

Williams Unified School District 2026-2027 LCAP Executive Summary

Goal 1

Goal 1: Achievement

Williams Unified School District will raise student achievement and prepare all students for college and career through academically challenging curriculum delivered through intentional and quality instruction.

- Ensure that students have the tools, knowledge and skills needed for college and career, beginning in Kindergarten and continuing strategically until graduation
- Promote the essential skills, knowledge and literacies necessary for future success
- Differentiate instructional programs to meet student needs
- Provide appropriate technological resources for current teaching and learning trends

State Priorities: 2, 4, 5, 7, 8

Action 1.1	<p>School Site Based Block Grants will be provided to sites for support programs that provide the knowledge and skills needed for career & college exploration. The funds should be directed to the following: field trips, guest speakers, needed supplies, materials and software; specifically targeting English Learners, Developmental Bilingual Education, Special Education, Foster, and Economically Disadvantaged students. These funds will also be used to maintain CTE/ROP materials and supply budget, as well as supporting the Three Year Single Focus Site Plans. Each site will be expected to develop a site plan for the funds.</p> <p>Amount \$20,000</p>
Action 1.2	<p>Bilingual Education</p> <ul style="list-style-type: none"> ● K-6 Developmental Bilingual Education Program (50-50 model) ● 7-8 Spanish A/B or Spanish for Native Speakers A/B ● 9-11/12 Spanish 1, 2, 3 or Spanish for Native Speakers 1, 2, AP Spanish Language, AP Spanish Literature ● 12 Interpreter/ Translator (Language Pathway) ● Bilingual Early Childhood Education CTE Pathway <p>Amount \$43,909 (GSPP and SWP)</p>
Action 1.3	<p>Provide funding for Instructional materials, consumables and textbooks in Spanish and English to support bilingual education.</p> <p>Amount \$15,000</p>
Action 1.4	<p>Provide a Reading Intervention Specialist with the focus and goal being that all students will be reading at grade level by the end of third grade.</p> <p>Amount \$161,226</p>

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Action 1.5	<p>Provide a Summer Academy for K - 12th grades providing English language development, college courses offerings, Dual Enrollment and tutoring, credit recovery, enrichment courses, etc.</p> <p>Amount \$150,000 (Learning Recovery Emergency Block Grant)</p>
Action 1.6	<p>Maintain TK-12 Music Program for the development and support of student learning. Include the music program in the ASES (K-8) and ASSETS (9-12) after school programs.</p> <p>Amount \$309,503 (LCFF & Prop 28; 3FTE)</p>
Action 1.7	<p>Provide physical education for the development and support of student health and well being (TK-6)</p> <p>Amount \$160,590</p>
New Action 1.8	<p>Provide an on-line platform to support and improve student reading levels TK-6 including but not limited to Renaissance (Accelerated Reader).</p> <p>Amount: \$17,000 (Title I)</p>
New Action 1.9	<p>Provide an on-line platform for credit recovery including but not limited to Edgenuity.</p> <p>Amount: \$50,000 (Learning Recovery Emergency Block Grant)</p>
Action 1.10	<p>Provide support for the student <u>device</u> replacement cycle to create equitable access to technology. Director of Informational Technology to assess, review and update the cycle annually. (K, 4th grade, 7th grade, and 10th grade)</p> <p>Amount \$215,000</p>
Action 1.11	<p>Provide support in the use of technology and blended learning in the schools. Instructional Coach to model instruction and coach teachers in these areas.</p> <p>Amount \$156,507</p>
Action 1.12	<p>Provide on-going professional learning and support for staff aimed at meeting the needs of all students through the purchase and replacement of classroom technology for teachers with the intention of creating a sustainable 3 year cycle.</p> <p>Amount \$50,000</p>
Action 1.13	<p>Provide a Director of Informational Technology and support staff to support implementation of technology; guarantee equitable access to technology; increase campus safety including, but not limited to Go Guardian; and update infrastructure to provide students/teachers with technology and instructional strategies that support blended learning.</p> <p>Amount \$420,804 (LCFF & Learning Recovery Emergency Block Grant)</p>

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Goal 2

Goal 2: Conditions of Learning

Williams Unified School District will establish and foster conditions of learning that meet the educational and socio-emotional needs of all students in order to ensure their success.

- Increase student access to meaningful, appropriate, broad, and relevant learning experiences
- Provide ongoing professional learning and support for staff
- Support and retaining high-quality educators
- Offer students equitable access to rigorous and relevant curriculum and well-maintained facilities
- Utilize data-driven decision making

State Priorities: 4, 5, 6

Action 2.1	School Site Based Block Grants will be provided for conferences, instructional materials, supplies, etc. to support the professional development and support aimed at meeting the needs of students. Each site will be expected to develop a site plan for the funds. Amount \$20,000
Action 2.2	Provide funding for the purchase of Common Core State Standards (CCSS) aligned materials so that all students have the materials that they need for success. Amount \$100,000 (Lottery Instructional Materials and LCFF)
Action 2.3	Provide a dedicated Math Learning Coach at the Junior/Senior High School to support instruction aligned with the adopted curriculum. Amount \$125,133
Action 2.4	Purchase online reading/math assessment and digital learning licenses. This purchase will: <ul style="list-style-type: none"> ● Provide methods for staff to collect reading and math student data to assist with instruction ● Provide parents data regarding growth of students in reading and math ● Provide Board and community data of student growth and performance in reading and math other than state data Students will, at a minimum, test three times a year: Fall, Winter, Spring Amount \$60,526 (Learning Recovery Emergency Block Grant)

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Action 2.5	<p>Maintain the Block Schedule; continue to design student-driven Master Schedule, and increase access to courses (including A-G Courses) that support college and career readiness. Utilize prep-period buy-outs to support course access when necessary. Provide funding for:</p> <ul style="list-style-type: none"> ● Master program teacher incentive to support Early College High School ● Dual Enrollment: Teaching Staff ● AP Course: Teaching Staff <p>Amount \$314,223</p>
Action 2.6	<p>Provide a student-driven program of electives (8th-12th) and co-curricular activities that support and sustain AVID, Sports, Art, Music, CTE (9th-12th) etc.</p> <p>Amount \$1,303,528</p>
Action 2.7	<p>Ensure equity by providing general education & special education teachers with ongoing professional development and support aimed at meeting the needs of students. To include, but not limited to: designated and integrated ELD, English Language Arts, and math; using best practices/strategies (SEAL, AVID) to enable English Learners to access the standards-aligned core curriculum.</p> <p>Amount \$30,000</p>
Action 2.8	<p>Provide special needs services and staff to improve the outcomes of this student subgroup in the areas of ELA, math, and behavior support/modification. Ensure that SpEd staff is included with other staff in professional learning and progress monitoring systems discussions to align/integrate services and support SpEd students, TK-12.</p> <p>Amount \$3,103,804</p>
Action 2.9	<p>Provide Instructional Coaches to support: Professional development planning; Instructional practices development; and Curriculum support for teachers at WES, WUES, WJSHS/ Mid-Valley</p> <p>Amount \$137,182</p>
Action 2.10	<p>Support positive school climate and culture through the use of tools for collaboration such as Multi-Tiered System of Supports (MTSS) and Positive Behavior Interventions and Supports (PBIS). Provide intervention programs K-12 to support individualized academic progress including Saturday School and After School Interventions; provide an alternative setting for students 10th - 12th grade.</p> <p>Amount \$143,002</p>
Action 2.11	<p>Provide equity by providing funding for AP, translation certification testing costs, and others as needed.</p> <p>Amount \$10,000</p>
Action 2.12	<p>Hire an external mentor to provide training, facilitation, and mentoring for the superintendent, school administrators, and other district leaders. This support is</p>

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	<p>intended to build leadership capacity across the district by fostering growth, collaboration, and continuous improvement among our leadership team. Amount \$30,000 (Learning Recovery Emergency Block Grant)</p>
Action 2.13	<p>Provide funding to support productive learning environments district-wide by hiring and retaining classified paraprofessionals (11) Amount \$285,645 (Learning Recovery Emergency Block Grant)</p>

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Goal 3

Goal 3: Family Engagement Student Social Emotional
Williams Unified School District will strengthen family engagement through communication that includes all stakeholders: students, staff, families, and community.

- Motivate and support the social and emotional well-being of all students
- Seek input and implement shared decision-making processes
- Heighten school connectedness and student engagement
- Address the needs of the whole child

State Priorities: 1, 3, 6

Action 3.1	Provide Site Based Block Grant for Social Emotional Learning. Each school site will provide a plan that outlines their initiatives for Social Emotional development. Some examples include: SEL curricula, activities, and strategies. Amount \$20,000
Action 3.2	Purchase online social emotional assessment and digital learning licenses. This purchase will: <ul style="list-style-type: none"> ● Provide methods for staff to collect social and emotional student data to assist with support ● Provide parents data regarding social emotional needs of their students ● Provide Board and community data of student social and emotional needs Students will, at minimum, screen two times a year: Fall, and Spring Amount \$7,950 (Learning Recovery Emergency Block Grant)
Action 3.3	Support all students in their social-emotional development, including, but not limited to: Talk Space, Good Morning Club at Elementary Sites, Girls on the Run, Girls Circle, Challenge Day, Link Crew, WEB, Second Step Amount: (Title I Funding)
Action 3.4	Provide a communication platform that increases and encourages parent communication with the district through a seamless communication strategy. Amount \$10,000
Action 3.5	Provide opportunities to involve parents, families and the school community through district/school advisory and decision-making committees (SSC, ELAC, DELAC) in order to foster positive communication and meaningful engagement. Amount \$1,500
Action 3.6	Provide translation/interpretation services to increase parent and teacher communication and involvement of English Learner parents in school activities.

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	Amount \$106,387
Action 3.7	<p>Provide parent resources, support and training initiatives such as:</p> <ul style="list-style-type: none"> ● PIQE to encourage parent involvement (every other year) ● CAFE (every other year) ● Site specific family learning opportunities (3 times a year) such as ParentSquare, iReady, Satchel, etc. <p>Amount \$5,000 (Title III funding)</p>
Action 3.8	<p>Provide funding for activity stipends to support activities that develop students and encourage students to engage in school.</p> <p>Amount \$187,448</p>
Action 3.9	<p>Provide Counseling Services to both elementary (TK-6) and secondary (7th-12th) students through the hiring of 3.0 FTE counselors.</p> <p>Amount \$469,867</p>
Action 3.10	<p>Recruit, hire and retain a diverse group of highly qualified teachers who are skilled in addressing the achievement gap and in creating an enriched, learning environment.</p> <p>Amount \$3,000</p>
Action 3.11	<p>Provide transportation to support EL's, foster and homeless youth, and low socio-economic students.</p> <p>Amount \$185,000</p>
Action 3.12	<p>Provide district-wide nursing services to ensure a healthy learning environment for all students with the goal of keeping students in school.</p> <p>Amount \$134,204</p>
Action 3.13	<p>Provide student, staff, and family preventative drug, alcohol, tobacco, etc. education. Provide a School Resource Officer for the district.</p> <p>Amount \$70,000</p>
Action 3.14	<p>Provide recognition of students and certificated/ classified staff at board meetings, welcome back breakfast, mid-year recharge breakfast, staff appreciation luncheon, etc.</p> <p>Amount \$9,000</p>
Action 3.15	<p>Continue to maintain school facilities to increase safety. (Fencing, Roof on 113, etc.)</p> <p>Amount \$320,847</p>
Action 3.16	<p>Promote and provide healthy nutrition, mental health and wellness, and physical activity environments for students using the guidelines from the district's Wellness Policy.</p>

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	Funding Source: (Child Nutrition School Program)
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Goal 4

Goal 4: Equity Multiplier Focus Goal

WUSD is committed to enhancing educational equity at our Alternative High School, Mid-Valley, and Independent Study Program. WUSD will ensure all students attending Mid-Valley Alt. Ed. classroom and independent study program have equitable access to high-quality educational resources, personalized support, and opportunities for academic and personal growth, regardless of their background or circumstances. This commitment will be carried out by providing the following:

- Increased access to technology
- Enhanced learning materials
- Individual learning plans
- Mentorship programs
- Cultural Competency training
- Parent/ guardian workshops, and
- Community Partnerships.

State Priorities 1, 2, 3, 4, 5, 6, 7, 8

Action 4.1	Increased Access to Technology: Provide every student and the classroom as a whole with an increased access to technology including, but not limited to, a chrome book, reliable internet access, smart boards, projectors, etc. Amount \$10,000
Action 4.2	Enhanced Learning Materials: Enhance learning materials including but not limited to, high-quality, culturally relevant textbooks, digital resources, and supplementary materials tailored to diverse learning needs. Amount \$5,000
Action 4.3	Common Core Curriculum: Provide funding for the purchase of Common Core State Standards (CCSS) aligned materials so that all students have the materials that they need for success. Amount \$5,000

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Action 4.4	<p>Individualized Learning Plans: Provide staff training on creating individualized learning plans (ILPs) for each student, focusing on unique strengths, challenges and interests.</p> <p>Amount \$2,000</p>
Action 4.5	<p>Mentorship Programs: Establish mentorship programs where teachers, counselors, and community members provide academic and emotional support, helping students set and achieve personal goals.</p> <p>Amount \$5,000</p>
Action 4.6	<p>Cultural Competency Training: Implement ongoing professional development for educators on cultural competency, trauma-informed teaching, and strategies to support diverse learners.</p> <p>Amount \$2,000</p>
Action 4.7	<p>Parent / Guardian Workshops: Organize workshops to help parents and caregivers support their student's learning and development, fostering a strong home-school connection.</p> <p>Amount \$1,000</p>
Action 4.8	<p>Community Partnerships: Build partnerships with local organizations and businesses to provide students with internships, job shadowing opportunities, and real-world learning experiences.</p> <p>Amount \$5,000</p>
Action 4.9	<p>Facilities/ Learning Tools: Provide a safe environment for learning. This may include but not limited to desks and chairs, appropriate student storage spaces, tables for projects, electives materials, learning tools, etc.</p> <p>Amount \$13,023</p>

LCFF Budget Overview for Parents

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

CDS Code: 06616220000000

School Year: 2026-27

LEA contact information:

Sandra Ayon, Ed.D.

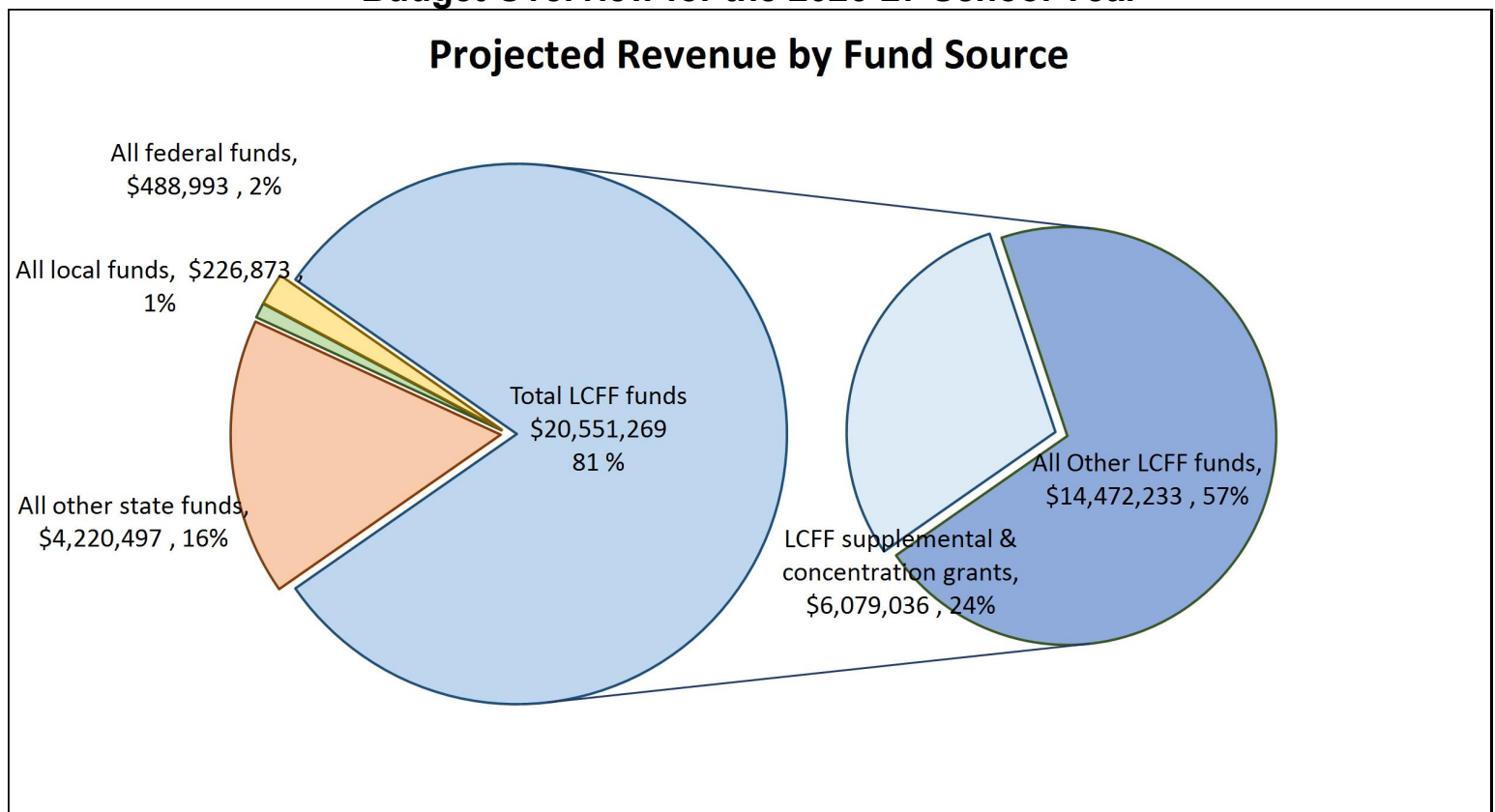
Superintendent

sayon@williamsusd.net

530-473-2550

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

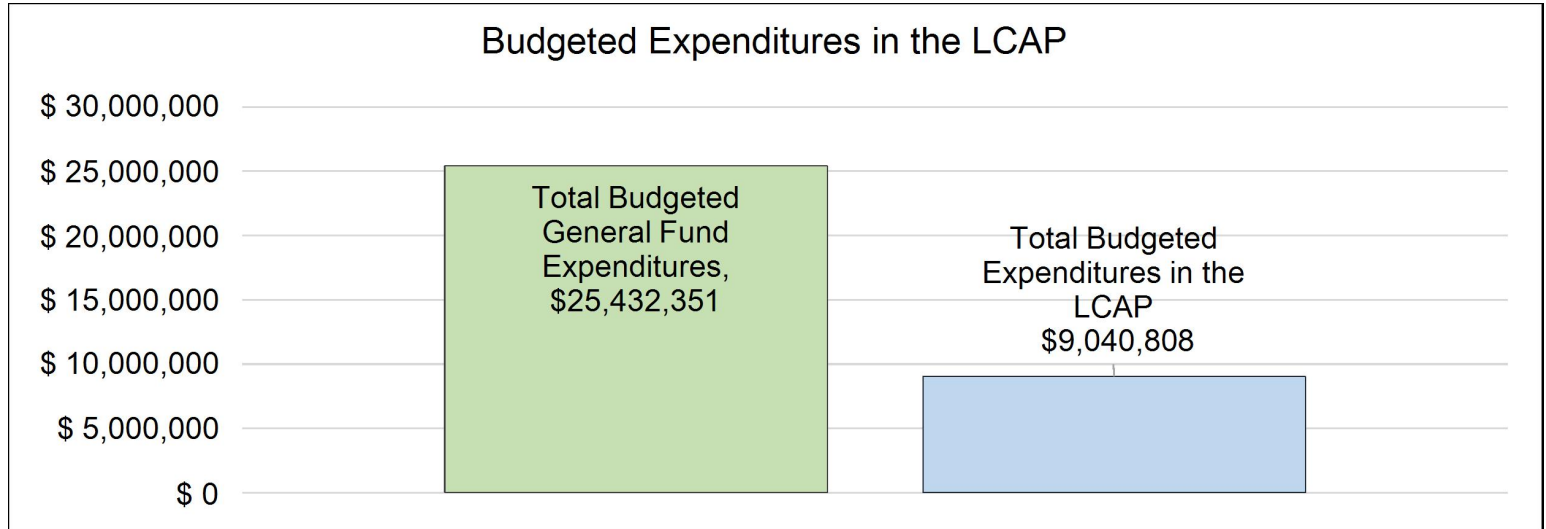


This chart shows the total general purpose revenue Williams Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Williams Unified School District is \$25,487,632, of which \$20,551,269 is Local Control Funding Formula (LCFF), \$4,220,497 is other state funds, \$226,873 is local funds, and \$488,993 is federal funds. Of the \$20,551,269 in LCFF Funds, \$6,079,036 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 Williams 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: Williams Unified School District plans to spend \$25,432,351 for the 2026-27 school year. Of that amount, \$9,040,808 is tied to actions/services in the LCAP and \$16,391,543 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

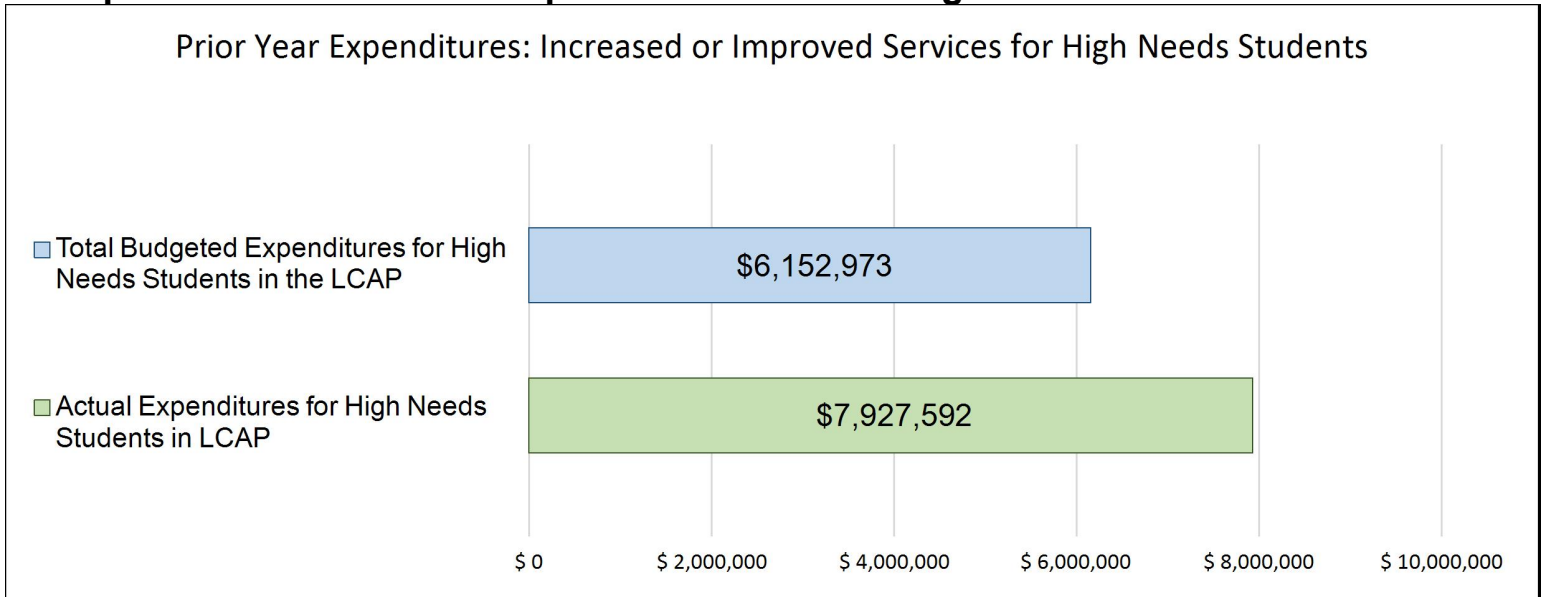
The General Fund Budgeted Expenditures not included in the LCAP consist of the costs associated with providing the core program including but not limited to the salary and benefits of staff such as teachers, administrators, clerical staff, custodial staff, District office staff, etc. and costs to operate and maintain the facilities such as the electricity, water, sewer, garbage, insurance, etc.

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

In 2026-27, Williams Unified School District is projecting it will receive \$6,079,036 based on the enrollment of foster youth, English learner, and low-income students. Williams Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Williams Unified School District plans to spend \$7,959,182 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Williams 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 Williams 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, Williams Unified School District's LCAP budgeted \$6,152,973 for planned actions to increase or improve services for high needs students. Williams Unified School District actually spent \$7,927,592 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
Williams Unified School District	Sandra Ayon, Ed.D. Superintendent	sayon@williamsusd.net 530-473-2550

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.

Williams Unified School District serves around 1303 students from the rural, farming town of Williams and nearby areas in Colusa County. We have four schools: Williams Elementary School for TK-3rd graders with 407 students, Williams Upper Elementary for 4th-6th graders with 289 students, and Williams Jr./Sr. High School for 7th-12th graders with 588 students. We also have Mid Valley High (Continuation) with 19 students and 4 students in Independent Study. All schools are located on the same 47 acres of property.

Our student population is diverse, with 95.6% Hispanic, 2.5% White, 1.3% Asian, and 0.4% other; 50.7%, of our students are English language learners, and 90.8% are eligible for free or reduced-price lunch. We have about 12% of our students that are foster youth or homeless. About 9.6% of our students are migrant students.

Williams USD sustains its educational endeavors through a variety of funding streams including the Local Control Funding Formula monies, grants, and other financial resources. These funds are allocated to support initiatives geared towards enhancing instructional quality, fostering learning outcomes, and nurturing the social-emotional well-being of all students enrolled in our TK-12 educational programs.

Reflections: Annual Performance

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

Academics:

Reflecting on the annual performance data from the California Dashboard, it is evident that there have been notable improvements across several key areas: English Language Arts (ELA), Mathematics, English Learner Progress, and College/Career Readiness. Despite these gains, there remain significant challenges that require continued focus and strategic interventions.

English Language Arts (ELA)

The ELA scores show an encouraging trend. With students now 45.5 points below the standard, there has been an increase of 3.1 points. This improvement suggests that initiatives aimed at enhancing literacy skills and comprehension are yielding positive results. However, being 45.5 points below the standard indicates that substantial work is still needed.

Mathematics

In Mathematics, students are currently 100.2 points below the standard, there has been an increase of 4.5 points. This area shows the most significant gap compared to the standard, highlighting a critical area for improvement. The progress made is promising but not sufficient to close the gap rapidly.

English Learner Progress

English Learners (ELs) show 42.2 making progress; this is a decline of 7%. This decline is concerning, urging us to have a continued focus in this area is essential to maintain and accelerate this progress.

College/Career Readiness

The data indicates that 51.5% of students are prepared for college or a career, showing an increase of 5%. This improvement suggests that the more focused attention to this area is promising and we are headed in the right direction in preparing students for life after high school.

The data from the California Dashboard reveals a mixed picture of educational performance. While there are positive trends in ELA and English Learner Progress, significant challenges remain in Mathematics and College/Career Readiness. Addressing these issues will require a concerted effort from educators, administrators, parents, and the community. By focusing on targeted interventions, professional development, and enhanced support systems, we can build on the gains made and work towards closing the remaining gaps, ensuring that all students have the opportunity to succeed.

Academic Engagement / Conditions & Climate :

Analyzing the annual performance data from the California Dashboard reveals important trends in chronic absenteeism, graduation rates, and suspension rates. These metrics are crucial indicators of the overall health and effectiveness of our educational environment.

The chronic absenteeism rate stands at 18.5%, showing an increase of 0.7%. The rate remains high, highlighting the need for continued focus.

The graduation rate is 96.9% of students graduating, showing an increase of 7.3% in this area. This rate of graduation suggests that many students are successfully navigating through to the completion of their high school education.

The suspension rate is 5.9%, a decline of 0.6%. This decrease is showing that with the implementation of new school wide rules and expectations we are making improvements. We understand that reducing suspensions is crucial as it keeps students in the learning environment and reduces the likelihood of academic setbacks.

The data from the California Dashboard highlights areas of both achievement and ongoing challenges. The decline in chronic absenteeism and suspension rates are promising trends that show progress in creating a more inclusive and supportive school environment. Maintaining a high graduation rate is also commendable, reflecting the effectiveness of our academic programs and student support services. Moving forward, it will be crucial to build on these successes by continuing to implement targeted strategies aimed at further reducing absenteeism and suspensions while maintaining high graduation rates. Through sustained efforts and strategic initiatives, we can continue to improve the educational experiences and outcomes for all students.

Satchel Pulse Screener is our local social emotional program that supports students and staff in the following: Maintain self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Following is the most recent data for WUSD:

WES - Grades 2 and 3

Tier 1 - 79.75% (80%)

Tier 2 - 16.29% (15%)

Tier 3 - 3.93% (5%)

WUES - Grades 4 - 6

Tier 1 - 76.56% (80%)

Tier 2 - 17.97% (15%)

Tier 3 - 5.47% (5%)

WJSHS - Grades 7 - 12

Tier 1 - 77.98% (80%)

Tier 2 - 16.16% (15%)

Tier 3 - 5.86% (5%)

This is right on track for where the students should be in each tier.

As for iReady, our local diagnostic for ELA and Math, we show growth at all three sites:

WES- ELA 168 students at grade level from 68 students at the beginning of the year. Math 111 students at grade level from 18 students at the beginning of the year.

WUES - ELA 77 students at grade level from 53 students at the beginning of the year. Math 84 students at grade level from 33 students at the beginning of the year.

WJSHS - ELA 186 students at grade level from 85 students at the beginning of the year. Math 122 students at grade level from 38 students at the beginning of the year.

In reviewing both the California School Dashboard and our local assessment data, it is evident that we are making meaningful progress in the right direction. At the same time, the data underscores the important work that still lies ahead to close the achievement gap for all learners. This information provides a clear and valuable focus as we prepare for the upcoming school year.

Addressing the significant gap in mathematics performance remains a critical priority, while continuing our efforts to support English Learners, strengthen college and career readiness, and enhance overall student engagement and achievement. By thoughtfully leveraging this data, we can strategically align resources, interventions, and supports to ensure every student has the opportunity to reach their full potential.

Williams Jr/ Sr High School was our lowest scoring school; they declined in ELA with students in Socioeconomically Disadvantaged and Hispanic or Latino being the specific student groups. Williams Upper Elementary School was our lowest scoring school; they declined in Math with students in English Learners, Socioeconomically Disadvantaged, and Hispanic or Latino being the specific student groups.

Planned LREBG funding was spent as planned for the 2025-2026 school year.

Reflections: Technical Assistance

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

The Williams Unified School District (WUSD) is receiving technical assistance for addressing absenteeism and performance in English Language Arts (ELA) and Math among homeless students. The Colusa County Office of Education (CCOE) is supporting WUSD through the School Attendance Review Board (SARB) process to improve student attendance in this category. Additionally, WUSD is actively participating in SARB interventions through home visits, parent meetings, and daily check-ins with students. CCOE is also providing support by offering model lessons in both ELA and Math to help our students improve their academic performance in these subjects.

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents/ Guardians	Survey, Focus Groups, School Site Council, ELAC/DELAC- Survey went out in February 2026; Focus Groups were held in March 2026; SSC Feb 2026, March 2026; ELAC Jan 2026, March 2026, May 2026; DELAC Spring of 2026
Students	Survey, Focus Groups -Survey went out in February 2026; Focus Groups were held in March 2026
Staff- administrators, classified, certificated; local bargaining units both WTA and CSEA	Survey, Focus Groups, School Site Council, WUSD Task Force- Survey went out in February 2026; Focus Groups were held in March 2026; SSC Feb 2026, March 2026; Task Force March 2026, April 2026

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

Through the LCAP engagement process, stakeholders across the district shared valuable insights that will help guide Williams Unified School District’s continued growth and improvement. Feedback gathered through focus groups and surveys highlighted several consistent themes that align closely with the district’s LCAP goals and reinforce our shared commitment to student success.

Under Goal 1: Achievement, stakeholders emphasized the importance of beginning college and career readiness conversations at the elementary level and continuing them consistently through graduation. Students and teachers alike expressed a desire for more meaningful and frequent career exploration opportunities that are concrete, engaging, and clearly connected to future pathways. Staff also noted the importance of strengthening counselor-to-student ratios and ensuring that college and career readiness efforts are vertically aligned across all grade levels to better support long-term student success.

Discussions connected to Goal 2: Conditions of Learning reflected a strong appreciation for professional development that is purposeful, relevant, and immediately applicable in the classroom. Teachers and classified staff consistently shared that the priority is not additional

training time, but rather professional learning opportunities that are thoughtfully designed, aligned to grade-level and curriculum needs, and directly supportive of daily practice.

For Goal 3: Family Engagement and Student Social-Emotional Supports, stakeholders identified behavioral support systems and administrative consistency as important areas for continued growth. Across all staff groups, there was a common desire for a more unified behavioral framework, clearer discipline processes, and consistent follow-through in order to strengthen school climate and create supportive learning environments for all students.

In reviewing Goal 4: Equity Multiplier, stakeholders recognized that progress has been made while also acknowledging that additional work remains to fully implement and strengthen the identified action items. This feedback provides an opportunity for the district to continue refining supports and ensuring equitable access and outcomes for students.

An additional theme that emerged throughout the engagement process was the ongoing importance of campus safety and the physical learning environment. Concerns related to fencing at WES, student safety protocols, campus access, and overall cleanliness have remained consistent since 2021. Stakeholders expressed interest in exploring long-term solutions and identifying potential funding opportunities to address campus security and facility needs moving forward.

By engaging stakeholders, reviewing district priorities, and refining the LCAP goals, actions, and metrics, Williams Unified School District remains committed to meeting the needs of its diverse student population and ensuring equitable access to high-quality educational opportunities for all students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	<p>Achievement: Williams Unified School District aims to enhance student achievement and prepare every student for college and career success through a rigorous and engaging curriculum delivered with purpose and excellence.</p> <p>Key Objectives: Equip students with the essential tools, knowledge, and skills for college and career readiness, starting from Kindergarten and continuing systematically through to graduation. Foster the development of critical skills, knowledge, and literacies essential for future success. Tailor instructional programs to address the diverse needs of students. Ensure access to appropriate technological resources to support contemporary teaching and learning practices. (Priority 2, 4, 5, 7, 8)</p>	Broad Goal

State Priorities addressed by this goal.

- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Williams Unified School District developed the goal of "Achievement" to ensure that all students are thoroughly prepared for success in both college and their future careers. This goal reflects the district's commitment to providing high-quality education that meets the diverse needs of its student population and equips them with the necessary skills and knowledge to thrive in a competitive and rapidly changing world.

Reasons for Developing the Goal:

Comprehensive Preparation:
The goal aims to equip students with essential tools, knowledge, and skills for college and career readiness. This preparation starts from Kindergarten and continues systematically until graduation, ensuring a solid foundation and continuous development throughout the students' educational journey.

Future Success:

By fostering the development of critical skills, knowledge, and literacies, the district ensures that students are not only academically proficient but also capable of navigating and succeeding in various future scenarios, whether in higher education or the workforce.

Personalized Education:

Tailoring instructional programs to meet the diverse needs of students is crucial for maximizing each student's potential. Differentiated instruction helps address individual learning styles, abilities, and interests, promoting better academic outcomes and personal growth.

Technological Integration:

Ensuring access to appropriate technological resources aligns with current teaching and learning trends. Integrating technology in education enhances learning experiences, prepares students for a tech-driven world, and supports innovative instructional methods.

Overall Impact:

The "Achievement" goal is designed to create a robust educational framework that supports every student's academic and personal development. By focusing on rigorous and engaging curriculum delivery, personalized learning, and technological integration, Williams Unified School District aims to produce well-rounded, competent, and confident individuals ready to succeed in college and their future careers. This goal underscores the district's dedication to excellence in education and its commitment to preparing students for a successful and fulfilling future.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Progress in implementing state academic standards	PK- 6 teachers have all participated in SEAL professional development. It is a rolling cycle; continued PD in SEAL strategies. Secondary teachers will receive PD in Explicit Direct Instruction. Continued PD provided regarding new curriculum in science, math, ELD, ELA, and Spanish Continued PD provided for our iReady	TK-6 Teachers have been provided updated professional development in SEAL strategies (i.e. 3rd grade United States Landmarks) Secondary teachers are reading Explicit Direct Instruction with the Principal. After reading a chapter, there is a	TK-6 Teachers have been provided updated professional development in SEAL strategies Secondary teachers are reading Explicit Direct Instruction with the Principal. After reading a chapter, there is a professional development around it; then the	All teachers will have participated in SEAL at the elementary level. All secondary teachers will have participated in Explicit Direct Instruction. All teachers Tk-12 will have participated in professional development in new curriculum	The difference between the baseline and the year one outcome (2023–2024 school year) reflects a shift from initial planning and participation to active implementation and refinement of professional development strategies.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		diagnostic and ELLevation 2023-2024 SY	<p>professional development around it; then the strategy is used in the classrooms. Via classroom walkthroughs, there is evidence that this is being implemented.</p> <p>We have had PD in science, math, ELA, and Spanish and this will continue through out the year. 2024-2025 SY</p>	<p>strategy is used in the classrooms. Via classroom walkthroughs, there is evidence that this is being implemented.</p> <p>We have had PD in science, math, ELA, and Spanish and this will continue through out the year.</p> <p>In addition to continuing the above, we have had strategic, focused PD district-wide in Mathematics. Goal Met 2025-2026 SY</p>	and use the strategies in teaching to enable all students to access the CCSS. (Priority 2)	<p>1. SEAL Professional Development (PK–6) Baseline: All PK–6 teachers have participated in SEAL PD; ongoing cycle.</p> <p>Year One Outcome: PD has been updated and applied with specific examples (e.g., 3rd-grade unit on U.S. Landmarks), showing deeper integration of SEAL strategies into instruction.</p> <p>Difference: Shift from general participation to specific application and classroom integration of SEAL strategies.</p> <p>2. Explicit Direct Instruction (Secondary) Baseline: Secondary teachers will</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						<p>receive PD in Explicit Direct Instruction.</p> <p>Year One Outcome: PD is actively occurring through book study with the principal, followed by classroom implementation. Walkthroughs show evidence of practice.</p> <p>Difference: Move from planned PD to active implementation and monitoring of Explicit Direct Instruction strategies.</p> <p>3. Curriculum-Based PD (Science, Math, ELD, ELA, Spanish) Baseline: Continued PD will be provided.</p> <p>Year One Outcome: PD in these areas has</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						<p>occurred and will continue throughout the year.</p> <p>Difference: From future commitment to actual delivery and ongoing support of content-area PD.</p> <p>Year One Outcome: Not explicitly restated in 2023–2024 outcome, but implied continuation under the “PD will continue” theme.</p> <p>Difference: Limited update, but assumed ongoing use and training.</p> <p>Year 2 Outcome: In addition to SEAL and the Explicit Instruction Book Study, we have added strategic and focused PD on mathematics. With the approaching</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						math adoption we have a math coach, an adoption committee and weekly PD on math strategies. We are also working closely with the county office throughout this process.
1.2	Student achievement, as measured by state test scores (state indicator)	ELA 52.9 points below standard Math 105.4 points below standard 2023 California Dashboard 2023-2024 SY	ELA 48.6 points below standard Math 104.7 points below standard 2024 California Dashboard 2024-2025 SY	ELA 45.5 points below standard Math 100.2 points below standard 2025 California Dashboard Approaching Goal 2025-2026 SY	Increase ELA and Math performance on the CAASPP by 5 points from previous year. (Priority 4)	The difference between the baseline and the Year One outcomes on the California Dashboard shows modest improvement in both ELA and Math performance: Baseline (2023 California Dashboard) ELA: 52.9 points below standard Math: 105.4 points below standard Year One Outcome (2024 California Dashboard)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						<p>ELA: 48.6 points below standard Math: 104.7 points below standard</p> <p>Change from Baseline to Year One ELA Improvement: $52.9 - 48.6 = 4.3$-point gain Math Improvement: $105.4 - 104.7 = 0.7$-point gain</p> <p>Change from Baseline to Year Two ELA Improvement: $48.6 - 45.5 = 3.1$-point gain Math Improvement: $104.7 - 100.2 = 4.5$-point gain</p> <p>Interpretation ELA saw another gain, suggesting early success in professional development and instructional strategies. Math saw a gain of 4.5, indicating the</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						new focus and support in math instruction and professional learning is helping our teachers and students.
1.3	English learner progress (state indicator)	57.1% Making progress toward English language proficiency 2023 Dashboard 2023-2024 SY	49.2% Making progress toward English language proficiency 2024 Dashboard 2024-2025 SY	42.2% Making progress toward English language proficiency Goal Not Met 2025 Dashboard 2025-2026 SY	Increase English Learner progress from the previous year by 5% (Priority 4)	Difference Change: 42.2% - 57.1% = 14.9 percentage points Interpretation: This represents a decline in the percentage of English Learners making expected progress. It suggests that current supports and strategies may need to be reviewed and strengthened to better support language development.
1.4	English learner redesignation	WUSD Reclassified 91 students in 2024 2023-2024 SY	WUSD Reclassified 93 students in 2025 2024-2025 SY	WUSD Reclassified 69 students in 2026 Goal Not Met 2025-2026 SY	Maintain English Learner reclassification rate at 90 students or above. (Priority 4)	Difference Change: 91 - 69 = 22 students Interpretation: One thought is that we had fewer EL's at the upper

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						grades due to previous years of reclassifying and that could play apart in the decline. We will continue to focus on good teaching strategies and improving our programs for English Learners..

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.

For Goal One, we successfully implemented all planned actions. Our Dual Immersion program continues to thrive, providing consistent support to students across all grade levels. The numbers are holding steady (22-24 students in grade levels K-3) and we will be able to grow the full program through 6th grade over the next 2 years. The addition of a Reading Intervention Specialist has been particularly impactful, allowing our paraprofessionals to receive the training necessary to support reading intervention groups effectively (ELA Improvement: 48.6 - 45.5 = 3.1-point gain); students in lower grade levels have met reading goals at 80% or higher.

While our Summer Academy has not yet begun at the time of writing, all planning has been completed, and the program is scheduled to start the day after the regular school year concludes. We are proud of the continued growth and success of our music program, which includes multiple recitals (5 in total) throughout the year. Our technology infrastructure also continues to expand, ensuring 1:1 device access for all students, including those on independent study, and enhanced classroom technology for instructional use. Additionally, we are pleased to provide physical education to all grade levels, ensuring students receive the required minutes of physical activity appropriate for their grade level. This also supports our staff by providing much-needed preparation time during the instructional day. No substantive differences between planned and actual implementation were noted, and the program has experienced multiple successes across academic and enrichment areas.

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.

At this time, there are only a couple of material differences between our budgeted expenditures and estimated actual expenditures, and between our planned and estimated actual percentages of improved services. For metric 1.3, we were able to use one time funding for some of the supplies needed in our bilingual program and for 1.8, the need for hot spot devices is no longer a need for the district.

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

The specific actions outlined in Goal One have contributed to modest improvements in both Math and ELA performance overall. However, we did see a decline in performance among our English Learners, indicating a need to review and strengthen the actions in place to better support this student group. Despite this decline, our redesignation rates for English Learners have remained consistent with the metric set by our district. Professional development for our teaching staff has been a key component of our efforts and will continue to be reviewed and enhanced based on evolving needs. To date, our staff has benefited from strong professional development opportunities, including support from Instructional Coaches, which has helped improve instructional practices and overall effectiveness in the classroom.

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.

At this time, we have no planned changes to our goals, metrics, target outcomes, or actions. We believe that our current goals and actions accurately reflect the needs of our students and staff. We will continue to implement these strategies with fidelity and remain focused on meeting the metrics we have established to support continued growth and improvement.

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	Site Block Grant	School Site Based Block Grants will be provided to sites for support programs that develop the knowledge and skills needed for career & college exploration. Each site will be expected to develop a site plan for the funds. The funds should be directed to the following: field trips, guest speakers, needed supplies, materials and software; specifically targeting English Learners, Developmental Bilingual Education, Special Education, Foster, and Economically Disadvantaged students. These funds will also be used to maintain CTE/ROP materials and supply budget, as well as supporting the Three Year Single Focus Site Plans.	\$20,000.00	Yes
1.2	Bilingual Education	K-6 Developmental Bilingual Education Program (50-50 model) 7-8 Spanish A/B or Spanish for Native Speakers A/B 9-11/12 Spanish 1, 2, 3 or Spanish for Native Speakers 1, 2, AP Spanish Language, AP Spanish Literature 12 Interpreter/ Translator (Language Pathway) Bilingual Early Childhood Education CTE Pathway	\$43,909.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Bilingual Education Supplies	Provide funding for Instructional materials, consumables and textbooks in Spanish and English to support bilingual education.	\$15,000.00	Yes
1.4	Reading Specialist	Provide a Reading Intervention Specialist with the focus and goal being that all students will be reading at grade level by the end of third grade.	\$161,226.00	Yes
1.5	Summer Academy	Provide a Summer Academy for K - 12th grades providing English language development, college courses offerings, Dual Enrollment and tutoring, credit recovery, enrichment courses, etc.	\$150,000.00	Yes
1.6	Music	Maintain TK-12 Music Program for the development and support of student learning. Include the music program in the ASES (K-8) and ASSETS (9-12) after school programs.	\$309,503.00	Yes
1.7	Physical Education	Provide physical education for the development and support of student health and well being (TK-6)	\$160,590.00	Yes
1.8	Technology/ Literacy	Provide an on-line platform to support and improve student reading levels TK-6 including but not limited to Renaissance (Accelerated Reader).	\$17,000.00	Yes
1.9	Technology/ Academics	Provide an on-line platform for credit recovery for 9-12 grades	\$50,000.00	Yes
1.10	Technology/ Student Devices	Provide support for the student device replacement cycle to create equitable access to technology. Director of Informational Technology to assess, review and update the cycle annually. (K, 4th grade, 7th grade, and 10th grade)	\$215,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Technology Coach	Provide support in the use of technology and blended learning in the schools. Instructional Coach to model instruction and coach teachers in these areas.	\$156,507.00	Yes
1.12	Technology	Provide on-going professional learning and support for staff aimed at meeting the needs of all students through the purchase and replacement of classroom technology for teachers with the intention of creating a sustainable 3 year cycle.	\$50,000.00	Yes
1.13	Technology	Provide a Director of Informational Technology and support staff to support implementation of technology; guarantee equitable access to technology; increase campus safety; and update infrastructure to provide students/teachers with technology and instructional strategies that support blended learning.	\$420,804.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	<p>Conditions of Learning: Williams Unified School District will create and nurture an environment that addresses both the educational and socio-emotional needs of all students to ensure their success.</p> <p>Key Objectives: Expand student access to meaningful, appropriate, broad, and relevant learning experiences. Provide continuous professional development and support for staff. Support and retain high-quality educators. Ensure students have equitable access to a rigorous and relevant curriculum and well-maintained facilities. Employ data-driven decision-making processes. (Priority 1, 2, 4, 5, 6)</p>	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Williams Unified School District developed this goal to create and nurture an environment that addresses both the educational and socio-emotional needs of all students to ensure their success for several important reasons.

Here’s a detailed explanation of why each key objective supports this overarching goal:

Expand student access to meaningful, appropriate, broad, and relevant learning experiences:
Why it matters: Providing diverse and relevant learning experiences ensures that students are engaged and can see the practical applications of their education. This approach recognizes the varied interests and career aspirations of students, preparing them for the future in a holistic manner.
Connection to the goal: By expanding access to a variety of learning opportunities, the district supports not only the academic growth but also the personal interests and passions of students, which is crucial for their overall success and socio-emotional well-being.

Provide continuous professional development and support for staff:

Why it matters: Educators need to continually update their skills and knowledge to effectively meet the diverse needs of students. Professional development ensures that teachers can employ the best instructional strategies and understand the socio-emotional aspects of student development.

Connection to the goal: Well-trained and supported teachers are better equipped to create nurturing and effective learning environments. This directly impacts students' educational experiences and their socio-emotional development, fostering a supportive and effective learning atmosphere.

Support and retain high-quality educators:

Why it matters: High-quality educators are crucial for student success. Retention of skilled teachers ensures consistency and stability within the learning environment, which benefits students' academic and emotional well-being.

Connection to the goal: By focusing on supporting and retaining high-quality educators, the district ensures that students have access to experienced, committed, and competent teachers who can provide both academic instruction and socio-emotional support.

Ensure students have equitable access to a rigorous and relevant curriculum and well-maintained facilities:

Why it matters: Equity in education ensures that all students, regardless of their background, have the same opportunities to succeed. A rigorous and relevant curriculum challenges students and prepares them for future academic and career endeavors, while well-maintained facilities provide a safe and conducive learning environment.

Connection to the goal: Equitable access to high-quality education and facilities directly addresses both educational and socio-emotional needs. It ensures that all students have the resources and opportunities needed to thrive, which is essential for their overall success.

Employ data-driven decision-making processes:

Why it matters: Data-driven decision-making allows for informed and effective strategies to be implemented. It ensures that the district's policies and practices are based on evidence and can be adjusted as needed to meet students' needs.

Connection to the goal: Using data to guide decisions helps the district to continually improve and tailor its approaches to support students' educational and socio-emotional needs. It ensures that resources are allocated effectively and interventions are targeted where they are most needed, enhancing student outcomes.

Overall, the Williams Unified School District's goal and its key objectives reflect a comprehensive approach to education that acknowledges the importance of both academic and socio-emotional development. By addressing these aspects through specific, targeted actions, the district aims to create a well-rounded and supportive environment that promotes the success of 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	Graduation Rate (state indicator)	90.2 % Graduated 2023 Dashboard 2023-2024 SY	89.6% Graduated 2024 Dashboard 2024-2025 SY	96.9% Graduated Goal Met 2025 Dashboard 2025-2026 SY	Maintain high graduation rate status (blue) on the California	Baseline (2023): 90.2% Year 1 Outcome (2024): 89.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					School Dashboard (Priority 5)	<p>Year 2 Outcome (2025): 96.9%</p> <p>Current Difference from Baseline: 6.7%</p> <p>This indicates an increase in our graduation rate from the previous year as well as the baseline</p>
2.2	College/Career Readiness (state indicator)	<p>33.9% Prepared</p> <p>16.1% Approaching</p> <p>50.0 % Not Prepared</p> <p>2023-2024 SY</p>	<p>45.2% Prepared</p> <p>15.7% Approaching</p> <p>Prepared</p> <p>39.1 % Not Prepared</p> <p>2024-2025 SY</p>	<p>51.1% Prepared</p> <p>11.7% Approaching</p> <p>Prepared</p> <p>37.2% Not Prepared</p> <p>Approaching Goal</p> <p>2025 Dashboard</p> <p>2025-2026 SY</p>	<p>Increase college preparedness in the College/Career Indicator of the California School Dashboard by 5% each year(Priorities 7 and 8)</p>	<p>Differences from Baseline to Year 1:</p> <p>Prepared: $45.2\% - 33.9\% = +11.3$ percentage points</p> <p>Approaching Prepared: $15.7\% - 16.1\% = -0.4$ percentage points</p> <p>Not Prepared: $39.1\% - 50.0\% = -10.9$ percentage points</p> <p>Differences from Baseline to Year 2:</p> <p>Prepared: $51.1\% - 33.9\% = +17.2$ percentage points</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						<p>Approaching Prepared: 11.7% - 16.1% = - 4.4 percentage points</p> <p>Not Prepared: 37.2% - 50.0% = +12.8 percentage points</p> <p>This shows a strong improvement in the Prepared category and a significant reduction in the Not Prepared category.</p>
2.3	College/Career Readiness (A-G)	42.39% Graduates that met A-G (39 / 92 students) 2023-2024 SY	41.93% WJSHS Graduates that met A-G (39 /93 students) met A-G 2024-2025 SY	40.42% WJSHS Graduates that met A-G (38 /94 students) met A-G Approaching Goal 2025-2026 SY	Increase rate of A-G completion from the previous year by 3% (Priority 4)	For the 2023–24 school year, 42.39% of all graduates met the A-G requirements (39 out of 92 students), compared to 41.93% at WJSHS (39 out of 93 students). The slight discrepancy in the total number of graduates reported may be due to rounding or reporting

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						<p>differences. This represents a relatively consistent outcome between the baseline and Year One, indicating stable performance in A-G completion at WJSHS. For the 2024–25 school year, 40.42% of all graduates met the A-G requirements (38 out of 94 students). This represents a relatively consistent outcome between the baseline and Year Two, indicating stable performance in A-G completion at WJSHS. The discrepancy could also be related to the number of students that graduated at our Alt Ed school (17).</p>
2.4	College/Career Readiness (AP)	AP Testing- 87 unduplicated students	AP Testing- 86 unduplicated	AP Testing- 79 unduplicated	Continue to increase the	The data shows a very small

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>who took 1 or more AP tests this year. 2023-2024 SY</p>	<p>students who took 1 or more AP tests this year. 2024-2025 SY</p>	<p>students who took 1 or more AP tests this year. Goal Not Met 2025-2026 SY</p>	<p>number of students taking AP test each year (Priorities 7 and 8)</p>	<p>difference in the number of unduplicated students who took one or more AP tests between the baseline year and Year One. In the baseline year, 87 unduplicated students participated in AP testing, while in Year One, 86 students participated. This represents a decrease of just one student, indicating consistent participation in AP testing. While the change is minimal, it reflects stable access to and interest in Advanced Placement opportunities among our students. Year Two shows a drop of 7 students which leads us to monitor this more closely and</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						encourage the students to take the AP tests. We do have declining enrollment and that could be a part of the change in numbers.
2.5	Student achievement, as measured by state test scores (EAP)	EAP Ready 55.41% ELA 27.35% Math 2023-2024 SY	We no longer will use this as a metric. We will continue to monitor student college/ career readiness through other assessments as shown on the California Dashboard	We no longer will use this as a metric. We will continue to monitor student college/ career readiness through other assessments as shown on the California Dashboard	We no longer will use this as a metric. We will continue to monitor student college/ career readiness through other assessments as shown on the California Dashboard	We no longer will use this as a metric. We will continue to monitor student college/ career readiness through other assessments as shown on the California Dashboard
2.6	College/Career Readiness (CTE)	135 students in 2nd course of CTE Pathways 10 Completers 2023-2024 SY	146 students in 2nd course of CTE Pathways 21 Completers 2024-2025 SY	121 students in 2nd course of CTE Pathways 42 Completers Approaching Goal 2025-2026 SY	Increase total enrollment and the rate of CTE completions by 3% from previous year. (Priority 4 and 7)	Baseline (Year 0): 135 students Year 1 Outcome: 146 students Current Difference from Baseline: +11 students (~8.15% increase) This reflects growth in CTE pathway participation at level 2 or higher.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Year Two- continued strong participation and higher number of completers this year which is very close to our target.
2.7	College/Career Readiness (Dual Enrollment)	149 students in Dual Enrollment 2023-2024 SY	103 students currently in Dual Enrollment 2024-2025 SY	99 students currently in Dual Enrollment Goal Not Met - Colleges are not offering what we are needing 2025-2026 SY	Increase the seats in College Credit Courses (Dual Enrollment) annually (Priorities 7 and 8)	<p>Baseline (Year 0): 149 students</p> <p>Year 1 Outcome: 103 students</p> <p>Current Difference from Baseline: -46 students (~30.87% decrease)</p> <p>This indicates a significant drop in dual enrollment participation from the baseline year</p> <p>Year Two- we continue to decline in this area, however, we are having significant problems with the college and providing the classes or approving of our teachers in order to house more</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						students in Dual Enrollment.
2.8	Teacher assignments and credentials	10 teachers - Title 5 80005(b) classes were electives (Leadership, Career Paths and AVID). Misassignment in Chemistry and Physics. PERMITS: STSP - Secondary Art, MS 5th gr., TK Specialist Teaching Permit in ECE. INTERNS: 1 teacher MS TK. TOSAs: Curriculum Support, Reading Specialist, SEAL Coord and Technology Support. 2023-2024 SY	9 teachers - Title 5 80005(b) classes were electives (leadership, career paths, AVID). Misassignment in Chemistry and Physics has been corrected. TOSAs - Curriculum Support, Reading Specialist, SEAL, Technology 4 teacher interns - 2 secondary (Spanish & Art) - 2 primary (TK) 2024-2025SY	Teacher assignments and credentials 9 teachers - Title 5 80005(b) classes were electives (leadership, careers in athletics, AVID). TOSAs - Curriculum Support, Reading Specialist, Literacy Support, Math and Technology 7 teacher interns - 3 secondary (Spanish, Art, PE) - 4 primary (TK & Music) Approaching Goal 2025-2026 SY	Increase and maintain fully credentialed teachers to 100% (Priority 1)	Comparing the baseline year to Year One, we saw a slight decrease in the number of teachers assigned to Title 5 80005(b) elective courses—from 10 teachers in the baseline year to 9 teachers in Year One. These elective courses continued to include Leadership, Career Paths, and AVID. In the baseline year, there were noted misassignments in Chemistry and Physics, and several teachers were working under various permits, including STSPs in Secondary Art, 5th Grade, and a TK Specialist Teaching Permit in Early Childhood

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						<p>Education. Additionally, there was 1 intern teacher at the middle school level teaching TK.</p> <p>In contrast, Year One saw an increase in the number of teacher interns, with 4 total interns—two at the secondary level (Spanish and Art) and two at the primary level (TK). This increase reflects efforts to support credentialing pathways and address staffing needs through intern placements.</p> <p>The number and roles of TOSAs (Teachers on Special Assignment) remained consistent across both years, with staff supporting Curriculum, Reading</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						<p>Intervention, SEAL coordination, and Technology.</p> <p>Overall, the data indicates increased reliance on intern teachers and slightly fewer elective course assignments under Title 5 80005(b), with consistent support structures through TOSA roles.</p> <p>Year 2: we have more interns than prior years, however, we are working closely with the colleges to ensure their success. This has been a pattern not only to WUSD, but in most school districts throughout the state. TOSAS have remained consistent as have AVID teachers.</p>
2.9	Williams Act Certification	100% of students have access to CCSS aligned core curriculum	100% of students have access to CCSS aligned core curriculum and	100% of students have access to CCSS aligned core curriculum and	Maintain 100% access to CCSS aligned materials per approved	<p>Baseline: 100%</p> <p>Year 1 Outcome: 100%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and instructional materials 2023-2024 SY	instructional materials 2024-2025 SY	instructional materials Goal Met 2025-2026 SY	Williams Act Certification (Priorities 1 and 2)	Year 2 Outcome: 100% Current Difference from Baseline: 0% (No change) Access remains fully maintained.
2.10	Improved facilities and infrastructure	2023-2024 Ratings based on FIT and SARC reports: Williams Elementary School: Good Williams Upper Elem. School: Good Williams Jr./Sr. High: Good Mid Valley Continuation: Fair 2023-2024 SY	2024-2025 Ratings based on FIT and SARC reports: Williams Elementary School: Good Williams Upper Elem. School: Good Williams Jr./Sr. High: Good Mid Valley Continuation: Poor 2024-2025 SY	2025-2026 Ratings based on FIT and SARC reports: Williams Elementary School: Good Williams Upper Elem. School: Good Williams Jr./Sr. High: Exemplary Mid Valley Continuation: Exemplary Goal Met 2025-2026 SY	All schools and facilities will meet Williams Certification standards (Priority 1)	3 of 4 schools maintained their Good FIT ratings from the previous year. Mid Valley Continuation School declined from Fair to Poor, indicating a deterioration in facilities condition at that site. Year 2 Outcomes: Both elementary schools maintained their Good Fit ratings from the previous year. Both the Jr/Sr High and Mid Valley moved up to Exemplary on their FIT report. Areas that were prohibiting them

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						from getting a better rating were addressed.

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.

For Goal Two, we successfully implemented all planned actions with notable successes across multiple areas. We administered the i-Ready assessment three times over the course of the year, and the data showed consistent growth in both Math and ELA. (WES- ELA 168 students at grade level from 68 students at the beginning of the year.

Math 111 students at grade level from 18 students at the beginning of the year. WUES - ELA 77 students at grade level from 53 students at the beginning of the year. Math 84 students at grade level from 33 students at the beginning of the year. WJSHS - ELA 186 students at grade level from 85 students at the beginning of the year. Math 122 students at grade level from 38 students at the beginning of the year.)

Our block schedule continues to expand, allowing us to offer a wider variety of courses that align with student interests and needs. Similarly, Dual Enrollment opportunities show a positive trend, with more students enrolling in college-credit-bearing high school courses, better preparing them for postsecondary success. Professional development remains a key focus, with all teachers—both general and special education—receiving ongoing training throughout the year. Our instructional coaches have played an essential role by supporting classroom instruction, leading intervention groups, and coaching teachers on effective strategies and best practices. Finally, the continued presence of paraprofessionals in the classroom has been instrumental in supporting our intervention programs. Their contributions have enhanced our ability to provide targeted support to students and meet their individual learning needs effectively. There were no substantive differences between our planned and actual implementation, and the successes experienced reflect the strength and coordination of our efforts.

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.

At this time, there are slight material differences between our budgeted expenditures and estimated actual expenditures, and between our planned and estimated actual percentages of improved services. The items that would be purchased in the block grant, 2.1, were paid for out of one time funding that needed to be spent first. For 2.9 we had a reduction in instructional coaches for part of the year, and for 2.11, equity for assessments, we had fewer students take the tests than in previous years.

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

The district has experienced significant growth in its graduation rate, reflecting the positive impact of targeted supports, student-centered initiatives, and the collective efforts of staff, students, and families. In addition, we have seen strong progress in several key areas aligned with our goals. Most notably, College and Career Readiness indicators have improved significantly, including a marked reduction in the percentage of students categorized as “Not Ready.”

The number of students taking and successfully passing AP courses has remained steady, demonstrating continued student participation in rigorous academic opportunities. At the same time, our Career Technical Education (CTE) programs continue to expand, providing students with increased access to hands-on, career-focused learning experiences that prepare them for success beyond high school.

Although the district continues to rely heavily on teacher interns, we remain committed to supporting their growth through coaching, mentoring, and meaningful professional development to ensure success in the classroom. Overall, the actions implemented by the district have been effective in driving progress toward our goals, with encouraging trends in graduation rates, college and career readiness, and student participation in advanced academic and career pathway programs positioning us well for continued improvement.

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.

At this time, we have no planned changes to our goals, metrics, target outcomes, or actions. We believe that our current goals and actions accurately reflect the needs of our students and staff. We will continue to implement these strategies with fidelity and remain focused on meeting the metrics we have established to support continued growth and improvement.

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	Site Block Grant	School Site Based Block Grants will be provided for conferences, instructional materials, supplies, etc. to support the professional development and support aimed at meeting the needs of students. Each site will be expected to develop a site plan for the funds.	\$20,000.00	Yes
2.2	Common Core Curriculum	Provide funding for the purchase of Common Core State Standards (CCSS) aligned materials so that all students have the materials that they need for success.	\$100,000.00	Yes
2.3	Math Learning Coach	Provide a dedicated Math Learning Coach to support instruction aligned with the adopted curriculum.	\$125,133.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Diagnostic Assessment	Purchase online reading/math assessment and digital learning licenses. This purchase will: Provide methods for staff to collect reading and math student data to assist with instruction Provide parents data regarding growth of students in reading and math Provide Board and community data of student growth and performance in reading and math other than state data Students will, at a minimum, test three times a year: Fall, Winter, Spring	\$60,526.00	Yes
2.5	Block Schedule at Secondary	Maintain the Block Schedule; continue to design student-driven Master Schedule, and increase access to courses (including A-G Courses) that support college and career readiness. Utilize prep-period buy-outs to support course access when necessary. Provide funding for: Master program teacher incentive to support Early College High School Dual Enrollment: Teaching Staff Prep-Period Buy-outs: AP Course Increases	\$314,223.00	Yes
2.6	Electives Secondary	Provide a student-driven program of electives (8th-12th) and co-curricular activities that support and sustain AVID, Sports, Art, Music, CTE (9th-12th) etc.	\$1,303,528.00	Yes
2.7	Equitable Education	Ensure equity by providing general education & special education teachers with ongoing professional development and support aimed at meeting the needs of students. To include, but not limited to: designated and integrated ELD, English Language Arts, and math; using best practices/strategies (SEAL, AVID) to enable English Learners to access the standards-aligned core curriculum.	\$30,000.00	Yes
2.8	Special Education	Provide special needs services and staff to improve the outcomes of this student subgroup in the areas of ELA, math, and behavior support/modification. Ensure that SpEd staff is included with other staff in	\$3,103,804.00	Yes

Action #	Title	Description	Total Funds	Contributing
		professional learning and progress monitoring systems discussions to align/integrate services and support SpEd students, TK-12.		
2.9	Instructional Coaches	Provide Instructional Coaches to support: Professional development planning; Instructional practices development; and Curriculum support for teachers.	\$137,182.00	Yes
2.10	Positive School Climate	Support positive school climate and culture through the use of tools for collaboration such as Multi-Tiered System of Supports (MTSS) and Positive Behavior Interventions and Supports (PBIS). Provide intervention programs K-12 to support individualized academic progress including Saturday School and After School Interventions; provide an alternative setting for students 10th - 12th grade.	\$143,002.00	Yes
2.11	Equity for Assessments	Provide equity by providing funding for AP, translation certification testing costs, and others as needed.	\$10,000.00	Yes
2.12	Mentoring Support	Hire an external mentor to provide training, facilitation, and mentoring for the superintendent, school administrators, and other district leaders. This support is intended to build leadership capacity across the district by fostering growth, collaboration, and continuous improvement among our leadership team.	\$30,000.00	Yes
2.13	Classified Paraprofessionals	Provide funding to support productive learning environments district-wide by hiring and retaining classified paraprofessionals (11)	\$285,645.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	<p>Family Engagement and Student SEL: Williams Unified School District will enhance family engagement through inclusive communication involving all stakeholders: students, staff, families, and the community.</p> <p>Key Objectives: Promote and support the social and emotional well-being of all students. Seek input and implement shared decision-making processes. Increase school connectedness and student engagement. Address the comprehensive needs of the whole child. Priority (3, 4, 5, 6, 8,)</p>	Broad Goal

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- 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.

Williams Unified School District chose the goal of "Family Engagement and Student SEL" to create a supportive and collaborative educational environment that addresses both the academic and socio-emotional needs of students. This goal reflects the district's understanding that student success is significantly influenced by the involvement of families and the broader community, as well as by the social and emotional well-being of the students themselves.

Reasons for Developing the Goal:

Holistic Student Development:
Addressing the comprehensive needs of the whole child ensures that education goes beyond academics to include social and emotional learning (SEL). This approach helps students develop essential life skills such as resilience, empathy, and effective communication, which are crucial for their overall well-being and success.

Enhanced Family Engagement:

By fostering inclusive communication involving students, staff, families, and the community, the district aims to build stronger partnerships. Engaged families are more likely to support their children's education, which can lead to improved academic outcomes and a more positive school experience for students.

Supportive School Environment:

Promoting and supporting the social and emotional well-being of all students creates a nurturing school climate where students feel safe, valued, and ready to learn. This supportive environment is essential for academic achievement and personal growth.

Shared Decision-Making:

Seeking input and implementing shared decision-making processes ensure that the voices of all stakeholders are heard and considered. This collaborative approach fosters a sense of ownership and accountability among the school community, leading to more effective and sustainable initiatives.

Increased Engagement and Connectedness:

Enhancing school connectedness and student engagement helps students feel more integrated and involved in their school community. When students are engaged and connected, they are more likely to participate actively in their learning and exhibit positive behaviors.

Overall Impact:

The "Family Engagement and Student SEL" goal is designed to create a cohesive and inclusive educational environment that supports both the academic and emotional development of students. By emphasizing the importance of family and community involvement, promoting SEL, and ensuring that all stakeholders have a voice in the decision-making process, Williams Unified School District aims to foster a supportive and thriving school community. This goal reflects the district's commitment to providing a well-rounded education that prepares students not only for academic success but also for a fulfilling and balanced life.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Suspension Rates (state indicator)	4.5% suspended at least one day- declined 1.4% 2023 Dashboard 2023-2024 SY	6.4% suspended at least one day - increased 1.9% 2024 Dashboard 2024-2025 SY	5.9% suspended at least one day - decreased 0.6% Approaching Goal 2025 Dashboard 2025-2026 SY	Decrease the number of suspensions by 3% from previous school year (Priority 6)	The suspension rate has shown variation between the baseline and Year One. Initially, 4.5% of students were suspended at least one day, reflecting a 1.4% decrease as

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						<p>reported on the 2023 Dashboard. However, in Year One, this rate increased to 6.4%, representing a 1.9% rise from the previous year.</p> <p>This shift indicates a reversal of the earlier improvement and highlights the need to revisit and strengthen our behavior intervention strategies and support systems to better address student needs and reduce suspensions moving forward.</p> <p>Year 2 Outcome: We show a slight decrease in suspensions which is a move in the right direction.</p>
3.2	Dropout Rate	3 drop outs 1 - WJSHS 2 - Mid Valley 2023-2024 SY	4 drop outs 2 at Mid Valley 2 at WJSHS 2024-2025 SY	1 drop outs 0 at Mid Valley 1 at WJSHS Approaching Goal 2025-2026 SY	Decrease High School dropout rate from previous year by 3% (Priority 5)	In the baseline year, there were 3 mid-year dropouts—1 at WJSHS and 2 at

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						<p>Mid Valley In Year One, the number of dropouts increased slightly to 4 total—2 at WJSHS and 2 at Mid Valley.</p> <p>While the overall increase is small, it does reflect a slight upward trend. This indicates a need to continue monitoring student engagement closely and to strengthen early intervention and support systems aimed at reducing dropouts.</p> <p>Year Two: we see a significant decrease in drop outs at WJSHS ; this shows that our intervention and support systems are helping reach the students and provide support before they drop out.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Dropout Rate	0 dropouts 2023-2024 SY	0 dropouts 2024-2025 SY	0 dropouts Goal Met 2025-20256 SY	Maintain the middle school dropout rate at 0% (Priority 5)	Currently no change
3.4	Graduation Rate	90.2% Graduated 2023-2024 SY	89.6% Graduated 2024-2025 SY	96.9% Graduated Goal Met 2025 Dashboard 2025-2026 SY	Increase and maintain Graduation rate to 93% (Priority 5)	<p>The graduation rate showed a slight decline from 90.2% in the baseline year to 89.6% in Year One, representing a 0.6% decrease. While the change is minimal, it highlights the importance of continued efforts to support students through to graduation, particularly those who may be at risk of not completing their high school education. Ongoing interventions and monitoring will be key to maintaining and improving graduation rates moving forward.</p> <p>Year 2 Outcome: We show an increase of 7.3% in Year 2. This is</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						above our year 3 target. We now need to continue the work to maintain at that level.
3.5	Achievement of student subgroups, as measured by state test scores	<p>ELA: Homeless (46 students)- 93.3 points below standard, declined 27.7 points Students w/ Disabilities (107 students)- 111.2 points below standard, declined 3.7 points English Learners (314 students) - 96.6 points below standard, declined 8.2 points</p> <p>Math: Homeless (46 students)- 150.6 points below standard, declined 27.8 points Students w/ Disabilities (106 students)- 133 points below standard, declined 9.8 points English Learners (310 students) - 127.8 points below standard, declined 3.7 points</p> <p>2023 Dashboard 2023-2024 SY</p>	<p>ELA: Homeless (35 students)- 53.7 points below standard, increased 39.6 points Students w/ Disabilities (112 students)- 105.3 points below standard, increased 5.8 points English Learners (435 students) - 63.5 points below standard, increased 6.6 points</p> <p>Math: Homeless (38 students)- 123.3 points below standard, increased 27.2 points Students w/ Disabilities (111 students)- 131.4</p>	<p>ELA: Homeless (49 students)- 75.5 points below standard, declined 21.8 points Students w/ Disabilities (112 students) - 89.9 points below standard, increased 15.4 points English Learners (445 students) - 56.2 points below standard, increased 7.4 points</p> <p>Math: Homeless (50 students)- 116.8 points below standard, increased 6.5 points Students w/ Disabilities (112 students)- 124.3 points below</p>	Increase ELA and Math performance in each subgroup on the CAASPP by 5 points from previous year. (Priority 4)	<p>English Language Arts (ELA): Across all three student groups, there were notable improvements in ELA performance from the baseline to Year One:</p> <p>Homeless students improved significantly, from 93.3 points below standard (declined 27.7 points) to 53.7 points below standard, showing a gain of 39.6 points.</p> <p>Students with Disabilities improved from 111.2 points below standard (declined 3.7 points) to 105.3 points below standard, an increase of 5.8 points.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>points below standard, maintained 1.6 points English Learners (437 students) - 110.3 points below standard, maintained 2 points 2024 Dashboard 2024-2025 SY</p>	<p>standard, increased 7.1 points English Learners (441 students) - 102.7 points below standard, increased 7.6 points Goal Not Met 2025 Dashboard 2025-2026 SY</p>		<p>English Learners moved from 96.6 points below standard (declined 8.2 points) to 63.5 points below standard, reflecting an increase of 6.6 points.</p> <p>These improvements indicate positive growth in ELA for all subgroups, particularly among homeless students who demonstrated the most significant gain.</p> <p>Mathematics: In Math, the results were more mixed, with some improvement and some maintenance:</p> <p>Homeless students improved from 150.6 points below standard (declined 27.8 points) to 123.3 points below standard, showing</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						<p>a gain of 27.2 points.</p> <p>Students with Disabilities improved slightly from 133 points below standard (declined 9.8 points) to 131.4 points below standard, essentially maintaining performance with a 1.6-point gain.</p> <p>English Learners improved from 127.8 points below standard (declined 3.7 points) to 110.3 points below standard, with a gain of 2 points.</p> <p>While performance in Math remains an area of concern, the data shows measurable gains for all groups, with the most notable progress again among homeless students. These outcomes suggest</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						<p>that targeted supports and interventions may be beginning to yield positive results, though continued focus is needed, particularly in Mathematics.</p> <p>Year 2 Outcomes: Overall, the 2025 Dashboard data reflects notable progress across most student groups when compared to the previous year, particularly in meeting the targeted goal of at least a 5-point increase. In ELA, both Students with Disabilities and English Learners met the goal, with gains of 15.4 and 7.4 points respectively, demonstrating continued growth and positive momentum. However, the</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						<p>Homeless student group experienced a decline of 21.8 points, indicating an area of concern that will require targeted support and intervention.</p> <p>In Mathematics, all student groups met or exceeded the 5-point growth target. Homeless students increased by 6.5 points, Students with Disabilities by 7.1 points, and English Learners by 7.6 points. These gains reflect consistent improvement across all groups in math achievement.</p> <p>In summary, while the majority of student groups met the established growth targets—especially in Mathematics—focused attention will be needed to</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						address the decline observed in ELA performance among Homeless students.
3.6	Expulsion Rate	1 Expulsion 1 Expulsion Enforcement Suspended (stipulated expulsion) 2023-2024 SY	2 Expulsions 2024-2025 SY	2 Expulsions 1 at WJSHS and 1 at WUES Goal Not Met 2025-2026 SY	Achieve and maintain the expulsion rate at 0% (Priority 5)	<p>In the baseline year, there was 1 expulsion and 1 expulsion with enforcement suspended (stipulated expulsion). In Year One, the total number of expulsions increased to 2.</p> <p>While the overall number remains low, the increase indicates the need to continue focusing on early intervention, restorative practices, and behavior supports to address student conduct issues before they escalate to the level of expulsion.</p> <p>While the overall number remains</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						steady, we need to continue focusing on early intervention, restorative practices, and behavior supports to address student conduct issues before they escalate to the level of expulsion.
3.7	School Communication	<p>Following are the percent of parents that interacted with parent square:</p> <p>WES 98%</p> <p>WUES98%</p> <p>WJSHS 99%</p> <p>Mid Valley 100%</p> <p>99% of our parents are contactable through parent square</p> <p>2023-2024 SY</p>	<p>Following are the percent of parents that interacted with parent square:</p> <p>WES 97%</p> <p>WUES 97%</p> <p>WJSHS 99%</p> <p>Mid Valley 100%</p> <p>99% of our parents are contactable through parent square</p> <p>2024-2025 SY</p>	<p>Following are the percent of parents that interacted with parent square:</p> <p>WES 98%</p> <p>WUES 97%</p> <p>WJSHS 98%</p> <p>Mid Valley 100%</p> <p>98.9% of our parents are contactable through ParentSquare</p> <p>Goal Met</p> <p>2025-2026 SY</p>	Maintain the 98% or higher of parents interacting with parent square (Priority 3)	<p>Parent engagement through ParentSquare has remained consistently high from the baseline to Year One. While there was a very slight decrease in interaction at WES and WUES (from 98% to 97%), interaction at WJSHS remained steady at 99%, and Mid Valley maintained full participation at 100%.</p> <p>Year Two: Overall, 98.9% of our parents remain contactable</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						through ParentSquare, indicating strong and stable communication between home and school across all sites. This continued level of access and engagement supports our efforts to foster family involvement and transparent communication districtwide.
3.8	Parent Engagement	<p>104 parents returned the LCAP survey and approximately 66 parents participated in LCAP Focus Groups Tk-12.</p> <p>Following is the approximate number of parents that participated as members of site and district-level committees: SSC- 12 ELAC- 12 DELAC- 15</p> <p>In addition we had various school events that parents were</p>	<p>56 parents returned the LCAP survey and approximately 30 parents participated in LCAP Focus Groups Tk-12</p> <p>Following is the approximate number of parents that participated as members of site and district-level committees: WUES SSC - 5 WES/WUES ELAC - 4 WJSHS SSC- 10</p>	<p>WES: WUSD Parent Surveys returned=24 Family Night=141 WES Scout Meeting Night=75 SSC=3 WES/ WUES ELAC=2 TK/ Kindergarten Meeting=48 Sneak a Peek=175 Back to School Night=270 Open House=281 Literacy Night=160 WES PTO=55 members</p>	<p>Increase parent engagement in district-sponsored parent programs and activities over previous year by 5% (Priority 6)</p>	<p>From the baseline to Year One, parent involvement remained strong, though we observed a slight decline in participation in some specific areas.</p> <p>LCAP Survey Responses declined from 104 parents to 56.</p> <p>Parent participation in LCAP Focus Groups also</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>invited to. Below are the approximate numbers of participation district wide.</p> <p>Parent Resource Nights = 13 Back to School Night = 320 Open House = 1200 Shady Creek Information Night = 39 Culture Night = 70 Literacy Night = 104 Math Night = 75 Science Night = 200 PTO = 12 PIQE = 97 2023-2024 SY</p>	<p>WJSHS ELAC- 25 DELAC - 15</p> <p>In addition we had various school events that parents were invited to. Below are the approximate numbers of participation district wide.</p> <p>Back to School Night = 320 WES BTSN = 185 WUES BTSN =133 WUES Shady Creek info night = 45 WUES Open House = 130 WUES Sneak a peek = 75 WJSHS B2SN = 300 WJSHS Open House = 900</p> <p>Día de los Muertos Evening Event = 150 Posada Evening Event = 200 WES Literacy Night = 55</p>	<p>WES Holiday Shows=800 Reclassification=6</p> <p>WUES: WUSD Parent Surveys returned Family Night=N/A WUES PTO=8 SSC=3 WES/ WUES ELAC=2 Shady Creek Information Meeting=7 Sneak a Peek=N/A Back to School Night=150 Open House=122 Reclassification=16</p> <p>WJSHS/MV: Parent participation in LCAP Focus Group= SSC=4 WJSHS ELAC=20 Back to School Night=150 Open House=1100 WJSHS PIQE=35 Winter Academic Awards Night=50 Fall Sports Banquet=100</p>		<p>decreased from approximately 66 to 30.</p> <p>However, there was continued and, in some cases, increased involvement in site and district-level committees:</p> <p>School events continued to draw high levels of parent participation, reflecting a strong school-community connection:</p> <p>Year Two: While LCAP-specific engagement decreased slightly, overall parent involvement through school events and committees remained strong, demonstrating continued interest in supporting students and school initiatives</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>WES TK/K Information Night = 62</p> <p>WES/ WUES Parent Resource Night = 7</p> <p>WES/WUES Internet Safety = 18</p> <p>WES Open House = 237</p> <p>Science Night = 200</p> <p>PTO = 12</p> <p>WUES PTO = 7</p> <p>2024-2025 SY</p>	<p>Winter Sports Banquet=150</p> <p>FAFSA/ Cash for College=20</p> <p>Reclassification=13</p> <p>Approaching Goal 2025-2026 SY</p>		<p>across the district. This feedback is valuable as we work to strengthen engagement opportunities and ensure parent voices continue to shape our planning processes. We also want to note that the decline in WUES engagement on some activities was due in part to the fact that we did not have a principal until February of the school year. There was an interim a few days a week and the superintendent to keep the school running.</p>
3.9	Student Social and Emotional well-being to achieve student engagement	<p>Satchel- Meaningful Participation</p> <p>WES - Grades 2 and 3</p> <p>Tier 1 - 79% (80%)</p> <p>Tier 2 - 16% (15%)</p> <p>Tier 3 - 5% (5%)</p> <p>WUES - Grades 4 - 6</p> <p>Tier 1 - 76% (80%)</p>	<p>Satchel- Meaningful Participation</p> <p>WES - Grades 2 and 3</p> <p>Tier 1 - 79.2% (80%)</p> <p>Tier 2 - 15.7% (15%)</p>	<p>Satchel- Meaningful Participation</p> <p>WES - Grades 2 and 3</p> <p>Tier 1 - 79.75% (80%)</p> <p>Tier 2 - 16.29% (15%)</p>	<p>Maintain self-awareness, self-management, social awareness, relationship skills, and responsible decision making in all three Tiers at 80%,15%, and 5%, as determined in</p>	<p>Overall, the data shows steady or improved meaningful participation across most grade spans, with some areas exceeding targets and others showing minor</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Tier 2 - 18% (15%) Tier 3 - 6% (5%) WJSHS - Grades 7 - 12 Tier 1 - 78% (80%) Tier 2 - 20% (15%) Tier 3 - 6.5% (5%) 2023-2024 SY	Tier 3 - 5.1% (5%) WUES - Grades 4 - 6 Tier 1 - 86.1% (80%) Tier 2 - 11% (15%) Tier 3 - 2.9% (5%) WJSHS - Grades 7 - 12 Tier 1 - 74% (80%) Tier 2 - 21.1% (15%) Tier 3 - 4.9% (5%) 2024-2025 SY	Tier 3 - 3.93% (5%) WUES - Grades 4 - 6 Tier 1 - 76.56% (80%) Tier 2 - 17.97% (15%) Tier 3 - 5.47% (5%) WJSHS - Grades 7 - 12 Tier 1 - 77.98% (80%) Tier 2 - 16.16% (15%) Tier 3 - 5.86% (5%) Goal Met 2025-2026 SY	the Satchel Pulse screener. (Priority 6)	variances from the established goals. WES (Grades 2–3): Tier 1 participation remained nearly consistent: 79.2% in Year One compared to 79% at baseline, just below the 80% target. Tier 2 and Tier 3 levels also remained closely aligned with goals, showing 15.7% and 5.1% respectively, both within expected ranges. WUES (Grades 4–6): Demonstrated strong improvement, especially in Tier 1, increasing from 76% to 86.1%, exceeding the 80% goal.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						<p>Tier 2 decreased to 11% (better than the 15% target), and Tier 3 dropped to 2.9%, also exceeding expectations.</p> <p>WJSHS (Grades 7–12):</p> <p>Tier 1 increased modestly from 74% to 78%, narrowing the gap to the 80% target.</p> <p>Tier 2 saw a slight decrease from 21.1% to 20%, still above the 15% target.</p> <p>Tier 3 rose slightly from 4.9% to 6.5%, exceeding the 5% benchmark.</p> <p>In summary, while WJSHS remains slightly above target in Tiers 2 and 3, the overall trend across schools reflects positive growth in Tier 1 participation,</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						<p>especially at WUES. These results indicate ongoing improvement in meaningful participation, with targeted attention needed at the secondary level to reduce higher-tier interventions.</p> <p>Year 2 Outcomes: All schools have fewer combined students in Tiers 2 and 3 than there were during the Fall screening. Both grade levels screened at WES jumped to the 60-80th %ile on Spring Screenings! Both Elementary schools are showing stable to improving overall skill level trajectories. Reminder: Our current 5th, 6th, and 7th graders were in isolation during developmental</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						stages that were critical to social emotional learning. WJSHS shows stable to improving overall skill level trajectories in most grades for the current school year.
3.10	Chronic Absenteeism	23.2 % chronically absent, declined 2.3% 2023 Dashboard 2023-2024 SY	17.8 % chronically absent, declined 5.4% 2024 Dashboard 2024-2025 SY	18.5 % chronically absent, increased 0.7% Approaching Goal 2025 Dashboard 2025-2026 SY	Decrease chronic absenteeism rate by 5% (Priority 5)	<p>The data shows a positive downward trend in chronic absenteeism across the district:</p> <p>A second data point shows a decline from 23.2% to 17.8%, representing a 5.4% improvement.</p> <p>These reductions indicate that interventions and efforts to improve attendance are having a measurable impact. Continued focus on attendance support and family engagement will</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						<p>be essential to maintain and build on this progress.</p> <p>Year 2 Outcomes: The chronically absent increased by 0.7% which is minimal but noteworthy. We will continue to keep systems in place to continue to work on improving this area.</p>

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.

Implementation of actions under this goal has proceeded largely as planned, with several key areas showing positive progress while also identifying areas for continued focus and improvement. Student behavior and discipline data reflect encouraging outcomes, as suspensions decreased and expulsions remained stable during the reporting period. These results suggest that current intervention strategies, restorative practices, and proactive behavior supports are having a positive impact. However, we recognize the importance of continuing to strengthen behavior intervention systems and providing early supports to address student needs before concerns escalate.

Student engagement indicators also demonstrate positive movement. Dropout rates decreased, and the district achieved a higher graduation rate, with 96.9% of students graduating. These outcomes reflect the effectiveness of ongoing monitoring, intervention, and support systems, particularly for at-risk student populations. Continued attention to student engagement, attendance, and individualized support will remain essential to sustaining and improving these outcomes.

Academic performance, particularly in Mathematics, continues to be an area of concern. However, we are encouraged by the measurable gains observed across all student groups, with the most notable progress among homeless students. These outcomes indicate that targeted supports and interventions are beginning to yield positive results, although sustained focus and improvement efforts in Mathematics remain necessary.

Family engagement and communication continue to be strengths across the district. Currently, 98.9% of our parents remain contactable through ParentSquare, demonstrating strong and consistent home-school communication systems. We remain committed to maintaining this high level of connectivity while continuing to expand opportunities for meaningful parent involvement and ensuring parent voices remain central to our planning and decision-making processes.

Meaningful student participation has also shown improvement. While elementary levels are largely meeting goals, the secondary level continues to require additional attention to reduce higher-tier interventions and further strengthen student engagement and well-being. Our ongoing efforts will focus on providing supports that promote positive school connectedness at all grade levels.

Finally, chronic absenteeism has declined, with recent data showing measurable improvements. These reductions indicate that current attendance interventions, outreach efforts, and family engagement strategies are positively impacting student attendance. Continued focus in these areas will be critical to maintaining and building upon this progress.

In summary, while challenges remain, particularly in Mathematics achievement, the district is seeing encouraging evidence that current strategies and interventions are making a positive impact. Improvements in suspensions, dropout rates, graduation rates, attendance, and family engagement demonstrate meaningful progress toward our goals. We remain committed to continuous improvement through data-driven decision-making, early intervention, and strong family and community partnerships.

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.

At this time, there are slight material differences between our budgeted expenditures and estimated actual expenditures, and between our planned and estimated actual percentages of improved services. The items that would be purchased in the block grant, 3.1, were paid for out of one time funding that needed to be spent first. As for 3.5, parent involvement we used other one time money first. And, 3.10, recruitment of teachers- we went to fewer hiring fairs this past year.

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

The specific actions implemented to support this goal have been largely effective in addressing the social-emotional, physical, and safety needs of our students. The use of site-based blocks for Social-Emotional Learning (SEL) has allowed school sites to tailor support to meet the unique needs of their student populations. The adoption of Satchel Pulse as our SEL screener has proven to be a strong asset, offering not only data on student SEL levels but also providing targeted activities to address areas of concern—helping staff respond effectively and proactively as seen in the data below:

(WES - Grades 2 and 3

Tier 1 - 79.75% (80%)

Tier 2 - 16.29% (15%)

Tier 3 - 3.93% (5%)

WUES - Grades 4 - 6

Tier 1 - 76.56% (80%)

Tier 2 - 17.97% (15%)

Tier 3 - 5.47% (5%)

WJSHS - Grades 7 - 12

Tier 1 - 77.98% (80%)

Tier 2 - 16.16% (15%)

Tier 3 - 5.86% (5%)

The establishment of a wellness center on campus continues to be a valuable resource, offering students a safe space to receive support and access services that contribute to their overall well-being (an average of 60 students accessed the wellness center on a daily basis). In terms of family engagement, the use of ParentSquare has proven to be an effective communication tool. With a high percentage (99.8%) of our families actively using the platform, we are able to maintain strong home-school connections. The availability of translations in multiple formats has further supported inclusivity and increased parent involvement. Student engagement has also benefited from the variety of activities offered, which allow students to find different ways to connect with their school community. The numbers for this are in metric 3.8. We are particularly pleased to have counselors available across all grade spans (1 elementary, 2 secondary, 2 interns across the campuses), ensuring that all students have access to guidance and support. In addition, continuing to provide essential services such as transportation and nursing has had a positive impact on student attendance, health, and access to education. Perhaps one of the most impactful components of this goal has been the presence of our School Resource Officer (SRO), who is housed on our campus. The SRO not only provides a quick response when needed but also builds relationships with students through proactive engagement and positive interactions (we lost our SRO mid-year, but PD response and support continues to be amazing). Lastly, ongoing improvements to our facilities contribute to a safe and welcoming environment for students, staff, and families. Overall, the effectiveness of these actions is evident in the increased student engagement, improved communication with families, and strengthened supports that align with our goal.

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

At this time, we have no planned changes to our goals, metrics, target outcomes, or actions. We believe that our current goals and actions accurately reflect the needs of our students and staff. We will continue to implement these strategies with fidelity and remain focused on meeting the metrics we have established to support continued growth and improvement.

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	Site Block Grant	Provide Site Based Block Grant for Social Emotional Learning. Each school site will provide a plan that outlines their initiatives for Social	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Emotional development. Some examples include: SEL curricula, activities, and strategies.		
3.2	Social Emotional Learning	Purchase online social emotional assessment and digital learning licenses. This purchase will: Provide methods for staff to collect social and emotional student data to assist with support Provide parents data regarding social emotional needs of their students Provide Board and community data of student social and emotional needs Students will, at minimum, be screened two times a year: Fall and Spring	\$7,950.00	Yes
3.3	Social Emotional Services	Provide social, emotional and mental health services that better support all students in their social-emotional development.	\$30,000.00	Yes
3.4	Parent Communication	Provide a communication platform that increases and encourages parent communication with the district through a seamless communication strategy.	\$10,000.00	Yes
3.5	Parent Involvement	Provide opportunities to involve parents, families and the school community through district/school advisory and decision-making committees (SSC, ELAC, DELAC, PTO) in order to foster positive communication and meaningful engagement.	\$1,500.00	Yes
3.6	Translation/ Interpretation	Provide translation/interpretation services to increase parent and teacher communication and involvement of English Learner parents in school activities.	\$106,387.00	Yes
3.7	Parent Resources	Provide parent resources, support and training initiatives such as: PIQE to encourage parent involvement Adult Literacy class to support parents' learning	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Site specific family learning opportunities (3 times a year) such as ParentSquare, iReady, Satchel, etc.		
3.8	Activity Stipends	Provide funding for activity stipends to support activities that develop students and encourage students to engage in school.	\$187,448.00	Yes
3.9	Counselors	Provide Counseling Services to both elementary (TK-6) and secondary (7th-12th) students through the hiring of 3.0 FTE counselors.	\$469,867.00	Yes
3.10	Recruitment of Teachers	Recruit, hire and retain a diverse group of highly qualified teachers who are skilled in addressing the achievement gap and in creating an enriched, learning environment.	\$3,000.00	Yes
3.11	Transportation	Provide transportation to support EL's, foster and homeless youth, and low socio-economic students.	\$185,000.00	Yes
3.12	Nursing	Provide district-wide nursing services to ensure a healthy learning environment for all students with the goal of keeping students in school.	\$134,204.00	Yes
3.13	School Safety	Provide student, staff, and family preventative drug, alcohol, tobacco, etc. education; includes a School Resource Officer for the 2026-2027 SY	\$70,000.00	Yes
3.14	Recognition	Provide recognition of students and certificated/ classified staff at board meetings, welcome back breakfast, mid-year recharge breakfast, staff appreciation luncheon, etc.	\$9,000.00	Yes
3.15	Facilities	Continue to maintain school facilities to increase safety.	\$320,847.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.16	Healthy Choices	Promote and provide healthy nutrition, mental health and wellness, and physical activity environments for students using the guidelines from the district's Wellness Policy.		No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	<p>For the 2026-2027 school year, WUSD is committed to enhancing educational equity at our Alternative High School, Mid-Valley, and Independent Study Program. WUSD will ensure all students attending Mid-Valley Alt. Ed. classroom and independent study program have equitable access to high-quality educational resources, personalized support, and opportunities for academic and personal growth, regardless of their background or circumstances. This commitment will be carried out by providing the following: Increased access to technology, enhanced learning materials, individual learning plans, mentorship programs, cultural competency training, parent/ guardian workshops, and community partnerships.</p> <p>Data-Driven Decision Making: Regularly collect and analyze data on student performance, engagement, and well-being to identify gaps and areas for improvement.</p> <p>Continuous Feedback Loop: Establish a continuous feedback loop involving students, parents, educators, and community members to ensure the programs remain responsive to the needs of all stakeholders.</p> <p>Expected Outcomes:</p> <p>Improved academic performance and graduation rates among continuation high school and independent study students.</p> <p>Increased student engagement and motivation through personalized and relevant learning experiences.</p> <p>Enhanced support for students' social-emotional well-being, leading to a more positive school climate.</p> <p>Greater involvement of families and community members in the educational process, creating a stronger support network for students.</p> <p>By implementing these strategies, we aim to create a more equitable educational environment where every student has the opportunity to succeed and thrive.</p> <p>(Priority 1, 2, 3, 4, 5, 6, 7, 8)</p>	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)

- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Williams Unified School District (WUSD) has developed this goal to enhance educational equity at our Alternative High School, Mid-Valley, and Independent Study Program in response to a growing recognition of the diverse needs of our student population. This goal reflects our dedication to ensuring that every student, regardless of their background or circumstances, has the opportunity to succeed academically and personally. Data has shown that students in alternative education settings often face significant educational disparities compared to their peers in traditional settings. These disparities can lead to lower academic achievement, reduced engagement, and higher dropout rates. WUSD is committed to closing these gaps by providing targeted support and resources.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Improved academic performance and graduation rates among continuation high school and independent study students	Graduation Rate 94.7% 2023-2024 SY	Graduation Rate 65% 2024-2025 SY	Graduation Rate 100% Goal Met 2025-2026 SY	Reach and maintain a 85% graduation rate	<p>There was a significant drop in the graduation rate. This decline in outcomes highlights the urgent need for more engaging, meaningful, and student-centered approaches to instruction that motivate learners and support long-term success.</p> <p>Year Two: We had 100% of our students graduate from MidValley- 17 in total.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Increased student engagement and motivation through personalized and relevant learning experiences	At the alternative high school level, student engagement and motivation remain areas of concern. Instruction is primarily focused on credit recovery and meeting graduation requirements, with limited opportunities for personalized learning, project-based activities, or integration of student interests. 2023-2024 SY	No data to report at this time 2024-2025 SY	No data to report at this time Goal Not Met 2025-2026 SY	Every student will complete an individual learning plan with the instructor at their entry date.	No data to report at this time
4.3	Enhanced support for students' social-emotional well-being, leading to a more positive school climate	There is a need for a pathway to access both counseling and mental health resources at the alternative setting. Currently that is not set up. 2023-2024 SY	No data to report at this time 2024-2025 SY	No data to report at this time Goal Not Met 2025-2026 SY	Monthly availability for counseling and mental health services will be provided at the alternative high setting.	No data to report at this time
4.4	Greater involvement of families and community members in the educational process, creating a stronger support network for students	There is a need to provide parent/guardian workshops to help families support their student's learning and development. Currently that is not in place. 2023-2024 SY	No data to report at this time 2024-2025 SY	No data to report at this time Goal Not Met 2025-2026 SY	A minimum of 3 family/ student workshops will be offered each year.	No data to report at this time

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.

Due to several factors, including ongoing staffing shortages across the district, we were unable to fully implement the planned actions outlined in Goal 4 during the 2024–2025 school year. These limitations impacted our ability to deliver targeted supports and interventions for our continuation high school and independent study students.

Recognizing these challenges, we have taken proactive steps to make necessary staffing adjustments and provide clearer direction to ensure full implementation in the upcoming 2026–2027 school year. These efforts are aimed at achieving the intended outcomes of Goal 4, which include: Improved academic performance and graduation rates among continuation high school and independent study students Increased student engagement and motivation through personalized and relevant learning experiences Enhanced support for students' social-emotional well-being, contributing to a more positive and supportive school climate Greater involvement of families and community members in the educational process, building a stronger and more connected support network for students. While implementation was limited this year, the foundational work completed positions us for a stronger rollout of these actions moving forward. We remain committed to ensuring that all students—regardless of educational setting—have access to high-quality instruction, support services, and meaningful engagement opportunities. Baseline will begin in the 2026-2027 school year.

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

There is not a difference between Budgeted Expenditures and Estimated Actual Expenditures because we did not begin implementation this year.

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

We do not have data to describe or address the effectiveness or ineffectiveness of the specific actions because we did not begin implementation this year.

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

The only change at this time is the commitment to fully implement the actions in Goal 4 next school year 2025-2026.

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 Access to Technology	Provide every student and the classroom as a whole with an increased access to technology including, but not limited a chrome book, reliable internet access, smart boards, projectors, etc.	\$10,000.00	
4.2	Enhanced Learning Materials	Enhance learning materials including but not limited to, high-quality, culturally relevant textbooks, digital resources, and supplementary materials tailored to diverse learning needs.	\$5,000.00	
4.3	Common Core Curriculum	Provide funding for the purchase of Common Core State Standards (CCSS) aligned materials so that all students have the materials that they need for success.	\$5,000.00	
4.4	Individualized Learning Plans	Provide staff training on creating individualized learning plans (ILPs) for each student, focusing on unique strengths, challenges and interests.	\$2,000.00	
4.5	Mentorship Programs	Establish mentorship programs where teachers, counselors, and community members provide academic and emotional support, helping students set and achieve personal goals.	\$5,000.00	
4.6	Cultural Competency Training	Implement ongoing professional development for educators on cultural competency, trauma-informed teaching, and strategies to support diverse learners.	\$2,000.00	
4.7	Parent / Guardian Workshops	Organize workshops to help parents and caregivers support their student's learning and development, fostering a strong home-school connection	\$1,000.00	
4.8	Community Partnerships	Build partnerships with local organizations and businesses to provide students with internships, job shadowing opportunities, and real-world learning experiences.	\$5,000.00	

Action #	Title	Description	Total Funds	Contributing
4.9	Facilities/ Learning Tools	Provide a safe environment for learning. This may include but not limited to desks and chairs, appropriate student storage spaces, tables for projects, electives materials, learning tools, etc.	\$13,023.00	

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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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
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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
\$6,079,036	\$796,115

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
41.814%	0.000%	\$0.00	41.814%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Site Block Grant</p> <p>Need: The need is that each site has specific needs to address for career and college exploration</p> <p>Scope: LEA-wide</p>	<p>This action addresses the individual needs of each specific site allowing the flexibility to provide field trips, guest speakers, needed supplies, materials and software; specifically targeting English Learners, Developmental Bilingual Education, Special Education, Foster, and Economically Disadvantaged students. These funds will also be used to maintain CTE/ROP materials and supply budget, as well as supporting the Three Year Single Focus Site Plans.</p>	<p>The number of field trips and guest speakers that are directly related to career and college exploration. The supplies, materials and software purchased for this specific action.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>Our district serves a population that is 95.6% Hispanic, with 50.7% of those students being English Language Learners. This demographic data underscores the importance of our targeted efforts to support and enhance the educational experiences of our students; therefore it is an LEA-wide action.</p>	
<p>1.2</p>	<p>Action: Bilingual Education</p> <p>Need: We are a school district with a population of 95.6% Hispanic, with 50.7% of those students are English Language Learners. There is a need to have bilingual education to support our population.</p> <p>Scope: LEA-wide</p>	<p>This action addresses the need of providing bilingual education to our student population. We are a school district with a population of 95.6% Hispanic, with 50.7% of those students are English Language Learners.</p> <p>Our district serves a population that is 95.6% Hispanic, with 50.7% of those students being English Language Learners. This demographic data underscores the importance of our targeted efforts to support and enhance the educational experiences of our students; therefore it is an LEA-wide action.</p>	<p>The number of students in our bilingual programs, the number of students that participate in Spanish courses, the number of graduates with the Seal of Biliiteracy on their diploma, and the number of students that complete our Translator Pathway.</p>
<p>1.3</p>	<p>Action: Bilingual Education Supplies</p> <p>Need: The need is to have supplies for the programs we provide in our bilingual programs.</p> <p>Scope: LEA-wide</p>	<p>This action addresses the need of providing supplies for our bilingual education programs. We are a school district with a population of 95.6% Hispanic, with 50.7% of those students are English Language Learners.</p> <p>Our district serves a population that is 95.6% Hispanic, with 50.7% of those students being English Language Learners. This demographic data underscores the importance of our targeted efforts to support and enhance the educational experiences of our students; therefore it is an LEA-wide action.</p>	<p>The number of students in our bilingual programs the number of students that participate in Spanish courses; the number of graduates with the Seal of Biliiteracy on their diploma; and the number of students that complete our Translator Pathway.</p>
<p>1.4</p>	<p>Action: Reading Specialist</p>	<p>This action addresses the need for all students to be reading at or above grade level.</p>	<p>ELA scores increase on state and local</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Our students have not performed well on both state and local assessments for ELA and the need is to target the students that are not reading at grade level early so that all students are reading by 3rd grade.</p> <p>Scope: Schoolwide</p>	<p>Ensuring that all students are reading at or above grade level by the 3rd grade is critical because early reading proficiency is a key predictor of future academic success. Students who are not proficient readers by 3rd grade are more likely to struggle in all academic areas, which can lead to a higher risk of dropping out of school. By targeting students who are not reading at grade level early, we aim to provide them with the necessary support and interventions to improve their reading skills, thereby setting a strong foundation for their continued academic achievement and long-term success; therefore, this is a schoolwide need.</p>	<p>assessments; number of students that are reading at grade level by 3rd grade</p>
<p>1.5</p>	<p>Action: Summer Academy</p> <p>Need: Our students have not performed well on both state and local assessments for ELA/math and the need is to target the students that are performing below grade level or are credit deficient.</p> <p>Scope: LEA-wide</p>	<p>This provides a space for academic improvement, skill retention, credit recovery, and enrichment opportunities in a structured environment.</p> <p>Our district serves a population that is 95.6% Hispanic, with 50.7% of those students being English Language Learners. This demographic data underscores the importance of our targeted efforts to support and enhance the educational experiences of our students; therefore it is an LEA-wide action.</p>	<p>ELA/Math scores increase on state and local assessments; number of students attending; credit recovery for secondary students</p>
<p>1.6</p>	<p>Action: Music</p> <p>Need: Music is essential in schools</p> <p>Scope:</p>	<p>Music enhances cognitive skills; foster creativity, supports academic achievement; builds social skills, exposes students to diverse cultures and histories; and fosters emotional development.</p> <p>Our district serves a population that is 95.6% Hispanic, with 50.7% of those students being English Language Learners. This demographic</p>	<p>Number of students enrolled in music at the secondary level; number of music nights at all grade levels; number of community performances</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	data underscores the importance of our targeted efforts to support and enhance the educational experiences of our students; therefore it is an LEA-wide action.	
1.7	<p>Action: Physical Education</p> <p>Need: TK-6th grades did not have a PE teacher</p> <p>Scope: Schoolwide</p>	<p>This action addresses the need to provide consistent and quality physical education for all TK-6th grade students.</p> <p>Physical education is essential for the overall development of children, contributing to their physical health, mental well-being, and social skills. Having a dedicated PE teacher ensures that students receive structured and effective physical activity, which can improve their concentration, academic performance, and physical fitness. By addressing this need, we are committed to fostering a holistic educational environment that supports the physical, mental, and academic growth of our students; therefore it is a schoolwide action.</p>	The schedule for all grades receiving PE; to include number of minutes; how many days; lesson plans
1.8	<p>Action: Technology/ Literacy</p> <p>Need: Students in the K-6 grades have a need to continue improving their reading and comprehension.</p> <p>Scope: Schoolwide</p>	<p>Provide a platform to support and improve student reading levels.</p> <p>Our district serves a population that is 95.6% Hispanic, with 50.7% of those students being English Language Learners. This demographic data underscores the importance of our targeted efforts to support and enhance the educational experiences of our students; therefore it is an LEA-wide action.</p>	Growth in scores for English Language Arts
1.9	<p>Action: Technology/ Academics</p> <p>Need:</p>	Students that are not meeting graduation requirement need the additional support to graduate.	Sustainability in supporting the student device replacement cycle

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Students that are not meeting graduation requirement need the additional support to graduate.</p> <p>Scope: Schoolwide</p>	<p>Our district serves a population that is 95.6% Hispanic, with 50.7% of those students being English Language Learners. This demographic data underscores the importance of our targeted efforts to support and enhance the educational experiences of our students; therefore it is an LEA-wide action.</p>	
1.10	<p>Action: Technology/ Student Devices</p> <p>Need: Provide access to devices for students to access their learning</p> <p>Scope: LEA-wide</p>	<p>Our district serves a population that is 95.6% Hispanic, with 50.7% of those students being English Language Learners. This demographic data underscores the importance of our targeted efforts to support and enhance the educational experiences of our students; therefore it is an LEA-wide action</p>	<p>Number of devices to number of students</p>
1.11	<p>Action: Technology Coach</p> <p>Need: Provide support in the use of technology and blended learning in the schools</p> <p>Scope: LEA-wide</p>	<p>Instructional Coach to model instruction and coach teachers in these areas</p> <p>Our district serves a population that is 95.6% Hispanic, with 50.7% of those students being English Language Learners. This demographic data underscores the importance of our targeted efforts to support and enhance the educational experiences of our students; therefore it is an LEA-wide action.</p>	<p>Number of teachers and students using new knowledge in the use of technology in the classroom</p>
1.12	<p>Action: Technology</p> <p>Need: Teachers also need to be in a cycle for replacement of technology</p>	<p>Provide on-going professional learning and support for staff aimed at meeting the needs of all students through the purchase and replacement of classroom technology for teachers</p> <p>Our district serves a population that is 95.6% Hispanic, with 50.7% of those students being</p>	<p>Number of professional development opportunities for teachers</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>	<p>English Language Learners. This demographic data underscores the importance of our targeted efforts to support and enhance the educational experiences of our students; therefore it is an LEA-wide action.</p>	
<p>1.13</p>	<p>Action: Technology</p> <p>Need: With the technology in every classroom as well as being a 1:1 district , there is a need to have a Director of IT to support the implementation of technology</p> <p>Scope: LEA-wide</p>	<p>Provide equitable access to technology; increase campus safety; and update infrastructure to provide students/teachers with technology and instructional strategies that support blended learning</p> <p>Our district serves a population that is 95.6% Hispanic, with 50.7% of those students being English Language Learners. This demographic data underscores the importance of our targeted efforts to support and enhance the educational experiences of our students; therefore it is an LEA-wide action.</p>	<p>Sustainability within the ever changing world of technology</p>
<p>2.1</p>	<p>Action: Site Block Grant</p> <p>Need: There is a critical need to enhance the professional development of educators and provide them with the necessary instructional materials and supplies to meet the diverse needs of our students effectively.</p> <p>Scope: LEA-wide</p>	<p>School Site-Based Block Grants will be provided to fund conferences, instructional materials, supplies, and other resources.</p> <p>Investing in professional development and providing essential instructional resources are vital for improving teaching quality and student outcomes. These grants enable educators to attend conferences, access the latest instructional materials, and obtain necessary supplies, which collectively support their ability to deliver high-quality education. By addressing these needs, we ensure that teachers are well-equipped to address the academic and developmental needs of our students, fostering an environment where all students can thrive; therefore it is an LEA-wide action.</p>	<p>Number of conferences attended by site</p>

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2.2	<p>Action: Common Core Curriculum</p> <p>Need: There is a pressing need to ensure that all students have access to materials aligned with the Common Core State Standards (CCSS) to support their academic success.</p> <p>Scope: LEA-wide</p>	<p>Provide funding for the purchase of CCSS-aligned materials.</p> <p>Access to CCSS-aligned materials is crucial for providing a consistent, high-quality education that meets the rigorous academic standards set forth by the Common Core. These materials ensure that students are learning the essential skills and knowledge required at each grade level, preparing them for future academic challenges and success. By funding the purchase of these materials, we are committed to equipping all students with the resources they need to achieve their full potential; therefore it is an LEA-wide action.</p>	All students have access to CCSS materials/ 100% rating on the Williams Act
2.3	<p>Action: Math Learning Coach</p> <p>Need: While there is slight improvement in Math scores, we are still way below where we need to be on assessments (both local and state)</p> <p>Scope: LEA-wide</p>	Having a Math Coach will help with both intervention groups as well as support improved instructional strategies.	We will see an increase of math scores in both local assessments and state assessments
2.4	<p>Action: Diagnostic Assessment</p> <p>Need: There is a need to acquire and use local information on students' performance in ELA and Math to inform instruction and track progress.</p> <p>Scope:</p>	<p>Provide methods for staff to collect and utilize reading and math student data, and ensure parents receive information regarding their children's growth in these subjects.</p> <p>Collecting and analyzing local data on student performance in ELA and Math is crucial for tailoring instruction to meet individual student needs and fostering academic growth. By equipping staff with effective methods to gather</p>	Provide Board and community data of student growth and performance in reading and math other than state data; students will, at a minimum, test three times a year: Fall, Winter, Spring

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	LEA-wide	and use this data, teachers can make informed decisions that enhance instructional practices. Additionally, providing parents with data on their children's progress in reading and math fosters greater involvement and support from home, creating a collaborative effort to improve student outcomes. This comprehensive approach ensures that students receive the targeted support they need to succeed academically; therefore it is an LEA-wide action.	
2.5	<p>Action: Block Schedule at Secondary</p> <p>Need: By providing block scheduling for the secondary students, they have the opportunity to concentrate on fewer subjects each day, improving focus and retention</p> <p>Scope: Schoolwide</p>	<p>Provide an increased access to courses that support college and career readiness; allows for the time needed for dual enrollment classes.</p> <p>Providing increased access to courses that support college and career readiness is essential for preparing students for post-secondary success. Allowing time for dual enrollment classes gives students the opportunity to earn college credits while still in high school, reducing the time and cost required to complete a college degree. This access not only enhances academic skills but also exposes students to college-level coursework and expectations, making the transition to higher education smoother. Additionally, it broadens students' career prospects by equipping them with the knowledge and skills needed in today's competitive job market; therefore it is a schoolwide action.</p>	Number of students in Dual Enrollment classes; number of students taking AP courses/ exams and number of students with 3 or higher on the AP exams
2.6	<p>Action: Electives Secondary</p> <p>Need: An opportunity for students to explore and develop their personal interests and passions</p>	<p>Provide a student-driven program of electives (8th-12th) and co-curricular activities that support and sustain AVID, Sports, Art, Music, CTE (9th-12th) etc.</p> <p>Providing a student-driven program of electives and co-curricular activities such as AVID, Sports,</p>	Number of electives offered; number of students in each elective offered; number of students passing elective classes

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	<p>Scope: Schoolwide</p>	<p>Art, Music, and Career Technical Education (CTE) is crucial for supporting and sustaining a well-rounded educational experience at the secondary level; therefore it is a schoolwide action.</p>	
<p>2.7</p>	<p>Action: Equitable Education</p> <p>Need: There is a need to ensure equity by providing general education & special education teachers with ongoing professional development and support aimed at meeting the needs of students</p> <p>Scope: LEA-wide</p>	<p>Provide professional development including designated and integrated ELD, English Language Arts, and math; using best practices/strategies (SEAL, AVID) to enable English Learners to access the standards-aligned core curriculum.</p> <p>Ongoing professional development and support for teachers are essential to ensuring that every student, including those with special needs, receives the education and support they need to succeed academically and socially, fostering an inclusive and equitable learning environment; therefore it is an LEA-wide action.</p>	<p>Number of offerings and number of attendees at each PD offered.</p>
<p>2.8</p>	<p>Action: Special Education</p> <p>Need: There is a need to ensure equity by providing additional support in the areas of ELA, math, and behavior support/modification.</p> <p>Scope: LEA-wide</p>	<p>Provide special needs services and staff to improve the outcomes of this student subgroup in the areas of ELA, math, and behavior support/modification. Ensure that SpEd staff is included with other staff in professional learning and progress monitoring systems discussions to align/integrate services and support SpEd students, TK-12.</p>	<p>Number of offerings and students in the areas of ELA, math, and behavior support/modification. Number of staff in professional learning and progress monitoring systems discussions.</p>
<p>2.9</p>	<p>Action: Instructional Coaches</p> <p>Need:</p>	<p>Professional development planning; Instructional practices development; and Curriculum support for teachers.</p> <p>instructional coaches are instrumental in sustaining and enhancing professional</p>	<p>Number of sessions provided by the instructional coaches and number of teachers accessing the instructional coaches for support</p>

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	<p>There is a need to provide instructional coaches to continue the support of professional development for all teaching staff</p> <p>Scope: LEA-wide</p>	<p>development initiatives for all teaching staff. Their expertise and guidance empower educators to continuously improve their teaching practices, ultimately benefiting student achievement and promoting a culture of continuous learning within the school community; therefore it is a LEA-wide action.</p>	
<p>2.10</p>	<p>Action: Positive School Climate</p> <p>Need: There is a need to support positive school climate and culture throughout the district</p> <p>Scope: LEA-wide</p>	<p>Support positive school climate and culture through the use of tools for collaboration such as Multi-Tiered System of Supports (MTSS) and Positive Behavior Interventions and Supports (PBIS). Provide intervention programs K-12 to support individualized academic progress including Saturday School and After School Interventions; provide an alternative setting for students 10th - 12th grade.</p> <p>Supporting a positive school climate and culture is essential for creating an environment where students thrive academically, socially, and emotionally. It enhances overall school effectiveness, promotes healthy relationships among all stakeholders, and prepares students for lifelong success; therefore it is a LEA-wide action.</p>	<p>Number of referrals by grade span; number of suspensions; number of positive recognition of students</p>
<p>2.11</p>	<p>Action: Equity for Assessments</p> <p>Need: We have a population with 95% unduplicated students, including a high rate of low socio-economic status.</p> <p>Scope: Schoolwide</p>	<p>Provide equity by funding AP exams, translation certification testing costs, and other necessary assessments for our secondary students.</p> <p>Providing funding for AP exams, translation certification testing, and other assessments supports equity by ensuring that all secondary students have access to opportunities that can significantly impact their academic and career trajectories, regardless of their economic status or</p>	<p>Number of students taking the AP exams; number of students that pass exams with a 3 or higher; number of students accessing other certificates such as translation</p>

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		background; this is for secondary students and therefore a schoolwide action.	
2.12	<p>Action: Mentoring Support</p> <p>Need: The need for an external mentor was identified due to the number of new leaders in key positions across the district, including site and district administration. While these individuals bring enthusiasm and potential, they require additional support as they grow into their roles. Feedback from staff and leadership teams indicated a desire for structured guidance, especially in areas such as strategic planning, instructional leadership, and effective team management. Bringing in an experienced mentor will provide targeted support, promote professional growth, and help build long-term leadership capacity throughout the district.</p> <p>Scope: LEA-wide</p>	<p>This action is provided on an LEA-wide basis because strong, consistent, and equity-focused leadership across all schools is essential for closing achievement gaps. A system-wide approach ensures that best practices, leadership development, and instructional strategies are aligned and effectively implemented at every site, which is critical in districts serving high percentages of unduplicated pupils.</p>	<p>Leadership Development Progress, Leadership Retention Rate, Impact on Unduplicated Students, Implementation of Best Practices, Staff Satisfaction and Support Perception.</p>
2.13	<p>Action: Classified Paraprofessionals</p> <p>Need: Our student population requires additional support from paraprofessionals to effectively access learning in the classroom.</p> <p>Scope: Schoolwide</p>	<p>Provide funding to support productive learning environments district-wide by hiring and retaining classified paraprofessionals for our elementary classrooms.</p> <p>Providing funding to hire and retain classified paraprofessionals supports productive learning environments by ensuring that all students, including those with special needs or requiring additional support, receive the assistance necessary to thrive academically and socially in</p>	<p>Improvement in ELA/Math scores as well as local assessments</p>

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		elementary classrooms; therefore this is a schoolwide action.	
3.1	<p>Action: Site Block Grant</p> <p>Need: There is a need to provide site specific social emotional learning</p> <p>Scope: LEA-wide</p>	Site block grants are provided to each grade span in order for them to meet their initiatives for social emotional development such as SEL curricula, activities, and strategies	The purchases of curriculum by site; professional development on SEL
3.2	<p>Action: Social Emotional Learning</p> <p>Need: There is a need to screen all students for social-emotional needs and provide resources to address the outcomes.</p> <p>Scope: LEA-wide</p>	<p>Purchase online social emotional assessment and digital learning licenses.</p> <p>Purchasing online social-emotional assessment tools and digital learning licenses supports the proactive identification and responsive support of students' social-emotional needs, fostering a healthy and supportive school environment conducive to academic and personal growth; therefore it is an LEA-wide action.</p>	Number of students in Tier I; Tier II; and Tier III over the period of the year
3.3	<p>Action: Social Emotional Services</p> <p>Need: There is a need to provide social and emotional wrap-around services that better support all students in their social-emotional development</p> <p>Scope:</p>	Provide social, emotional and mental health services that better support all students in their social-emotional development. The various items under this action reaches all students TK-12.	Number of students that participate; number of referrals for support services

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	LEA-wide		
3.4	<p>Action: Parent Communication</p> <p>Need: There is a need to keep parents informed and establish a collaborative relationship between parents and teachers.</p> <p>Scope: LEA-wide</p>	<p>Provide a communication platform that increases and encourages parent communication with the district through a seamless communication strategy.</p> <p>Establishing a communication platform that increases and encourages parent communication with the district through a seamless strategy promotes transparency, engagement, collaboration, and satisfaction among parents, teachers, and the school community. It strengthens partnerships and supports student success by fostering a supportive and informed educational environment; therefore it is an LEA-wide action.</p>	Number of parents accessing Parent Square; number of notices sent home through Parent Square; number of parents communicating through parent square
3.5	<p>Action: Parent Involvement</p> <p>Need: There is a need to involve parents, families, and the school community in decision-making at the district level.</p> <p>Scope: LEA-wide</p>	<p>Provide opportunities to involve parents, families, and the school community through district/school advisory and decision-making committees (such as SSC, ELAC, DELAC, PTO) to foster positive communication and meaningful engagement.</p> <p>Providing opportunities for parents, families, and the school community to participate in advisory and decision-making committees enhances communication, collaboration, and engagement. It supports a more inclusive, responsive, and effective educational system that prioritizes the well-being and success of all students; therefore it is an LEA-wide action.</p>	Number of parents that serve on these committees; number of meetings
3.6	<p>Action: Translation/ Interpretation</p> <p>Need:</p>	Provide translation/interpretation services to increase parent and teacher communication and involvement of English Learner parents in school activities.	Number of translations throughout the year on districtwide documents; site documents; and

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	<p>With over half of our families speaking another language other than English (Spanish) there is a need to provide translation/ interpretation services</p> <p>Scope: LEA-wide</p>	<p>Providing translation and interpretation services to increase parent and teacher communication supports inclusive engagement, enhances academic success, and fosters a respectful and supportive school environment. It ensures that English Learner parents can actively participate in their child's education and contribute positively to the school community's overall success; therefore it is an LEA-wide action.</p>	<p>number of interpretations at district and site meetings/ activities</p>
<p>3.7</p>	<p>Action: Parent Resources</p> <p>Need: There is a need to educate parents on the education system, help them learn English as a second language, and provide other opportunities for learning.</p> <p>Scope: LEA-wide</p>	<p>Provide parent resources, support, and training initiatives such as:</p> <p>PIQE to encourage parent involvement Adult Literacy classes to support parents' learning Site-specific family learning opportunities (3 times a year) focusing on platforms like ParentSquare, iReady, Satchel, etc.</p> <p>Providing parent resources, support, and training initiatives addresses the need to educate parents on the education system, enhance their English language skills, and promote their active involvement in their children's education. These initiatives contribute to a more informed, empowered, and supportive school community focused on student success and well-being therefore it is an LEA-wide action.</p>	<p>Number of parents that access each opportunity to learn</p>
<p>3.8</p>	<p>Action: Activity Stipends</p> <p>Need: There is a need to encourage students to engage in school at the secondary level.</p>	<p>Provide funding for activity stipends to support activities that develop students and encourage their engagement in school.</p> <p>Funding activity stipends to support a variety of school activities encourages students to engage actively in school life, promoting their overall development, well-being, and academic success.</p>	<p>Number of students that participate in sports, clubs, and other activities offered throughout the year</p>

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	<p>Scope: Schoolwide</p>	<p>It reinforces the importance of extracurricular involvement as a key component of a comprehensive education that prepares students for future opportunities and challenges; therefore it is a schoolwide action.</p>	
<p>3.9</p>	<p>Action: Counselors</p> <p>Need: Counselors are needed at both the elementary and secondary levels to provide academic support, career guidance, mental health services, conflict resolution, and developmental support for students.</p> <p>Scope: Schoolwide</p>	<p>Provide Counseling Services to both elementary (TK-6) and secondary (7th-12th) students</p> <p>Providing counseling services at both the elementary and secondary levels is crucial for supporting students' academic achievement, career readiness, mental health, and personal development. Counselors play a vital role in creating a nurturing and inclusive school environment where all students can reach their full potential and succeed in school and beyond therefore it is a schoolwide action.</p>	<p>Number of referrals by grade span</p>
<p>3.10</p>	<p>Action: Recruitment of Teachers</p> <p>Need: There is a need to recruit, hire and retain a diverse group of highly qualified teachers</p> <p>Scope: LEA-wide</p>	<p>Recruit, hire and retain a diverse group of highly qualified teachers who are skilled in addressing the achievement gap and in creating an enriched, learning environment.</p> <p>This will support the need to recruit, hire and retain highly qualified teachers to support the diverse learning needs of our students; therefore it is an LEA-wide action.</p>	<p>Number of teachers that are highly qualified with a credential</p>
<p>3.11</p>	<p>Action: Transportation</p> <p>Need: We are a small rural community with 95% unduplicated count for our student population.</p>	<p>Provide transportation to support EL's, foster and homeless youth, and low socio-economic students.</p> <p>This is an LEA-wide action to provide transportation for all students in all of our subgroups, ensuring access to their education.</p>	<p>Number of students access our transportation system</p>

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	<p>There is a need to ensure that students can get to and from school on a daily basis</p> <p>Scope: LEA-wide</p>		
3.12	<p>Action: Nursing</p> <p>Need: There is a need to provide health management, emergency care, health education, and support for vulnerable students</p> <p>Scope: LEA-wide</p>	<p>Provide district-wide nursing services to ensure a healthy learning environment for all students with the goal of keeping students in school.</p> <p>Nursing is provided for all students at all sites, therefore it is an LEA-wide action.</p>	Attendance district wide
3.13	<p>Action: School Safety</p> <p>Need: There is a need to make the campuses as safe as we can for students and staff</p> <p>Scope: LEA-wide</p>	<p>Provide student, staff, and family preventative drug, alcohol, tobacco, etc. education; provide a School Resource Officer.</p> <p>Campus safety is provided for all students at all sites, therefore it is an LEA-wide action.</p>	Number of discipline referrals from altercations, fights, etc
3.14	<p>Action: Recognition</p> <p>Need: There is a need to recognize the staff and students for the work they put into education every day throughout the school year</p>	<p>Provide recognition of students and certificated/ classified staff at board meetings, welcome back breakfast, mid-year recharge breakfast, staff appreciation luncheon, etc.</p> <p>Recognition is provided for all students and staff at all sites, therefore it is an LEA-wide action.</p>	Number of students recognized; number of staff recognized

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	<p>Scope: LEA-wide</p>		
<p>3.15</p>	<p>Action: Facilities</p> <p>Need: There is a need to maintain facilities to provide a safe learning environment</p> <p>Scope: LEA-wide</p>	<p>Provide and maintain facilities that foster a safe learning environment.</p> <p>Maintenance of all facilities/ sites addresses all students; therefore this is an LEA-wide action.</p>	<p>Safety audits and inspections; incident reports; compliance with regulations; emergency drill performance</p>
<p>3.16</p>	<p>Action: Healthy Choices</p> <p>Need: Promote and provide healthy nutrition, mental health and wellness, and physical activity environments for students using the guidelines from the district's Wellness Policy.</p> <p>Scope: LEA-wide</p>	<p>The policy is written to specifically address the needs of all of our students and therefore is an LEA -wide program</p>	<p>Full implementation of the District Wellness Policy</p>
<p>4.1</p>	<p>Action: Increased Access to Technology</p> <p>Need: Our alternative educational setting needs more and newer devices.</p> <p>Scope:</p>	<p>Provide every student and the classroom as a whole with an increased access to technology including, but not limited to a chrome book, reliable internet access, smart boards, projectors, etc.</p> <p>This goal is for one school site and therefore all actions are schoolwide.</p>	<p>Technology purchased and used in the classroom at Mid Valley</p>

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4.2	<p>Action: Enhanced Learning Materials</p> <p>Need: Our alternative education setting needs enhanced learning materials</p> <p>Scope:</p>	<p>Provide enhanced learning materials including but not limited to, high-quality, culturally relevant textbooks, digital resources, and supplementary materials tailored to diverse learning needs</p> <p>This goal is for one school site and therefore all actions are schoolwide.</p>	Learning materials purchased for use at Mid Valley
4.3	<p>Action: Common Core Curriculum</p> <p>Need: State requirement</p> <p>Scope:</p>	<p>Provide funding for the purchase of Common Core State Standards (CCSS) aligned materials so that all students have the materials that they need for success</p> <p>This goal is for one school site and therefore all actions are schoolwide.</p>	All students have access to CCSS materials/ 100% rating on the Williams Act
4.4	<p>Action: Individualized Learning Plans</p> <p>Need: Mid Valley uses the individualized learning and to create individualized plans is needed to make that successful</p> <p>Scope:</p>	<p>Provide staff training on creating individualized learning plans (ILPs) for each student, focusing on unique strengths, challenges and interests</p> <p>This goal is for one school site and therefore all actions are schoolwide.</p>	The ILP themselves as well as student success
4.5	<p>Action: Mentorship Programs</p> <p>Need:</p>	Establish mentorship programs where teachers, counselors, and community members provide academic and emotional support, helping students set and achieve personal goals	Goal setting charts and accomplishment of the goals set

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	<p>There is a need to provide resources to our alternative high school students for goal setting</p> <p>Scope:</p>	<p>This goal is for one school site and therefore all actions are schoolwide.</p>	
<p>4.6</p>	<p>Action: Cultural Competency Training</p> <p>Need: Our students at Mid Valley are the most diverse set of learners in our system</p> <p>Scope:</p>	<p>Implement ongoing professional development for educators on cultural competency, trauma-informed teaching, and strategies to support diverse learners</p> <p>This goal is for one school site and therefore all actions are schoolwide.</p>	<p>Number of students completing the program</p>
<p>4.7</p>	<p>Action: Parent / Guardian Workshops</p> <p>Need: Parents of our Mid Valley students aren't always aware of how to be involved in their student's learning</p> <p>Scope:</p>	<p>Organize workshops to help parents and caregivers support their student's learning and development, fostering a strong home-school connection</p> <p>This goal is for one school site and therefore all actions are schoolwide.</p>	<p>Number of parents connecting with the school and their student's learning</p>
<p>4.8</p>	<p>Action: Community Partnerships</p> <p>Need: Our students at Mid Valley need support and encouragement on how to enter the work force</p> <p>Scope:</p>	<p>Build partnerships with local organizations and businesses to provide students with internships, job shadowing opportunities, and real-world learning experiences</p> <p>This goal is for one school site and therefore all actions are schoolwide.</p>	<p>Number of students in internships/ job shadowing</p>

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4.9	<p>Action: Facilities/ Learning Tools</p> <p>Need: There is a need to keep Mid Valley current and up to date with facilities and learning tools</p> <p>Scope:</p>	<p>Provide a safe environment for learning. This may include but not limited to desks and chairs, appropriate student storage spaces, tables for projects, electives materials, learning tools, etc.</p> <p>This goal is for one school site and therefore all actions are schoolwide.</p>	Purchase orders of materials and learning tools

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

WUSD will have dedicated administrators and staff at each site to work with staff and over-see each of these identified areas. For both the English learners and our low-income students we are adding certificated staff to lower the student class sizes. Instructional aides positions are being added to provide intensive reading support for our elementary students in small group/one-on-one settings. All staff will be included in all curriculum related professional development opportunities. WUSD will also maintain staffing support for Instructional Coaches who will support staff with curriculum guidance, technology support, reading literacy support and SEAL training for instructional strategies that best meet the needs of our EL students, but are excellent for all students.

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.

Increase staffing in both the elementary schools (TK-6) and the Junior High School (grades 7-8) to lower class sizes and to provide additional support that would assist with student learning. Provide additional aide support in classes to lower student number allowing more teacher/aide time per student. Hire more student supervisors to help support the students on the playground or on breaks in order to support learning.

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		1 to 21.80
Staff-to-student ratio of certificated staff providing direct services to students		1 to 18.77

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	\$14,538,420	6,079,036	41.814%	0.000%	41.814%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$7,959,182.00	\$1,029,626.00	\$0.00	\$52,000.00	\$9,040,808.00	\$4,244,870.00	\$4,795,938.00

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	Site Block Grant	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
1	1.2	Bilingual Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$43,909.00	\$0.00	\$43,909.00				\$43,909.00	
1	1.3	Bilingual Education Supplies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
1	1.4	Reading Specialist	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Williams Elementary School TK-3		\$161,226.00	\$0.00	\$161,226.00				\$161,226.00	
1	1.5	Summer Academy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$150,000.00	\$0.00		\$150,000.00			\$150,000.00	
1	1.6	Music	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$309,503.00	\$0.00	\$104,834.00	\$204,669.00			\$309,503.00	
1	1.7	Physical Education	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Williams Elementary & Upper Elementary TK-6th		\$160,590.00	\$0.00	\$160,590.00				\$160,590.00	
1	1.8	Technology/ Literacy	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth	All Schools		\$0.00	\$17,000.00				\$17,000.00	\$17,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
1	1.9	Technology/ Academics	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$50,000.00		\$50,000.00			\$50,000.00	
1	1.10	Technology/ Student Devices	All	No Yes	LEA-wide		All Schools		\$0.00	\$215,000.00	\$215,000.00				\$215,000.00	
1	1.11	Technology Coach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$156,507.00	\$0.00	\$156,507.00				\$156,507.00	
1	1.12	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	
1	1.13	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$233,554.00	\$187,250.00	\$420,804.00				\$420,804.00	
2	2.1	Site Block Grant	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
2	2.2	Common Core Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$100,000.00		\$100,000.00			\$100,000.00	
2	2.3	Math Learning Coach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$125,133.00	\$0.00	\$125,133.00				\$125,133.00	
2	2.4	Diagnostic Assessment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$60,526.00		\$60,526.00			\$60,526.00	
2	2.5	Block Schedule at Secondary	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Williams Jr Sr High 7-12		\$314,223.00	\$0.00	\$314,223.00				\$314,223.00	
2	2.6	Electives Secondary	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Williams Jr Sr High 7-12		\$1,268,528.00	\$35,000.00	\$1,303,528.00				\$1,303,528.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.7	Equitable Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$30,000.00	\$30,000.00				\$30,000.00	
2	2.8	Special Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$3,103,804.00	\$3,010,991.00	\$92,813.00			\$3,103,804.00	
2	2.9	Instructional Coaches	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$137,182.00	\$0.00	\$137,182.00				\$137,182.00	
2	2.10	Positive School Climate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$138,502.00	\$4,500.00	\$143,002.00				\$143,002.00	
2	2.11	Equity for Assessments	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Williams Jr Sr High		\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
2	2.12	Mentoring Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$30,000.00		\$30,000.00			\$30,000.00	
2	2.13	Classified Paraprofessionals		Yes	Schoolwide				\$0.00	\$285,645.00		\$285,645.00			\$285,645.00	
3	3.1	Site Block Grant	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
3	3.2	Social Emotional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$7,950.00		\$7,950.00			\$7,950.00	
3	3.3	Social Emotional Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$30,000.00				\$30,000.00	\$30,000.00	
3	3.4	Parent Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
3	3.5	Parent Involvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$1,500.00	\$1,500.00				\$1,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.6	Translation/ Interpretation	English Learners	Yes	LEA-wide	English Learners	All Schools		\$106,387.00	\$0.00	\$106,387.00				\$106,387.00	
3	3.7	Parent Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$5,000.00				\$5,000.00	\$5,000.00	
3	3.8	Activity Stipends	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Williams Upper Elem & Williams Jr Sr High		\$187,448.00	\$0.00	\$187,448.00				\$187,448.00	
3	3.9	Counselors	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		\$469,867.00	\$0.00	\$469,867.00				\$469,867.00	
3	3.10	Recruitment of Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	
3	3.11	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$185,000.00	\$185,000.00				\$185,000.00	
3	3.12	Nursing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$51,464.00	\$82,740.00	\$134,204.00				\$134,204.00	
3	3.13	School Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$70,000.00	\$70,000.00				\$70,000.00	
3	3.14	Recognition	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$9,000.00	\$9,000.00				\$9,000.00	
3	3.15	Facilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$220,847.00	\$100,000.00	\$320,847.00				\$320,847.00	
3	3.16	Healthy Choices	All	No Yes	LEA-wide		All Schools									
4	4.1	Increased Access to Technology	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	Specific Schools: Mid Valley		\$0.00	\$10,000.00		\$10,000.00			\$10,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.2	Enhanced Learning Materials	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	Specific Schools: Mid Valley		\$0.00	\$5,000.00		\$5,000.00			\$5,000.00	
4	4.3	Common Core Curriculum	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	Specific Schools: Mid Valley		\$0.00	\$5,000.00		\$5,000.00			\$5,000.00	
4	4.4	Individualized Learning Plans	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	Specific Schools: Mid Valley		\$0.00	\$2,000.00		\$2,000.00			\$2,000.00	
4	4.5	Mentorship Programs	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	Specific Schools: Mid Valley		\$5,000.00	\$0.00		\$5,000.00			\$5,000.00	
4	4.6	Cultural Competency Training	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	Specific Schools: Mid Valley		\$0.00	\$2,000.00		\$2,000.00			\$2,000.00	
4	4.7	Parent / Guardian Workshops	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	Specific Schools: Mid Valley		\$0.00	\$1,000.00		\$1,000.00			\$1,000.00	
4	4.8	Community Partnerships	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	Specific Schools: Mid Valley		\$5,000.00	\$0.00		\$5,000.00			\$5,000.00	
4	4.9	Facilities/ Learning Tools	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	Specific Schools: Mid Valley		\$0.00	\$13,023.00		\$13,023.00			\$13,023.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$14,538,420	6,079,036	41.814%	0.000%	41.814%	\$7,959,182.00	0.000%	54.746 %	Total:	\$7,959,182.00
								LEA-wide Total:	\$5,352,300.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$2,606,882.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Site Block Grant	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
1	1.2	Bilingual Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$43,909.00	
1	1.3	Bilingual Education Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	
1	1.4	Reading Specialist	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Williams Elementary School TK-3	\$161,226.00	
1	1.5	Summer Academy	Yes	LEA-wide	English Learners Foster Youth Low Income			
1	1.6	Music	Yes	LEA-wide	English Learners Foster Youth Low Income		\$104,834.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Physical Education	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Williams Elementary & Upper Elementary TK-6th	\$160,590.00	
1	1.8	Technology/ Literacy	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
1	1.9	Technology/ Academics	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
1	1.10	Technology/ Student Devices	Yes	LEA-wide			\$215,000.00	
1	1.11	Technology Coach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$156,507.00	
1	1.12	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	
1	1.13	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$420,804.00	
2	2.1	Site Block Grant	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
2	2.2	Common Core Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.3	Math Learning Coach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$125,133.00	
2	2.4	Diagnostic Assessment	Yes	LEA-wide	English Learners Foster Youth Low Income			
2	2.5	Block Schedule at Secondary	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Williams Jr Sr High 7-12	\$314,223.00	
2	2.6	Electives Secondary	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Williams Jr Sr High	\$1,303,528.00	

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 (%)
					Low Income	7-12		
2	2.7	Equitable Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	
2	2.8	Special Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,010,991.00	
2	2.9	Instructional Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$137,182.00	
2	2.10	Positive School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$143,002.00	
2	2.11	Equity for Assessments	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Williams Jr Sr High	\$10,000.00	
2	2.12	Mentoring Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.13	Classified Paraprofessionals	Yes	Schoolwide				
3	3.1	Site Block Grant	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
3	3.2	Social Emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.3	Social Emotional Services	Yes	LEA-wide	English Learners Foster Youth Low Income			
3	3.4	Parent Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
3	3.5	Parent Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,500.00	
3	3.6	Translation/ Interpretation	Yes	LEA-wide	English Learners	All Schools	\$106,387.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.7	Parent Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.8	Activity Stipends	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Williams Upper Elem & Williams Jr Sr High	\$187,448.00	
3	3.9	Counselors	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$469,867.00	
3	3.10	Recruitment of Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	
3	3.11	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$185,000.00	
3	3.12	Nursing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$134,204.00	
3	3.13	School Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$70,000.00	
3	3.14	Recognition	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,000.00	
3	3.15	Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$320,847.00	
3	3.16	Healthy Choices	Yes	LEA-wide				
4	4.1	Increased Access to Technology			English Learners Foster Youth Low Income	Specific Schools: Mid Valley		
4	4.2	Enhanced Learning Materials			English Learners Foster Youth Low Income	Specific Schools: Mid Valley		
4	4.3	Common Core Curriculum			English Learners Foster Youth Low Income	Specific Schools: Mid Valley		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.4	Individualized Learning Plans			English Learners Foster Youth Low Income	Specific Schools: Mid Valley		
4	4.5	Mentorship Programs			English Learners Foster Youth Low Income	Specific Schools: Mid Valley		
4	4.6	Cultural Competency Training			English Learners Foster Youth Low Income	Specific Schools: Mid Valley		
4	4.7	Parent / Guardian Workshops			English Learners Foster Youth Low Income	Specific Schools: Mid Valley		
4	4.8	Community Partnerships			English Learners Foster Youth Low Income	Specific Schools: Mid Valley		
4	4.9	Facilities/ Learning Tools			English Learners Foster Youth Low Income	Specific Schools: Mid Valley		

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$7,097,570.00	\$8,748,950.00

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	Site Block Grant	Yes	\$20,000.00	\$15,541
1	1.2	Bilingual Education	Yes	\$43,649.00	\$43,866
1	1.3	Bilingual Education Supplies	Yes	\$21,750.00	\$6,584
1	1.4	Reading Specialist	Yes	\$160,823.00	\$160,036
1	1.5	Summer Academy	Yes	\$150,000.00	\$150,000
1	1.6	Music	Yes	\$101,582.00	\$101,618
1	1.7	Physical Education	Yes	\$160,750.00	\$161,051
1	1.8	Technology	Yes	\$1,000.00	\$0
1	1.9	Technology	Yes	\$200,000.00	\$210,693
1	1.10	Technology Coach	Yes	\$155,753.00	\$156,531
1	1.11	Technology	Yes	\$65,000.00	\$61,497

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Technology	Yes	\$412,091.00	\$594,930
2	2.1	Site Block Grant	Yes	\$20,000.00	\$8,200
2	2.2	Common Core Curriculum	Yes	\$100,000.00	\$152,027
2	2.3	Math Learning Coach	Yes	\$124,626.00	\$125,170
2	2.4	Diagnostic Assessment	Yes	\$60,523.00	\$60,523
2	2.5	Block Schedule at Secondary	Yes	\$286,048.00	\$308,183
2	2.6	Electives Secondary	Yes	\$1,288,587.00	\$1,318,329
2	2.7	Equitable Education	Yes	\$15,000.00	\$18,740
2	2.8	Special Education	Yes	\$1,571,573.00	\$2,985,522
2	2.9	Instructional Coaches	Yes	\$127,728.00	\$82,536
2	2.10	Positive School Climate	Yes	\$140,051.00	\$132,069
2	2.11	Equity for Assessments	Yes	\$15,000.00	\$9,300
2	2.12	Mentoring Support	Yes	\$65,000.00	\$64,000

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	2.14	Classified Paraprofessionals	Yes	\$267,799.00	\$363,413
3	3.1	Site Block Grant	Yes	\$20,000.00	\$0
3	3.2	Social Emotional Learning	Yes	\$7,950.00	\$7,950
3	3.3	Social Emotional Services	Yes		
3	3.4	Parent Communication	Yes	\$12,000.00	\$13,374
3	3.5	Parent Involvement	Yes	\$1,500.00	\$0
3	3.6	Translation/ Interpretation	Yes	\$104,787.00	\$102,648
3	3.7	Parent Resources	Yes	\$20,000.00	\$18,447
3	3.8	Activity Stipends	Yes	\$185,373.00	\$174,593
3	3.9	Counselors	Yes	\$326,800.00	\$326,694
3	3.10	Recruitment of Teachers	Yes	\$3,000.00	\$550
3	3.11	Transportation	Yes	\$185,000.00	\$192,326
3	3.12	Nursing	Yes	\$132,432.00	\$114,266
3	3.13	School Safety	Yes	\$70,000.00	\$70,000

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)
3	3.14	Recognition	Yes	\$9,000.00	\$12,907
3	3.15	Facilities	Yes	\$394,533.00	\$392,981
4	4.1	Increased Access to Technology	Yes	\$10,000.00	\$0
4	4.2	Enhanced Learning Materials	Yes	\$5,000.00	\$0
4	4.3	Common Core Curriculum	Yes	\$5,000.00	\$0
4	4.4	Individualized Learning Plans	Yes	\$2,000.00	\$0
4	4.5	Mentorship Programs	Yes	\$5,000.00	\$0
4	4.6	Cultural Competency Training	Yes	\$2,000.00	\$0
4	4.7	Parent / Guardian Workshops	Yes	\$1,000.00	\$0
4	4.8	Community Partnerships	Yes	\$5,000.00	\$0
4	4.9	Facilities/ Learning Tools	Yes	\$15,862.00	\$31,855

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)
\$6,032,058	\$6,152,973.00	\$7,927,592.00	(\$1,774,619.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Site Block Grant	Yes	\$20,000.00	\$15,541		
1	1.2	Bilingual Education	Yes	\$43,649.00	\$43,866		
1	1.3	Bilingual Education Supplies	Yes	\$21,750.00	\$6,584		
1	1.4	Reading Specialist	Yes	\$160,823.00	\$160,036		
1	1.5	Summer Academy	Yes				
1	1.6	Music	Yes	\$101,582.00	\$101,618		
1	1.7	Physical Education	Yes	\$160,750.00	\$161,051		
1	1.8	Technology	Yes	\$1,000.00	\$0		
1	1.9	Technology	Yes	\$200,000.00	\$210,693		
1	1.10	Technology Coach	Yes	\$155,753.00	\$156,531		
1	1.11	Technology	Yes	\$65,000.00	\$61,497		
1	1.12	Technology	Yes	\$412,091.00	\$594,930		
2	2.1	Site Block Grant	Yes	\$20,000.00	\$8,200		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.2	Common Core Curriculum	Yes	\$50,000.00	\$152,027		
2	2.3	Math Learning Coach	Yes				
2	2.4	Diagnostic Assessment	Yes				
2	2.5	Block Schedule at Secondary	Yes	\$286,048.00	\$308,183		
2	2.6	Electives Secondary	Yes	\$1,288,587.00	\$1,318,329		
2	2.7	Equitable Education	Yes	\$15,000.00	\$18,740		
2	2.8	Special Education	Yes	\$1,423,736.00	\$2,985,522		
2	2.9	Instructional Coaches	Yes	\$127,728.00	\$82,536		
2	2.10	Positive School Climate	Yes	\$140,051.00	\$132,069		
2	2.11	Equity for Assessments	Yes	\$15,000.00	\$9,300		
2	2.12	Mentoring Support	Yes				
2	2.14	Classified Paraprofessionals	Yes				
3	3.1	Site Block Grant	Yes	\$20,000.00	\$0		
3	3.2	Social Emotional Learning	Yes				
3	3.3	Social Emotional Services	Yes				
3	3.4	Parent Communication	Yes	\$12,000.00	\$13,374		
3	3.5	Parent Involvement	Yes	\$1,500.00	\$0		
3	3.6	Translation/ Interpretation	Yes	\$104,787.00	\$102,648		
3	3.7	Parent Resources	Yes				

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.8	Activity Stipends	Yes	\$185,373.00	\$174,593		
3	3.9	Counselors	Yes	\$326,800.00	\$326,694		
3	3.10	Recruitment of Teachers	Yes	\$3,000.00	\$550		
3	3.11	Transportation	Yes	\$185,000.00	\$192,326		
3	3.12	Nursing	Yes	\$132,432.00	\$114,266		
3	3.13	School Safety	Yes	\$70,000.00	\$70,000		
3	3.14	Recognition	Yes	\$9,000.00	\$12,907		
3	3.15	Facilities	Yes	\$394,533.00	\$392,981		
4	4.1	Increased Access to Technology	Yes				
4	4.2	Enhanced Learning Materials	Yes				
4	4.3	Common Core Curriculum	Yes				
4	4.4	Individualized Learning Plans	Yes				
4	4.5	Mentorship Programs	Yes				
4	4.6	Cultural Competency Training	Yes				
4	4.7	Parent / Guardian Workshops	Yes				
4	4.8	Community Partnerships	Yes				
4	4.9	Facilities/ Learning Tools	Yes				

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)
14,059,061	\$6,032,058	\$0	42.905%	\$7,927,592.00	0.000%	56.388%	\$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 #
<ul style="list-style-type: none">• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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