisition Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$267,425.00	0
3	3.3	ELD Professional Learning	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$6,500.00	0
3	3.19	Student Acceleration Support (SAS)	Yes	Schoolwide	English Learners Low Income	All Schools Specific Schools: Aviation ES, Del Aire ES, Hollyglen ES TK-5	\$446,500.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.1	Increased Student Wellness and Safety Support	Yes	LEA-wide	English Learners Low Income	All Schools	\$199,310.00	0
4	4.2	Site-based Socio-Emotional Services	Yes	LEA-wide	English Learners Low Income	All Schools	\$929,818.00	0

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$30,603,679.00	\$33,808,087.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Student Technology Safety Measures	No	\$19,000.00	\$22,800.00
1	1.2	Staff School Safety Training	No	\$3,500.00	\$3,516.00
1	1.3	District Crisis Communication Team	No	\$0.00	\$0.00
1	1.4	Scheduled School Site Inspection and Maintenance	No	\$0.00	\$0.00
1	1.5	Routine Restricted Maintenance	No	\$1,423,034.00	\$1,691,228.00
1	1.6	Expanded Learning Opportunities Program (ELOP) Beyond the School Day	No	\$1,241,779.00	\$1,187,982.00
1	1.7	Registered Behavior Technician (RBT)	No	\$489,000.00	\$523,313.00
2	2.1	Administrative PLC	No	\$10,000.00	\$24,000.00
2	2.2	Teacher Collaboration Time (TCT)	No	\$0.00	\$0.00
2	2.3	Site Leadership Guiding Coalition	No	\$117,000.00	\$119,500.00
2	2.4	Report Card Revision	No	\$30,000.00	\$66,000

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	2.5	Embedded Professional Development	No	\$0.00	\$0.00
2	2.6	Pupil Access to Grade Level Curriculum	No	\$80,000.00	\$80,000.00
2	2.7	Online Teaching and Learning Supports	No	\$123,000.00	\$123,000.
2	2.8	Professional Learning - Elementary Mathematics Curriculum Implementation	Yes	\$165,000.00	\$165,262.00
2	2.9	TK-8 English Language Arts Textbook Pilot, Program Adoption, and Professional Development	No	\$115,000.00	\$71,800.00
2	2.10	NGSS Curriculum Implementation	No	\$0.00	\$0.00
2	2.11	TK-8 Physical Education Program	No	\$727,750.00	\$1,031,850.00
2	2.12	TK-8 Fine Arts Programs	No	\$1,388,640.00	\$1,388,640.00
3	3.1	Language Acquisition Classroom Support	Yes	\$202,756.00	\$131,115.00
3	3.2	Language Acquisition Support	Yes	\$267,425.00	\$282,028.00
3	3.3	ELD Professional Learning	Yes	\$6,500.00	\$6,500.00
3	3.4	ELD Framework integration training	No	\$0.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.5	Interpretation and translation services for families.	No	\$13,000.00	\$22,025.00
3	3.6	Preschool Enrichment Program	No	\$0.00	\$0.00
3	3.7	Maintain Special Education Support	No	\$3,996,070.00	\$5,552,745.00
3	3.8	Inclusive Practices Training	No	\$0.00	\$0.00
3	3.9	Parent/Caregiver Workshops	No	\$0.00	\$0.00
3	3.10	Program Specialist	No	\$189,952.00	\$189,952.00
3	3.11	College and Career Readiness (6-8) Program	No	\$3,000.00	\$0.00
3	3.12	STEAM/PLTW Programs	No	\$161,590.00	\$161,590.00
3	3.13	Technology Aides	No	\$77,155.00	\$125,207.00
3	3.14	Library Clerks	No	\$165,970.00	\$182,458.00
3	3.15	Strategic Pathways Development	No	\$0.00	\$0.00
3	3.16	Assessment and Accountability Structures	No	\$35,000.00	
3	3.17	GATE Program	No	\$33,000.00	\$25,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.18	Multi-Tiered Systems of Support	No	\$0.00	\$0.00
3	3.19	Student Acceleration Support (SAS)	No Yes	\$446,500.00	\$1,012,813
3	3.20	LTEL Liaison	No	\$25,000	\$23,250
4	4.1	Increased Student Wellness and Safety Support	Yes	\$199,310.00	\$199,310.00
4	4.2	Site-based Socio-Emotional Services	Yes	\$929,818.00	\$929,818.00
4	4.3	Community of Respect and Empathy (CORE) Committee	No	\$27,500.00	\$27,500.00
4	4.4	Student Wellness and Safety Professional Learning	No	\$150,000.00	\$56,050.00
4	4.5	Student Safety Communication	No	\$0.00	\$0.00
4	4.6	Family Outreach Support	No	\$6,500.00	
4	4.7	Attendance Support	No	\$30,000.00	\$28,367.00
4	4.8	Paraeducator PD	No	\$0.00	\$0.00
4	4.9	Systems of Accountability	No	\$17,000.00	\$17,000.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.10	Educational Partner Partnerships Outreach	No	\$1,500.00	\$1,500.00
4	4.11	Community Outreach	No	\$180,000.00	\$180,000.00
5	5.1	Accounting & Audit System Implementation	No	\$26,384.00	\$30,713.00
5	5.2	Provide and maintain classroom technology and infrastructure.	No	\$1,000.00	\$1,242.00
5	5.3	Staff Technology Support	No	\$19,000.00	\$19,000.00
5	5.4	Student Achievement School Allocation	No	\$3,000.00	\$3,000.00
5	5.5	Accountability Support	No	\$0.00	\$0.00
5	5.6	Enrollment Support	No	\$0.00	\$0.00
5	5.7	Universal TK	No	\$0.00	\$0.00
5	5.8	Certificated Staff	No	\$11,693,662.00	\$12,249,886.00
5	5.9	Classified Staff	No	\$5,742,884.00	\$5,882,611.00
5	5.10	Educational Recruitment and Staffing	No	\$5,000.00	\$5,000.00
5	5.11	Professional Staffing and Induction Staff Support	No	\$30,000.00	\$40,000.00
5	5.12	Staff Wellness Support	No	\$7,000.00	\$6,686.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.13	Teacher Evaluation Process	No	\$3,500.00	\$20,000.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$1,866,198	\$2,217,309.00	\$2,786,846.00	(\$569,537.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.8	Professional Learning - Elementary Mathematics Curriculum Implementation	Yes	\$165,000.00	\$165,262.00	0	0
3	3.1	Language Acquisition Classroom Support	Yes	\$202,756.00	\$131,115.00	0	0
3	3.2	Language Acquisition Support	Yes	\$267,425.00	\$282,028.00	0	0
3	3.3	ELD Professional Learning	Yes	\$6,500.00	\$6,500.00	0	0
3	3.19	Student Acceleration Support (SAS)	Yes	\$446,500.00	\$1,012,813.00	0	0
4	4.1	Increased Student Wellness and Safety Support	Yes	\$199,310.00	\$199,310.00	0	0
4	4.2	Site-based Socio-Emotional Services	Yes	\$929,818.00	\$989,818.00	0	0

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$27,807,268	\$1,866,198	0%	6.711%	\$2,786,846.00	0.000%	10.022%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, 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 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

- 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).

California Department of Education
November 2024