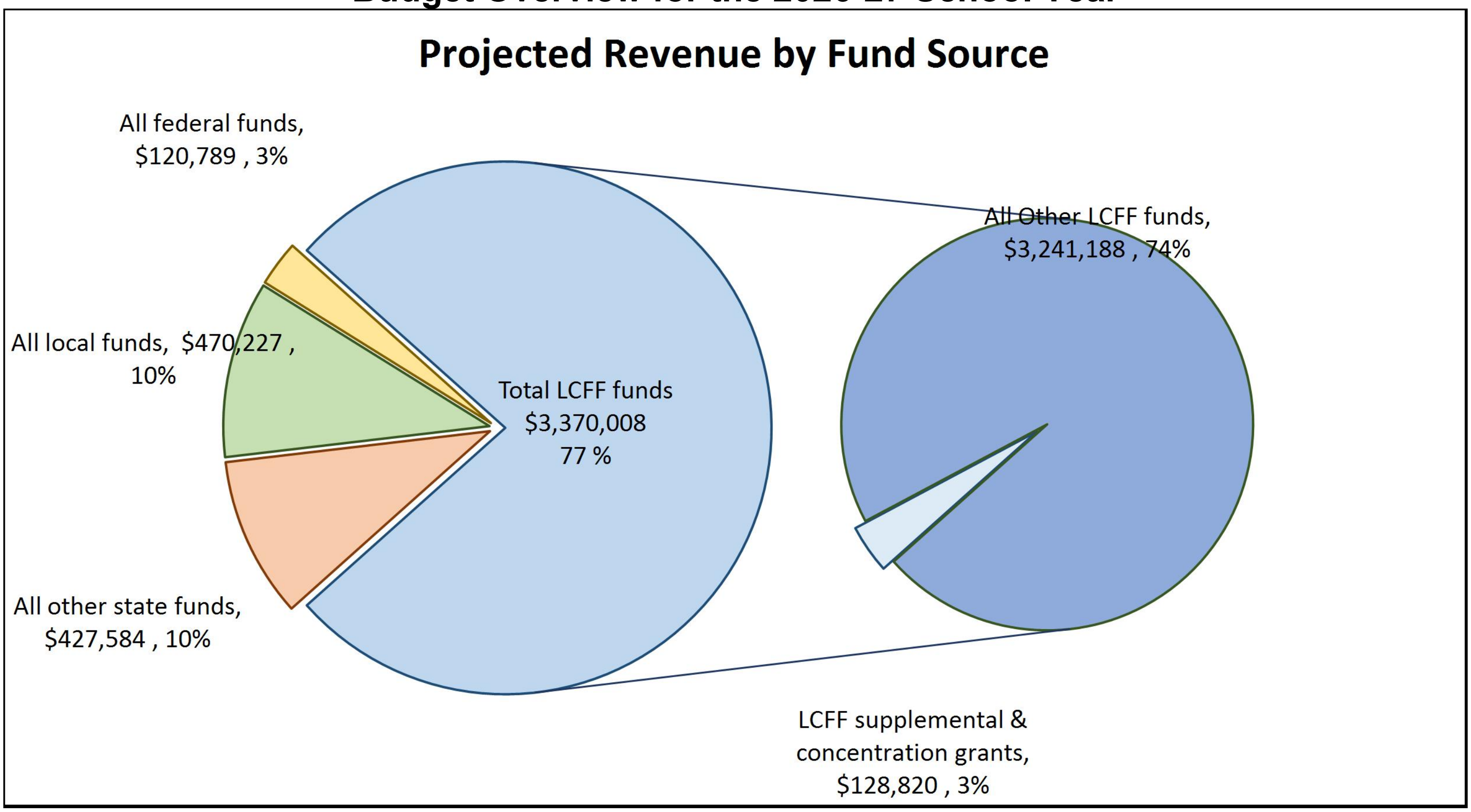
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Wilmar Union School District
CDS Code: 49 71019 6052344
School Year: 2026-27
LEA contact information:
Steve Hospodar
Superintendent
shospodar@wilmarusd.org
(707) 765-4340

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

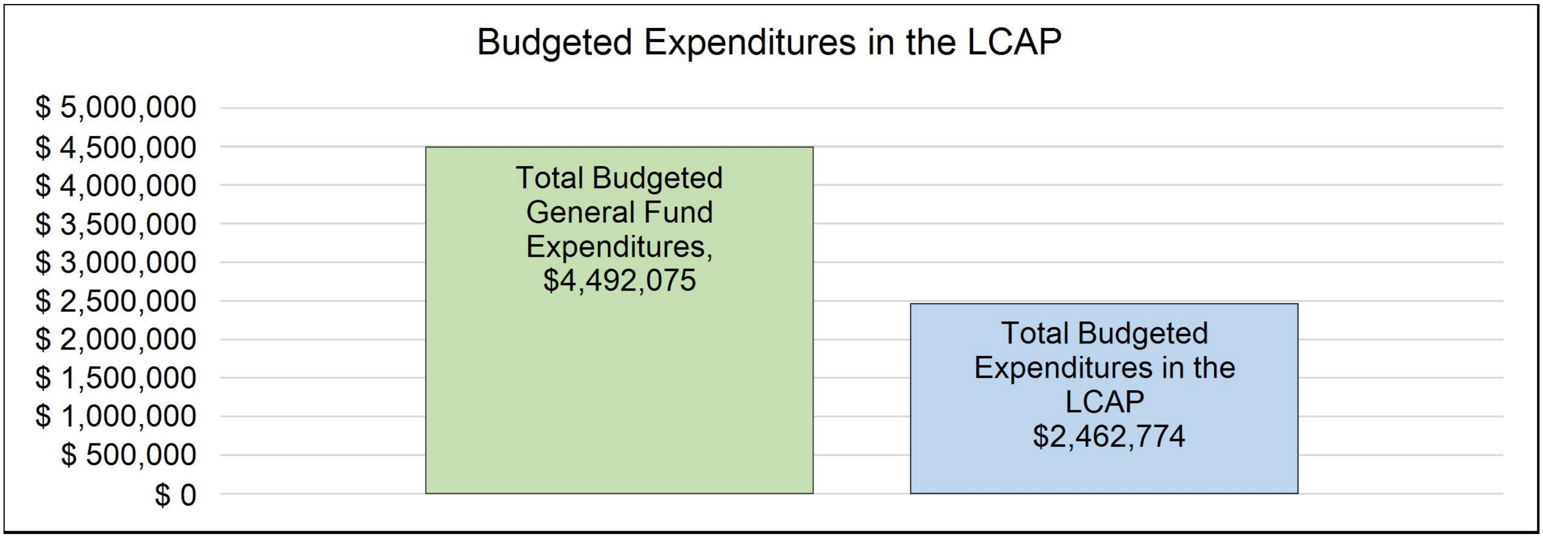


This chart shows the total general purpose revenue Wilmar Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Wilmar Union School District is $4,388,608, of which $3,370,008 is Local Control Funding Formula (LCFF), $427,584 is other state funds, $470,227 is local funds, and $120,789 is federal funds. Of the $3,370,008 in LCFF Funds, $128,820 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 Wilmar Union School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Wilmar Union School District plans to spend $4,492,075 for the 2026-27 school year. Of that amount, $2,462,774 is tied to actions/services in the LCAP and $2,029,301 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

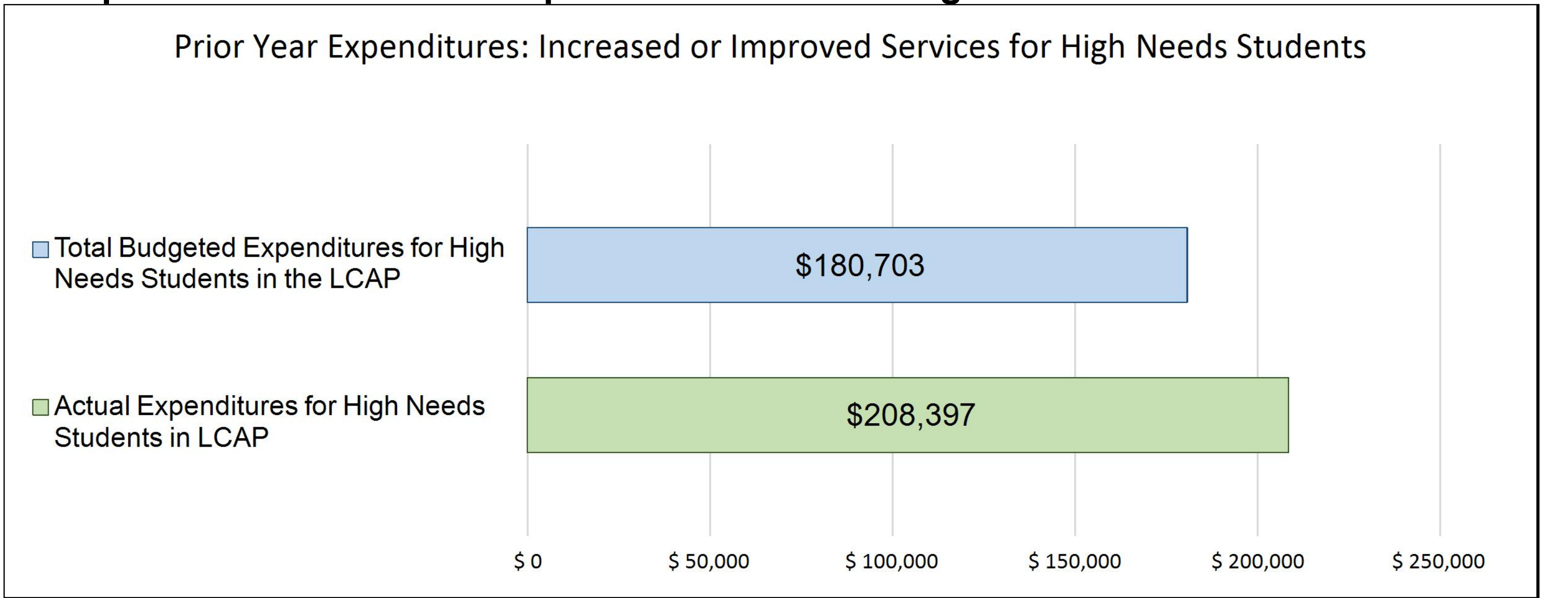
General costs of overhead such as utilities, facility maintenance, facility improvements, repairs, financial audit costs, legal costs, administration salaries and benefits, contracts for data processing, finance software, advertising, board and administration dues, special education programs with South County Special Education consortium costs, transportation costs for these students, and copier leases.

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

In 2026-27, Wilmar Union School District is projecting it will receive $128,820 based on the enrollment of Foster Youth, English learner, and low-income students. Wilmar Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Wilmar Union School District plans to spend $189,515 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 Wilmar Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Wilmar Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Wilmar Union School District's LCAP budgeted $180,703 for planned actions to increase or improve services for high needs students. Wilmar Union School District actually spent $208,397 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
Wilmar Union School District	Steve Hospodar Superintendent	shospodar@wilmarusd.org (707) 765-4340

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.

Wilmar Union School District is a small, single-school district located in a rural area west of Petaluma in Sonoma County, California. The district operates one school—Wilson School—which currently serves approximately 267 students in grades Transitional Kindergarten (TK) through 6th grade. As a TK–6 district, we do not serve grades 7–12.

Roughly one-third of Wilson's students reside within the district boundary, while the remaining two-thirds attend through interdistrict transfer agreements. This interdistrict enrollment reflects strong community interest in Wilson School's programs and culture. Due to our rural geography and the absence of a district-operated transportation system, the vast majority of students arrive by private vehicle, with a small number walking to school. These transportation limitations pose challenges for some of our most vulnerable students.

Demographics & Student Needs

Wilson School serves a diverse student body with a strong commitment to equity and inclusion. Our student demographics include:

3% English Learners (ELs)
24.3% socioeconomically disadvantaged students
0% identified Foster Youth
13.1% students with disabilities, including 7.9% receiving Resource Specialist Program (RSP) services and the remainder receiving speech and language services

While the percentage of English Learners is relatively small, the school remains committed to providing both designated and integrated English Language Development to ensure full access to the curriculum. Wilson School benefits from a stable and experienced staff, allowing for consistency in instruction and strong relationships with students and families.

Transportation and access to services remain challenges for some students. In response, we have partnered with the Sonoma County Office of Education to seek grants and develop stopgap supports, such as carpool coordination and emergency rides.

Equity Multiplier

At this time, Wilson School does not qualify for Equity Multiplier funding.

Facilities and School Environment

Our campus is designed to support both academic achievement and whole-child development. It includes:

12 general education classrooms
Resource specialist and ELD portables
Spaces for speech/language and counseling
Library, computer lab, and childcare room
Multipurpose room, three playgrounds, two sports fields, and a student garden
Two parking lots for staff and families
School Culture & Community Engagement

Wilson School emphasizes academic excellence, character development, and social-emotional wellness. We offer a fully aligned program from TK–6, ensuring consistency across grade levels. Our school culture is reinforced through weekly Community Time Assemblies and Friday Fun Runs, which build relationships and promote student well-being.

Wilson School has historically demonstrated strong academic performance, with students performing above state standards in English Language Arts and Mathematics. The school continues to focus on increasing rigor, strengthening student engagement, and addressing areas of growth identified through local and state data.

The school maintains strong attendance overall, while continuing to address barriers contributing to chronic absenteeism through targeted supports and family outreach.

Parent and community involvement is a defining feature of our school. The Catalyst Foundation, our parent-led organization, sponsors key events and initiatives that strengthen school culture and support academic programs.

Mission Statement

As outlined in our LCAP, our mission is to:

Empower students with the mindset and skills to lead fulfilling lives and become tomorrow’s leaders. Through strong collaboration among students, families, and staff, we create a learning environment where every child thrives—academically, emotionally, socially, and physically. Wilson students are prepared to contribute meaningfully to a just, inclusive world with passion, purpose, and integrity.

Reflections: Annual Performance

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

Wilmar Union School District conducted a comprehensive review of the California School Dashboard, YouthTruth survey data, and local academic indicators to inform the development of this Local Control and Accountability Plan (LCAP). This reflection outlines both the district’s strengths and the challenges we are addressing to ensure equitable outcomes for all students.

Dashboard Indicators & Performance Data

Wilson School, the district’s only school, serves 267 students in grades TK–6. Based on the most recent California School Dashboard and local data, Wilson did not receive the lowest performance level (Red) on any state indicator. Local and Dashboard-aligned data highlight the following trends:

Successes:

Attendance & Engagement:
Average Daily Attendance (ADA) is 97.73%, with chronic absenteeism at 3.1%, reflecting a 3% decline. These outcomes indicate strong student attendance and the effectiveness of outreach and engagement efforts.

Suspension & School Climate:
The suspension rate for 2024–25 is 6%, with a 0% expulsion rate, demonstrating effective behavior systems and a continued focus on maintaining a safe school environment.

YouthTruth Survey (Student):

Relationships: 2.65/3
Engagement: 2.77/3
Belonging: 2.42/3
Social-Emotional Well-Being: 2.53/3
Instructional Methods: 2.56/3

These results indicate that students feel connected, supported, and engaged in their learning environment, likely reflecting consistent schoolwide efforts to build relationships and promote student voice.

Parent Engagement:
Among respondents (34% participation rate):

82% feel informed about important school decisions
80% feel engaged with the school
74% feel empowered to play a meaningful role in decision-making

Program Implementation:

100% of students have access to standards-aligned curriculum
100% of English Learners have access to designated and integrated ELD
100% of 6th grade English Learners were reclassified
After-school enrichment programming was fully implemented and accessible across grade levels

Challenges:

ELA Achievement:
In 2025, 53% of students met or exceeded standards in ELA, representing a decline of 14.5 points.

19.5% of students did not meet standards, indicating a need for targeted literacy support and increased rigor.

This decline is largely attributable to variability in instructional effectiveness within a single grade level in a one-class-per-grade system, where individual classroom impact is amplified. Additionally, the current curriculum is not fully aligned with updated academic frameworks. In response, staffing adjustments have been made and the school is piloting a new ELA curriculum to better align with state expectations.

Math Achievement:
In 2025, 50% of students met or exceeded standards in mathematics, representing a decline of 17.9 points.

20% of students did not meet standards, with particular need in problem-solving and reasoning.

Similar to ELA, the decline in mathematics performance reflects the impact of instructional variability within a single grade level, compounded by the need for stronger alignment to updated state frameworks. The district is addressing this through staffing adjustments and a renewed focus on instructional consistency and rigor.

Academic Challenge & Rigor:
YouthTruth data shows Academic Challenge at 2.32/3, indicating moderate levels of rigor and a continued need to increase depth of learning and student ownership.

School Culture (Student Perception):

While overall culture is positive (2.20/3), results indicate variability across grade levels and the need for continued focus on consistent expectations and schoolwide systems.

Subgroup Performance:
Due to small subgroup sizes, Dashboard reporting for Socioeconomically Disadvantaged students and Students with Disabilities remains limited or not publicly reported. This necessitates continued reliance on local data systems to monitor progress and ensure targeted support.

Student Group Performance

While no student group received a Red indicator on the California School Dashboard, local data indicate the following groups require continued focus:

Socioeconomically Disadvantaged Students, particularly in ELA and mathematics performance
Students with Disabilities, requiring targeted progress monitoring and differentiated support due to limited publicly reported data
Strategic Response in the LCAP

To respond to these performance insights, Wilson School is implementing the following actions:

Academic Rigor & Instruction:

Strengthening implementation of Universal Design for Learning (UDL), GLAD strategies, and differentiated instruction
Piloting a new ELA curriculum aligned with updated academic frameworks
Increasing focus on depth of knowledge, critical thinking, and student ownership of learning

Staffing & Instructional Consistency:

Making staffing adjustments to ensure strong instructional alignment and consistency across grade levels
Continuing professional collaboration to support high-quality instruction in all classrooms

Culture & Community:

Continuing implementation and refinement of PBIS systems to ensure consistent expectations
Expanding student voice, leadership opportunities, and community-building activities to strengthen belonging and engagement

Attendance & Engagement:

Maintaining strong attendance systems and targeted supports to sustain low chronic absenteeism rates

Family Engagement:

Increasing outreach and communication efforts to improve participation rates and strengthen family voice in decision-making
Conclusion

Wilson School's performance review reflects a school with strong foundations in student relationships, engagement, attendance, and family partnership. The focus moving forward is on strengthening academic outcomes in English Language Arts and Mathematics, increasing instructional rigor, and ensuring consistent, high-quality learning experiences for all students—particularly those in targeted student groups.
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The Wilmar Union School District has received additional LREBG funds. These additional funds in 2026-27 will be allocated for the core curriculum in English Language Arts (Action 2.3). This action was determined based on the needs assessment conducted with student, staff, and community partner engagement and in alignment with the LREBG evidence-based resource workbook (Bii).

Reflections: Technical Assistance

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

Not applicable

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.

Wilson Elementary School, the only school in the Wilmar Union School District, has not 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.

Wilson Elementary School, the only school in the Wilmar Union School District, has not been identified for CSI.

Monitoring and Evaluating Effectiveness

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

Wilson Elementary School, the only school in the Wilmar Union School District, has not been identified for CSI.

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
Community (Parents/Guardians)	As a small school district and community, Wilson School places a strong emphasis on maintaining open and consistent communication with our parents, guardians, and community members. Throughout the year, we gathered feedback from our educational partners through both formal and informal channels. Families and staff were given multiple opportunities to share input on school programs, financial planning, and broader school initiatives. We shared information and invited engagement through committee meetings, bi-monthly newsletters, community events, and one-on-one conversations. Opportunities for Feedback: Annual Parent/Student/Staff Feedback Event (1/26): Students, families, and staff were invited to provide input on LCAP goals, the Comprehensive School Safety Plan, and the Wellness Plan. To maximize participation, feedback was collected at three key times: morning drop-off, afternoon pick-up, and in the evening. The School Site Council (SSC) reviewed all input and incorporated it into our targeted goals. YouthTruth Survey (1/26): Open to parents, students, and staff, the YouthTruth survey gathered insights on school culture, belonging, safety, engagement, academic challenge, and instructional methods. Survey data was shared with the Wilmar School Board and used to inform future planning.

Educational Partner(s)	Process for Engagement
	Disaster Drills: Two drills, held in October and April, involved parents, staff, and our local fire department. We used feedback gathered during post-drill debriefs to improve our future safety procedures. Public Comment Opportunities: Educational partners were encouraged to provide input on the LCAP through a variety of avenues, including Wilmar Union School Board meetings, Catalyst Foundation (parent leadership) meetings, SSTs, IEPs, 504's SELPA reviews, SCOE reviews, teacher bargaining units, and the LCAP public hearing.
Students	YouthTruth Survey (1/26): Open to parents, students, and staff, the YouthTruth survey gathered insights on school culture, belonging, safety, engagement, academic challenge, and instructional methods. Survey data was shared with the Wilmar School Board and used to inform future planning. Annual Parent/Student/Staff Feedback Event (1/26): Students, families, and staff were invited to provide input on LCAP goals, the Comprehensive School Safety Plan, and the Wellness Plan. To maximize participation, feedback was collected at three key times: morning drop-off, afternoon pick-up, and in the evening. The School Site Council (SSC) reviewed all input and incorporated it into our targeted goals.
Staff (teachers/aides/other school personnel)	YouthTruth Survey (1/26): Open to parents, students, and staff, the YouthTruth survey gathered insights on school culture, belonging, safety, engagement, academic challenge, and instructional methods. Survey data was shared with the Wilmar School Board and used to inform future planning. Annual Parent/Student/Staff Feedback Event (1/26): Students, families, and staff were invited to provide input on LCAP goals, the Comprehensive School Safety Plan, and the Wellness Plan. To maximize participation, feedback was collected at three key times: morning drop-off, afternoon pick-up, and in the evening. The School

Educational Partner(s)	Process for Engagement
	Site Council (SSC) reviewed all input and incorporated it into our targeted goals. Disaster Drills: A full-scale disaster drill is held in October, involving parents, staff, and our local fire department/Coast Guard. We used feedback gathered during post-drill debriefs to improve our future safety procedures. Monthly Staff Meetings: These meetings allowed teachers and staff to review student data, identify focus areas, set goals, align instructional practices, and stay current with safety training and procedures. Staff Surveys: Staff provided regular feedback throughout the year on key topics, including school safety, emergency preparedness, curriculum alignment, and professional development needs.
WTA (Collective bargaining unit)	Monthly Staff Meetings: These meetings allowed teachers and staff to review student data, identify focus areas, set goals, align instructional practices, and stay current with safety training and procedures. Staff Surveys: Staff provided regular feedback throughout the year on key topics, including school safety, emergency preparedness, curriculum alignment, and professional development needs. Annual Parent/Student/Staff Feedback Event (1/26): Students, families, and staff were invited to provide input on LCAP goals, the Comprehensive School Safety Plan, and the Wellness Plan. To maximize participation, feedback was collected at three key times: morning drop-off, afternoon pick-up, and in the evening. The School Site Council (SSC) reviewed all input and incorporated it into our targeted goals.
SELPA	The superintendent consulted with the SELPA to review and seek feedback on the LCAP, specifically for serving students with exceptional needs on 05/19/2026.
Sonoma County Office of Education	Annual LCAP Development Workshops held on 10/2025, 01/2026, 03/2026 and 05/14/2026. 1:1 LCAP review meeting with SCOE team on 05/19/26 In each meeting, portion of the LCAP were reviewed and updated in consultation with SCOE staff.

Educational Partner(s)	Process for Engagement
School Site Council/Parent Advisory Committee	School Site Council (1/26): SSC members, made up of parents and staff, engaged deeply in reviewing data, identifying needs, developing action steps, and shaping goals for the Comprehensive Safety Plan, Wellness Plan, and 2025–26 LCAP. The council also reviewed and approved the LCAP before it was brought to the Board.
ELAC	Wilson School does not meet the requirements to have an ELAC due to number of EL students
School Board	LCAP Adoption Process: The LCAP was presented to school governing boards and shared for public feedback prior to final adoption on June 29, 2026.

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

Wilmar Union School District intentionally created multiple opportunities for students, families, staff, and community members to provide input throughout the 2025–26 school year. Feedback was gathered through YouthTruth surveys, staff collaboration, family engagement opportunities, and student voice structures. This input directly informed the development and refinement of the 2026–27 LCAP.

Input from Educational Partners

Staff Input
Staff engaged in ongoing collaboration and data discussions focused on student achievement, school culture, and instructional practices. Key themes included the need for consistent behavior expectations, increased academic rigor, and stronger student engagement. These insights informed actions related to strengthening schoolwide systems, expanding student supports, and aligning instructional practices across classrooms.

YouthTruth Survey Highlights (2025–26)

Student Feedback:
Students reported strong outcomes in Belonging and Instructional Methods, indicating that most students feel supported and connected in their learning environment. Areas for growth included Academic Challenge and Engagement, highlighting the need to increase rigor and ensure consistent, meaningful learning experiences across classrooms.

Parent/Guardian Feedback:
Families reported strengths in Engagement and Relationships, reflecting positive connections with the school. Areas identified for improvement included Resources and School Culture, reinforcing the need for continued communication, access, and consistency in schoolwide systems.

Staff Feedback:
Staff identified School Safety and Engagement as strengths. Areas for growth included School Culture and Professional Development and Support, indicating a need for continued alignment, collaboration, and targeted professional learning.

These findings collectively informed a focused approach to strengthening instructional rigor, improving consistency across systems, and enhancing communication and engagement with all educational partners.

Ongoing Framework: Culture of Care, Competence, and Excellence

Wilson School continues to use its established framework of Culture of Care, Culture of Competence, and Culture of Excellence to guide decision-making and align actions within the LCAP. Educational partner feedback reaffirmed the importance of this framework and led to targeted refinements.

Culture of Care: Focus on safe, inclusive environments through PBIS, mentoring, and student connection
Culture of Competence: Emphasis on social-emotional supports, counseling, and equitable access for all students and families
Culture of Excellence: Commitment to high-quality instruction, academic rigor, and targeted supports for all learners
Examples of Educational Partner-Driven Actions

Based on feedback from educational partners, the following LCAP actions were strengthened or prioritized:

Action 1.3 – 1:1 Mentoring Program: Increased focus on student connection and belonging
Action 1.6 – Anti-Bullying Awareness and School Climate Efforts: Strengthened schoolwide expectations and safety practices
Action 2.2 – Summer School and Academic Support Programs: Expanded learning opportunities to address academic gaps
Action 3.4 – Student Leadership and Voice Opportunities: Increased student involvement in school decision-making and culture
Action 4.2 – Translation and Interpretation Services: Improved communication and access for multilingual families

These actions reflect direct alignment between educational partner feedback and the district’s priorities to strengthen engagement, improve academic outcomes, and ensure equitable access for all students.

Conclusion

Educational partner input continues to play a critical role in shaping the district’s priorities and actions. By actively engaging stakeholders and responding to their feedback, Wilson School ensures that the LCAP reflects the needs of its community. This ongoing process supports continuous improvement and reinforces the district’s commitment to providing a safe, supportive, and academically challenging environment for all students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	State Standards (Conditions of Learning): All students will be educated in welcoming and inclusive learning environments that are clean, safe, and conducive to learning.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Creating a Culture of Care: In our community, we prioritize the emotional, social, and physical safety of our students, families, and staff. Our aim is to cultivate and sustain a nurturing environment—one that's both secure and inviting. We foster robust connections to ensure that every educational partners feels a profound sense of belonging.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Suspension rate as reported in attendance records.	0% suspension rate for 2022-23	4% suspension rate for 2023-2024	6% suspension rate for 2024–25	0% suspension rate for 2026-27	Suspensions increased from 0% to 6%, indicating a move toward more consistent accountability. The focus moving forward is strengthening proactive supports and interventions to reduce the need for suspensions.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Expulsion rate as reported in attendance records.	0% expulsion rate for 2022-23	0% expulsion rate for 2023-24	0% expulsion rate for 2024–25	0% expulsion rate for 2026-27	No change
1.3	The quality of relationships between students and their teachers.	YouthTruth data results for 2023-24 Relationships: 2.55/3: Relationships focus on the quality and strength of the interactions and connections between students and others within the school community. A score of 2.55 out of 3 indicates a generally positive perception of relationships within the school, suggesting that students feel well-supported and connected to their teachers, peers, and other school staff. A score of 2.55 out of 3 is considered a positive score. This indicates that the majority of students feel positively about their relationships within the school	YouthTruth data results for 2024-25 Relationships: 2.4/3: Relationships focus on the quality and strength of the interactions and connections between students and others within the school community. A score of 2.4 out of 3 is considered a positive score. This indicates that the majority of students feel positively about their relationships within the school	YouthTruth Data Results for 2025–26 Relationships: 2.65/3 Relationships focus on the quality and strength of the interactions and connections between students and others within the school community. A score of 2.65 out of 3 is considered a very positive score. This indicates that the majority of students feel strongly about their relationships within the school and experience positive, supportive connections with others.	YouthTruth data results for 2026-27 Relationships: 3/3- A focus on the quality and strength of the interactions and connections between students and others within the school community.	Relationships Baseline (2023–24): 2.55/3 Year 2 (2025–26): 2.65/3 Difference from Baseline: Increase of 0.10 points Interpretation: Student perception of relationships improved from 2.55 to 2.65, indicating stronger connections between students, staff, and peers. This growth suggests that efforts to build a positive school culture and supportive environment are having an impact. Relationships remain a strength of the school, with continued focus on maintaining and deepening these connections

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						across all grade levels.
1.4	How students feel about the overall atmosphere and environment of the school.	YouthTruth data results for 2023-24 Culture: 2.16/3: Culture measures the overall environment and atmosphere of the school as perceived by students. This includes shared values, norms, behaviors, and attitudes that shape the school experience.A score of 2.16 out of 3 for "Culture" in the YouthTruth data results for 2023-24 is generally considered a good score, though it indicates room for improvement. Belonging: 2.29/3: Belonging measures the extent to which students feel accepted, valued, and included within the school community. A score of 2.29 out of 3 for "Belonging" in the YouthTruth data results for 2023-24 is generally considered a good	YouthTruth data results for 2024-25 Culture: 2.04/3: Culture measures the overall environment and atmosphere of the school as perceived by students. This includes shared values, norms, behaviors, and attitudes that shape the school experience.A score of 2.04 out of 3 for "Culture" in the YouthTruth data results for 2024-25 is generally considered a good score, though it indicates room for improvement. Belonging: 2.31/3: Belonging measures the extent to which students feel accepted, valued,	YouthTruth data results for 2025-26 Culture: 2.20/3: Culture measures the overall environment and atmosphere of the school as perceived by students. This includes shared values, norms, behaviors, and attitudes that shape the school experience. A score of 2.20 out of 3 for "Culture" in the YouthTruth data results for 2025–26 is generally considered a good score, though it indicates room for improvement. Belonging: 2.42/3: Belonging measures the extent to which students feel	YouthTruth data results for 2026-27 Culture: 3/3: Culture measures the overall environment and atmosphere of the school as perceived by students. This includes shared values, norms, behaviors, and attitudes that shape the school experience. Belonging: 3/3: Belonging measures the extent to which students feel accepted, valued, and included within the school community	Culture Baseline (2023–24): 2.16/3 Year 2 (2025–26): 2.20/3 Difference from Baseline: Increase of 0.04 points Interpretation: Culture showed a slight increase from 2.16 to 2.20, indicating a stable and generally positive school environment. While growth is modest, the data suggests continued consistency in schoolwide expectations, norms, and overall climate. There remains an opportunity to further strengthen school culture to ensure a more consistently positive

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		score. This indicates that most students feel a strong sense of belonging within the school community	and included within the school community. A score of 2.31 out of 3 for "Belonging" in the YouthTruth data results for 2024-25 is generally considered a good score. This indicates that most students feel a strong sense of belonging within the school community	accepted, valued, and included within the school community. A score of 2.42 out of 3 for "Belonging" in the YouthTruth data results for 2025–26 is generally considered a good score. This indicates that most students feel a strong sense of belonging within the school community.		experience across all student groups. Belonging Baseline (2023–24): 2.29/3 Year 2 (2025–26): 2.42/3 Difference from Baseline: Increase of 0.13 points Interpretation: Belonging increased from 2.29 to 2.42, reflecting meaningful growth in students feeling accepted, valued, and included. This improvement suggests that efforts to build connection, inclusion, and student voice are having a positive impact. Strengthening belonging continues to be a key driver of overall school culture and student engagement.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	How students perceive their emotional and social support within the school community	YouthTruth data results for 2023-24 Social-emotional well-being: 2.35/3: This measures students' perceptions of their own emotional health and social interactions. A score of 2.35 suggests that most students generally perceive their social-emotional well-being positively	YouthTruth data results for 2024-25 Social-emotional well-being: 2.35/3: This measures students' perceptions of their own emotional health and social interactions. A score of 2.35 suggests that most students generally perceive their social-emotional well-being positively	YouthTruth data results for 2025–26 Social-emotional well-being: 2.53/3: This measures students' perceptions of their own emotional health and social interactions. A score of 2.53 suggests that most students generally perceive their social-emotional well-being positively.	YouthTruth data results for 2026-27 Social-emotional well-being: 3/3- This measures students' perceptions of their own emotional health and social interactions.	Social-Emotional Well-Being Baseline (2023–24): 2.35/3 Year 2 (2025–26): 2.53/3 Difference from Baseline: Increase of 0.18 points Interpretation: Social-emotional well-being increased from 2.35 to 2.53, reflecting strong growth in how students perceive their emotional health and social interactions. This suggests that schoolwide supports, relationships, and focus on student well-being are having a meaningful impact. Continued emphasis on social-emotional learning and student support systems will help

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						sustain and build on this progress.
1.6	Students' feelings about their physical and emotional safety while at school.	YouthTruth data results for 2023-24 Safety: 2.55/3: This measures students' perceptions of their physical and emotional safety within the school environment. A score of 2.55 out of 3 for Safety is a very good score, indicating that students generally feel safe and secure in their school environment, both physically and emotionally.	YouthTruth data results for 2024-25 Safety: 2.42/3: This measures students' perceptions of their physical and emotional safety within the school environment. A score of 2.42 out of 3 for Safety is a very good score, indicating that students generally feel safe and secure in their school environment, both physically and emotionally.	Safety: 2.57/3: This measures students' perceptions of their physical and emotional safety within the school environment. A score of 2.57 out of 3 for Safety is an excellent score, indicating that students generally feel very safe, supported, and secure within the school environment, both physically and emotionally.	YouthTruth data results for 2026-27 Safety: 3/3-This measures students' perceptions of their physical and emotional safety within the school environment.	Safety Score: Increased 0.02 points. 2025–26: 2.57/3 2026–27 Target: 3/3 Interpretation: Most students feel physically and emotionally safe at school. A score of 2.57/3 is a very strong score and reflects continued positive perceptions of safety within the school environment. This represents slight growth from the 2023–24 baseline score of 2.55/3 and places the district 0.43 points below the long-term target of 3/3. Continued implementation of PBIS, bullying prevention education, social-

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						emotional supports, supervision systems, and student safety reporting structures will remain important to sustain progress toward the district target.
1.7	Facilities Inspection Tool (FIT)	No areas out of compliance on the FIT in 2023-24	No areas out of compliance on the FIT in 2024-25	No areas out of compliance on the FIT in 2025-26	No areas out of compliance on the FIT in 2026-27	No Change
1.8	Parent/guardian reporting on school safety	YouthTruth data results for 2023-24 Safety: 65% perceive Wilson School to be a safe environment for their child	YouthTruth data results for 2024-25 Safety: 73% perceive Wilson School to be a safe environment for their child	YouthTruth data results for 2025-26 Safety: 68% perceive Wilson School to be a safe environment for their child	YouthTruth data results for 2026-27 80% of our parent community will perceive Wilson School as a safe environment for their child.	Parent/Guardian Reporting on School Safety: Increased 3% 2025–26 Parent Perception of Safety: 68% 2026–27 Target: 80% Interpretation: The majority of families believe Wilson School is a safe environment for their child. Parent perception of school safety increased from the 2023–24 baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						of 65% to 68% in 2025–26, demonstrating modest positive growth. While results continue moving in a positive direction, the district remains 12% below the long-term target. Continued efforts related to PBIS, bullying prevention education, supervision systems, communication, and schoolwide social-emotional supports will remain important in strengthening family confidence regarding school safety.
1.9	Staff reporting on school safety	YouthTruth data results for 2023-24 Safety: 88% of staff perceive Wilson School to be a safe environment to work.	YouthTruth data results for 2024-25 Safety: 44% of staff perceive Wilson School to be a safe environment to work.	YouthTruth data results for 2024-25 Safety: 68% of staff perceive Wilson School to be a safe environment to work.	YouthTruth data results for 2026-27 100% of our staff will perceive Wilson School as a safe environment to work.	Staff Reporting on School Safety: Decreased 20%

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.

Description of Overall Implementation

Wilmar Union School District implemented the majority of planned actions outlined in the 2025–26 LCAP, with several adjustments made in response to site-based needs, staffing realities, and educational partner feedback. While many actions were successfully implemented, some required modification in approach, pacing, or scope.

Overall Successes

Several key actions were implemented with strong fidelity and demonstrated positive impact on school climate, student engagement, and support systems.

1.1 Social-Emotional Support through On-Site Counseling (Fully Implemented):
Students consistently received access to mental health support through an on-site counselor, including individual and small group sessions focused on emotional regulation, peer relationships, and coping strategies. This support contributed to improved student well-being and engagement.

1.3 Student Mentorship Program for Connection and Belonging (Fully Implemented):
The 1:1 mentoring program was successfully implemented, providing students with consistent adult connections and support. This action strengthened student relationships, increased engagement, and supported students with higher needs.

1.4 Positive Behavioral Interventions and Supports (PBIS) (Fully Implemented):
PBIS is now fully implemented with strong staff and family buy-in. The establishment of consistent expectations and tiered systems has led to a significant decrease in behavior referrals. While suspension rates increased to 6%, this reflects more consistent implementation of expectations and accountability across the school. Overall, PBIS has had a positive impact on school climate and student behavior.

1.6 Anti-Bullying Awareness and Prevention (Fully Implemented):
Anti-bullying efforts were implemented through assemblies and ongoing schoolwide messaging. This action has expanded to include more consistent and embedded practices to promote a safe and inclusive environment.

1.7 Promote Inclusivity and Diversity (Fully Implemented):
Although originally planned as a standalone action, inclusivity and diversity efforts were embedded across all school systems, including SEL, instruction, and behavior supports. Wilson School was recognized with the Spirit of Inclusivity Award from Sonoma County SELPA, reflecting the success of this integrated approach.

Partial Implementation and Adjustments

Some actions were implemented with modifications due to time constraints, staffing challenges, or the need to refine structures.

1.9 Student Voice and Leadership (Partially Implemented):
Student leadership structures were partially implemented through a student council model; however, opportunities for broader student voice were limited. This action will be refined to include more consistent and accessible formats, such as grade-level engagement circles.

Implementation Challenges

1.2 Second Step Curriculum (Not Implemented):
SEL instruction was inconsistently implemented due to staffing challenges and reliance on classroom teachers following a change in support personnel. While some classrooms maintained consistent delivery, overall implementation lacked uniformity. The district is exploring alternative SEL delivery models to ensure consistency moving forward.

1.5 Student Focus Groups (Modified Implementation):
Formal student focus groups were not implemented as originally planned. Instead, student input was gathered through classroom-based discussions and whole-group settings, which proved to be more practical and effective in capturing student voice. This shift will be reflected in future action planning.

1.8 Playground Engagement (Partially Implemented / Ongoing):
The playground improvement project experienced delays due to limited funding and reliance on volunteer support. Despite these challenges, meaningful progress was made, particularly on the TK/K playground, with additional improvements across other play areas. The project has transitioned into a multi-year initiative, with continued development supported by community involvement and collaboration with an outside consultant to expand loose parts play and weight-based play opportunities.

Key Implementation Insights
Consistency matters: Stronger alignment in systems such as PBIS resulted in improved behavior outcomes, even as accountability measures increased suspension rates.
Staffing impacts implementation: Variability in staffing directly influenced consistency in instructional and SEL delivery.
Flexibility leads to improvement: Adjusting actions (e.g., student voice structures, inclusivity efforts) led to more effective and sustainable practices.
Community engagement is essential: Volunteer-based efforts and educational partner input continue to play a critical role in advancing long-term initiatives such as playground development.
Conclusion

Overall, Wilson School successfully implemented the majority of its LCAP actions, with several demonstrating strong impact on student support systems, school climate, and engagement. Where challenges occurred, the district made thoughtful adjustments to improve effectiveness and sustainability. Moving forward, the focus will be on strengthening consistency in instructional and SEL practices, expanding student voice, and continuing long-term improvement efforts aligned to the district's vision of supporting the whole child.

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

Action 1.1 counseling hours came in less than projected due to personal absences of our contracted counselor; action 1.2 the social and emotional program was not implemented as student data confirmed it was no longer; action 1.3 1 to 1 mentoring program materials were less this year as most purchases were made in the prior year; action 1.6 school-wide anti-bullying awareness assemblies came in less than projected; action 1.8 the playgrounds redesign & engagement is still an on-going project and crossing fiscal years therefore was not fully expended; action 1.16 Video Series to Families did not materialize and is being restructured via video live-stream prior to district meetings which the public will have access through zoom. These action items accounted for most of the material difference from Budgeted expenditures to estimated actual expenditures.

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

1.1 Social-Emotional Support through On-Site Counseling (Effective), 1.2 Second Step Curriculum (Not Implemented), and 1.3 1:1 Mentoring (Effective), 1.7 Promote Inclusivity and Diversity (Somewhat Effective), 1.9 Student Voice and Leadership (Effective), 1.10 Establishing Staff Norms (Effective), 1.11 Team Connect (Effective), 1.12 One Team One Mission (Effective), 1.13 Classified Connection (Effective) and 1.14 SEL Communication and Legacy Outcomes (Partially Effective):
Metric 1.3: The quality of relationships between students and their teachers. The 2025–26 score increased to 2.65 out of 3, up 0.10 from the previous year's 2.55. This indicates strengthened relationships between students, staff, and peers. Students are reporting higher levels of connection and trust, suggesting that on-site counseling and the 1:1 mentoring program are having a meaningful impact.
Metric 1.5: How students perceive their emotional and social support within the school community. Social-emotional well-being increased from 2.35 to 2.53, representing a gain of 0.18. This indicates that students feel increasingly supported socially and emotionally. These results demonstrate that existing systems and supports are effective, even without implementing a new SEL curriculum.
Metric 1.6: Students' feelings about their physical and emotional safety while at school
Student safety remained stable at 2.42 out of 3. This continues to be a strong score, indicating that most students feel safe at school. However, it remains 0.58 below the target of 3.0, suggesting room for continued growth in ensuring all students consistently feel secure.

1.4 Positive Behavioral Interventions and Supports (PBIS) (Effective), 1.6 Anti-Bullying Awareness (Partially Effective):
Metric 1.1: Suspension rate as reported in attendance records. The suspension rate increased from 0% to 6%. This reflects a shift toward more consistent implementation of behavior expectations and accountability systems. While this is an increase, it indicates that staff are more consistently addressing behaviors rather than overlooking them.
Metric 1.2: Expulsion rate as reported in attendance records. The expulsion rate remains at 0%, indicating that the school continues to maintain a safe and supportive environment without escalation to severe disciplinary measures.
Metric 1.8: Parent/guardian reporting on school safety. Parent perception of safety increased from 65% to 73%, reflecting an 8% gain. This suggests increased confidence from families in school safety and behavior systems.
Additional Local Data: Staff perception of safety. Staff perception of safety decreased to 44%, identifying a significant area of concern. While student and parent data reflect positive trends, staff experience does not align and will require focused attention moving forward.

1.5 Student Focus Groups to Strengthen Academic Challenge and Instructional Practices (Partially Implemented):
Metric 2.1: Academic Challenge (Student Perception Data). Academic challenge increased from 2.10 to 2.32, indicating that students are experiencing increased rigor and higher expectations in their learning.

Metric 2.2: Student Engagement (Student Perception Data). Student engagement increased from 2.54 to 2.77, reflecting significant growth in student interest, participation, and connection to learning.
Metric 1.1: Suspension Rate (School Climate Indicator). Suspension rates increased from 0% to 6%, supporting the implementation of clearer expectations and more structured learning environments.

1.8 Playground Engagement (Not Implemented), 1.15 Student Safety Reporting System (Not Implemented), and 1.16 Family Video Series (Not Implemented):
Metric 1.6: Students' feelings about physical and emotional safety. Student safety remained stable at 2.42 out of 3, indicating that most students continue to feel safe at school.
Metric 1.8: Parent/guardian reporting on school safety. Parent perception of safety increased from 65% to 68%, reflecting continued improvement. Additional Local Data: Staff perception of safety. Staff perception of safety decreased to 44%, highlighting a critical need for improved systems and supports for staff.

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

Changes to Planned Goal: NONE
Changes to Metrics: NONE
Changes to Target Outcomes: NONE
Changes to Actions: After reflection and analysis of implementation and effectiveness data, two (2) actions will be modified. One (1) action will be removed. No new actions will be added for the coming year.

Changed Actions:
1.5 Student Focus Groups to Strengthen Academic Challenge and Instructional Practices:
This action was not formally implemented and will be revised. Rather than structured focus groups, the focus will shift toward embedding student voice within instructional practices and classroom-level feedback systems. This adjustment aligns with increases in academic challenge and engagement data and reflects a more effective approach to capturing student voice.
1.16 Family Video Series on School Life & Student Success:
This action was not implemented as designed and will be revised. The approach will shift from a video series to in-person communication sessions held 30 minutes prior to monthly Catalyst Foundation meetings. This change is intended to increase family engagement and improve communication through more direct and interactive opportunities.
1.16 The approach has shifted, reflected in 2.11

Deleted Actions:
1.2 Second Step Curriculum:
This action was not implemented and will be removed. Based on increases in relationships, belonging, and social-emotional well-being, current systems and supports are effectively meeting student needs without the addition of a standalone SEL curriculum.

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	Social-Emotional Support through on-site counseling	The district will provide on-site counseling services to support students' social-emotional well-being. These services include individual and small-group counseling focused on emotional regulation, coping skills, peer relationships, trauma-informed care, and school engagement. The counseling program will proactively identify and support students experiencing emotional distress, behavioral challenges, or family-related concerns that impact learning. Priority will be given to English Learners, foster youth, and socio-economically disadvantaged students who would benefit from increased connection, guidance, and consistent support.	$79,705.00	Yes
1.2	Actively seek an on-line SEL program	No longer needed	$0.00	No
1.3	Student Mentorship Program for Connection and Belonging	To address gaps in social-emotional wellness and belonging, Wilson School will implement a targeted mentorship program that connects students with caring adults on campus. Priority will be given to English Learners, foster youth, and socio-economically disadvantaged students who would benefit from increased connection, guidance, and consistent support. The goal is to foster trusting relationships, build confidence, and create a stronger sense of inclusion and school connectedness for our most vulnerable students.	$5,100.00	Yes
1.4	Positive Behavioral Intervention Systems (PBIS)	Wilson School will implement and reinforce the core tenets of Positive Behavioral Interventions and Supports (PBIS) to build a positive, predictable, and inclusive school environment that supports both academic and social success. This includes: Preventing behavior issues by establishing and teaching clear expectations schoolwide	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Actively teaching and reinforcing positive behaviors through classroom lessons and consistent routines Recognizing and celebrating students who demonstrate expected behaviors Responding to negative behaviors with structured, supportive interventions that address root causes and promote reflection Implementation will emphasize equity and consistency, with a focus on ensuring that English Learners, foster youth, and socio-economically disadvantaged students experience a sense of safety, fairness, and support across all school settings.		
1.5	Student Focus Groups to Strengthen Academic Challenge and Instructional Practices	Wilson School will conduct student focus groups by grade-level strands a minimum of three times per year to gather input on how students experience academic challenge and what instructional methods best support their learning. To make the experience more impactful and meaningful: Focus groups will be facilitated in student-friendly language by trained staff who create a safe, respectful space for open dialogue. Questions will be tailored to uncover barriers to engagement, rigor, and access, with additional prompts for English Learners, students with disabilities, and other underserved groups. Student responses will be summarized and shared with teaching teams as part of instructional planning cycles and professional development. A simple feedback loop ("You said, we did") will be created so students know their voices lead to visible changes in classroom instruction and expectations. This action ensures that students are active partners in shaping a learning environment that is rigorous, responsive, and inclusive of all learners.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Monthly Bullying Prevention Education During Community Time	Wilson School will provide monthly bullying prevention instruction during Community Time assemblies, focused on helping students recognize, respond to, and report bullying in all its forms. This schoolwide effort will include: Clear, age-appropriate lessons on the types of bullying (verbal, physical, social, and cyberbullying) Teaching students how to respond safely and appropriately, including how to report incidents and support peers Promoting the role of an upstander, encouraging students to speak up and help create a culture of kindness Reinforcing how bullying differs from typical conflict and why it must be addressed To strengthen engagement and impact, outside presenters and student-focused vendors will be brought in to deliver assemblies and workshops that align with the school's PBIS and SEL goals. This action supports a positive, inclusive climate for all students, with an emphasis on ensuring English Learners, foster youth, and socio-economically disadvantaged students feel safe and supported.	$3,700.00	No
1.7	Develop a more robust English Language Development Program	Strengthen the ELD program by providing ongoing staff development on designated and integrated ELD strategies, teacher responsibilities, and legal requirements. Improve communication with families of English Learners through translated materials, parent workshops, and regular updates on student progress.	$0.00	Yes
1.8	Playground engagement	Wilson School will redesign playground spaces to create environments that promote physical activity, peer interaction, critical thinking, safe risk-taking, and body awareness. Redesigned play areas will include clearly defined zones for creative play, balance, and physical challenges tailored to students' developmental needs. Emphasis will be placed on creating	$63,692.00	No

Action #	Title	Description	Total Funds	Contributing
		inclusive spaces where all students, including those with disabilities and diverse needs, can participate and thrive. This action contributes to a safe and engaging school climate, with equitable access to high-quality learning environments for all students, particularly English Learners, foster youth, and socio-economically disadvantaged students.		
1.9	Student Voice and Leadership Through Council and Monthly Engagement Circles	Wilson School will strengthen student voice and leadership by providing monthly opportunities for students to contribute to decisions that affect their learning environment. A formal Student Council will be established for interested students across grade levels, serving as a structured platform to represent their peers and collaborate with staff on issues related to school climate, classroom practices, and campus improvements. All students — including English Learners, foster youth, and socio-economically disadvantaged students — will have equitable access to participate. The Student Council and monthly Student Voice Circles will collect and present feedback from peers, helping school leadership better understand student needs and perspectives.	$1,821.00	Yes
1.10	Establishing Staff Norms to Promote Respectful and Productive Communication	To support a positive and collaborative adult culture, Wilson School will develop and implement clear communication norms for all staff meetings. These norms will be co-created with staff and used to guide professional dialogue, ensuring all voices are heard in a respectful, solutions-oriented manner. The goal is to reduce unproductive communication and create a shared sense of accountability for maintaining a professional, inclusive environment. Norms will be revisited regularly and integrated into meeting agendas to support consistent reflection and team alignment.	$0.00	No
1.11	Team Connect: Proactive Leadership Dialogues	Monthly or as-needed meetings where teacher leaders and admin come together to surface concerns, share insights, and address issues early—focusing on collaboration, clarity, and solutions before challenges escalate.	$1,214.00	No

Action #	Title	Description	Total Funds	Contributing
1.12	One Team, One Mission: Rebuilding Trust Together	Establish and implement clear staff-wide expectations for respectful communication and collaboration, supported by team agreements, restorative practices, and ongoing check-ins to address conflict proactively and rebuild trust across all staff roles.	$0.00	No
1.13	Classified Connection: Monthly Alignment Meetings	Monthly mandatory meetings for classified staff focused on building unity, improving effectiveness, and creating space to address concerns openly. These gatherings will ensure everyone is informed, supported, and working together toward shared goals in a respectful, solutions-focused environment.	$2,900.00	No
1.14	Monthly SEL Focus: Embedding Social-Emotional Learning Schoolwide	To strengthen students' emotional well-being and school connectedness, a monthly SEL theme will be developed and shared with all certificated staff. Teachers will be expected to integrate the theme into classroom instruction through dedicated SEL lessons and discussions. This consistent, schoolwide focus ensures that every student receives intentional support in developing self-awareness, relationship skills, and emotional regulation throughout the year.	$0.00	No
1.15	Speak Up, Stay Safe: Anonymous Student Safety Reporting	To promote a safe and responsive school environment, we will launch an anonymous reporting system that allows students to flag unsafe situations—such as bullying, threats, or concerning behavior—without fear of retaliation. This tool empowers students to be proactive in protecting themselves and their peers, and ensures adults can respond quickly to address concerns and maintain a culture of safety and trust.	$0.00	No
1.16	A Video Series on School Life & Student Success (Live stream)	No longer needed, it will be incorporated in a live stream format.	$0.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Students will meet or exceed grade level standards.	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)

An explanation of why the LEA has developed this goal.

Creating a Culture of Excellence: Through data, the academic progress of our students is routinely measured using local and State indicators. The data is analyzed frequently and from that analysis, academic systems are put into place to ensure all learners have access to their learning and progress at a pace sufficient to be proficient on grade level standards by the end of the school year. This goal is a reflection of a broad view of our academic systems put into place to ensure all students have the support to be academically successful.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP-English Language Arts for grades 3-6	In 2023 ELA Met & Exceeded High 31.8 points above standard Increased 14.2 points Overall Standard exceeded: 35% Standard met: 26% Nearly met: 26% Not met: 13% Special Education Standard exceeded: 8%	In 2024 ELA Met & Exceeded High 27.2 points above standard Decline 5.4 points Overall Standard exceeded: 28% Standard met: 43% Nearly met: 16% Not met: 13%	2025 ELA Met & Exceeded Medium 5.7 points above standard Decline 14.5 points Overall Standard exceeded: 19% Standard met: 34% Nearly met: 27.5% Not met: 19.5%	In 2026 ELA Met & Exceeded Very High 75+ points above standard Overall Standard met: 100% Special Education Standard met: 100%	Standard exceeded: Decreased 16% Standard met: Increased 8% Nearly met: Increased 1.5% Not met: Increased 6.5% Socio-economically disadvantaged Data not available for comparison

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Standard met: 8% Nearly met: 54% Not met: 31% Socio-economically disadvantaged Standard exceeded: 32% Standard met: 36% Nearly met: 14% Not met: 18% Reading: Above standard:35% Near standard: 56% Below standard: 9% Writing: Above standard:23% Near standard: 61% Below standard: 16% Listening: Above standard:18% Near standard: 74% Below standard: 8% Research and Inquiry: Above standard:17% Near standard: 73% Below standard: 10%	Special Education Standard exceeded: N/A Standard met: N/A Nearly met: N/A Not met: N/A Socio-economically disadvantaged Standard exceeded: 28% Standard met: 31% Nearly met: 28% Not met: 14% Reading: Above standard:20% Near standard: 68% Below standard: 13% Writing: Above standard:35% Near standard: 51% Below standard: 14% Listening: Above standard:18%	Special Education Standard exceeded: N/A Standard met: N/A Nearly met: N/A Not met: N/A Socio-economically disadvantaged Standard exceeded: N/A Standard met: N/A Nearly met: N/A Not met: N/A Reading Above standard: 22% Near standard: 55% Below standard: 20% Writing Above standard: 22% Near standard: 55% Below standard: 32% Listening Above standard: 22% Near standard: 55%	Socio-economically disadvantaged Standard met: 100% Reading: At standard:100% Writing: At standard: 100% Listening: At standard: 100% Research and Inquiry: At standard: 100%	Reading: Above standard: Decreased 13% Near standard: Decreased 1% Below standard: Increased 11% Writing: Above standard: Decreased 1% Near standard: Decreased 6% Below standard: Increased 16% Listening: Above standard: Increased 4% Near standard: Decreased 19% Below standard: Increased 12% Research and Inquiry: Above standard: Increased 5% Near standard: Decreased 18% Below standard: Increased 22%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Near standard: 79% Below standard: 3% Research and Inquiry: Above standard:30% Near standard: 63% Below standard: 7%	Below standard: 20% Research and Inquiry Above standard: 22% Near standard: 55% Below standard: 32%		
2.2	CAASPP-Mathematics for grades 3-6	In 2023 High 9.4 points above standard Increased 11.2 points Overall: High Standard exceeded: 26% Standard met: 30% Nearly met: 29% Not met: 15% Socio-economically disadvantaged Standard exceeded: 25% Standard met: 29% Nearly met: 25% Not met: 21% English Language Learners	In 2024 High 18.9 points above standard Increased 3.3 points Overall: High Standard exceeded: 32% Standard met: 30% Nearly met: 21% Not met: 17% Socio-economically disadvantaged Standard exceeded: 31% Standard met: 34% Nearly met: 10%	2025 Medium 2.4 points below standard Decline 17.9 points Overall: Medium Standard exceeded: 24% Standard met: 26% Nearly met: 30% Not met: 20% Socio-economically disadvantaged Standard exceeded: N/A Standard met: N/A Nearly met: N/A Not met: N/A	In 2026 Math Very High 75+ points above standard Overall Standard met: 100% Special Education Standard met: 100% Socio-economically disadvantaged Standard met: 100% English Language Learners	Standard exceeded: Decreased 2% Standard met: Decreased 4% Nearly met: Increased 1% Not met: Increased 5% Socio-economically disadvantaged Data not available for comparison English Language Learners Data not available for comparison

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		7.3% making progress Increased 27.2% Special Education Standard exceeded: 0% Standard met: 31% Nearly met: 31% Not met: 38% White Standard exceeded: 35% Standard met: 29% Nearly met: 26% Not met: 12% Concepts and procedures: Above standard: 30% New standard: 52% Below standard: 18% Problem-solving and modeling and data analysis Above standard: 27% Near standard: 57% Below standard: 16% Communicating reasoning: Above standard: 21% Near standard: 63% Below standard: 16%	Not met: 24% English Language Learners making progress: N/A Increased N/A Special Education Standard exceeded: N/A Standard met: N/A Nearly met: N/A Not met: N/A White Standard exceeded: 34% Standard met: 29% Nearly met: 22% Not met: 15% Concepts and procedures: Above standard: 30% New standard: 52% Below standard: 18% Problem-solving and modeling and data analysis Above standard: 36%	English Language Learners making progress: N/A Increased N/A Special Education Standard exceeded: N/A Standard met: N/A Nearly met: N/A Not met: N/A White Standard exceeded: N/A Standard met: N/A Nearly met: N/A Not met: N/A Concepts and Procedures Above standard: 24% Near standard: 56% Below standard: 19% Problem-Solving, Modeling, and Data Analysis Above standard: 30% Near standard: 47%	Standard met: 100% Concepts and procedures: At standard: 100% Problem-solving and modeling and data analysis At standard: 100% Communicating reasoning: At standard: 100%	Special Education Data not available for comparison White Data not available for comparison Concepts and Procedures: Above standard: Decreased 6% Near standard: Increased 4% Below standard: Increased 1% Problem-Solving, Modeling, and Data Analysis: Above standard: Increased 3% Near standard: Decreased 10% Below standard: Increased 7% Communicating Reasoning: Data not available for comparison

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Near standard: 44% Below standard: 20% Communicating reasoning: Above standard: 29% Near standard: 58% Below standard: 14%	Below standard: 23% Communicating Reasoning Above standard: N/A Near standard: N/A Below standard: N/A		
2.3	Reclassification rate for EL students	100% of 6th grade EL students were reclassified.	100% of 6th grade EL students were reclassified.	100% of 6th grade EL students were reclassified.	100% of EL students will be reclassified by 6th grade	No Change
2.4	All teachers will be appropriately assigned as noted through the hiring process.	All teachers are currently appropriately assigned.	All teachers are currently appropriately assigned.	All teachers are currently appropriately assigned.	All teachers will continue to be appropriately assigned	No Change
2.5	Sufficient materials that are CCSS aligned for ELA and Mathematics.	100% of students have access to CCSS aligned materials for ELA and Mathematics.	100% of students have access to CCSS aligned materials for ELA and Mathematics.	100% of students have access to CCSS aligned materials for ELA and Mathematics.	100% of students will continue to have access to CCSS-aligned materials for ELA and Mathematics.	No Change
2.6	Implementation of Academic Content Standards: EL access to CCSS and	100% of EL students have access to CCSS and implementation and access to ELD standards.	100% of EL students have access to CCSS and implementation	100% of EL students have access to CCSS and implementation	100% of EL students will continue to have access to CCSS and	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	implementation and access to ELD standards		and access to ELD standards.	and access to ELD standards.	implementation and access to ELD standards.	
2.7	Increase percent of English learners making progress toward proficiency on the ELPAC.	73.3% making progress towards English language proficiency Increased 27.2%	N/A: Less than 11 students took the CAASPP	N/A: Less than 11 students took the CAASPP	100% of EL students will make progress toward proficiency on the ELPAC as reported in the Dashboard.	Unable to determine progress — insufficient data for public reporting

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, Wilson School continued its efforts to build an inclusive, supportive, and academically rigorous learning environment for all students, with a focus on English Learners, students with disabilities, and those requiring targeted academic support. The following actions were successfully implemented:

Successful Implementation

2.1 Summer School and Intersessional Learning Opportunities (Fully Implemented):
Summer school and intersessional programs were implemented as planned, providing additional academic support and extended learning opportunities for students needing reinforcement and acceleration.

2.2 Schoolwide Designated and Integrated ELD Support (Fully Implemented):
A schoolwide approach to designated and integrated ELD was fully implemented, with teachers utilizing UDL and GLAD strategies to support multilingual learners within core instruction.

2.4 Instructional Aide Support (Fully Implemented):
Instructional aides provided in-class academic and behavioral support across grade levels, assisting with targeted interventions and increasing student access to instruction.

2.5 Intervention Teacher Support (Fully Implemented):
Intervention services were fully implemented, providing small group and individualized instruction for students performing below grade level.

2.6 Special Education Teacher (Fully Implemented):
A credentialed special education teacher provided services aligned to IEPs, supported compliance timelines, and collaborated with staff to support student learning.

2.7 Effective Utilization of Instructional Assistants to Support Students with Disabilities (Fully Implemented):
Instructional assistants were strategically deployed to support students with disabilities in both general and special education settings, increasing inclusion and access.

2.8 Instructional Leadership (Fully Implemented):
Instructional leadership practices were implemented to support staff in building effective instructional systems and strengthening teaching practices schoolwide.

2.9 Appropriately Assigned Teachers and Support Through Induction Program (Fully Implemented):
All classrooms were staffed with appropriately credentialed teachers, and new teachers received support through the induction program, including mentorship and coaching.

2.10 Data-Driven Instruction and Goal Setting (Fully Implemented):
Data-driven practices were fully implemented, with teachers regularly analyzing student performance data to inform instruction and set measurable goals.

Not Implemented / Not Fully Implemented

2.3 Intervention Funding (Not Sustained):
This action was not sustained due to funding limitations and will not continue into the 2026–27 school year.

2.11 Family Connections Literacy Night (Not Implemented):
This action was not implemented during the 2025–26 school year and will be carried forward for implementation next year.

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

Action 2.1 staffing and materials costs exceeded projections for summer school & intersessional breaks; action 2.3 the intervention teacher was put in a general ed classroom and intervention was done through before and afterschool supports; action 2.6 came in higher than anticipated due to a salary increase; action 2.7 special ed aides extra hours did not materialize due to staffing absences; action 2.8 instructional leadership stipend costs came in lower than projected; action 2.9 appropriately assigned and trained teachers were given more collaboration time and professional development time which involved more sub costs along with a salary settlement which impacted salaried costs and benefits. Action 2.11 Family connections & literacy nights did not materialize in this year. These actions account for most the of the material differences between budgeted versus estimated actual expenditures for goal 2.

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

2.1 Summer School and Intersessional Learning Opportunities (Effective), and 2.2 Schoolwide Designated and Integrated ELD Support (Effective):
-Metric 2.3: Reclassification Rate. 100% of English Learners were reclassified by the end of 6th grade.
-Metric 2.7: English Learners Making Progress Toward Proficiency on the ELPAC
-Local data indicates approximately 75% of English Learners made progress toward proficiency, consistent with prior years.
-Metric 2.2: Student Engagement (YouthTruth). Increased from 2.54 to 2.77.
-Metric 2.2: Academic Challenge (YouthTruth)
Increased from 2.10 to 2.32.

2.3 Intervention Support (Ineffective), 2.10 Data Driven Instruction (Effective):
Metric 2.1: CAASPP ELA
Declined from 61% met/exceeded (2023) to 53% (2025).
Metric 2.2: CAASPP Math
Declined from 56% met/exceeded to 50%.

2.4 Instructional Aide Support (Effective), 2.6 Special Education Teacher (.60 FTE) (Effective), and 2.7 Effective Utilization of Instructional Assistants to Support Students with Disabilities (Effective):
Metric 2.2: Student Engagement (YouthTruth)
Increased from 2.54 to 2.77.
Metric 1.5: Social-Emotional Well-Being
Increased from 2.35 to 2.53.
Local Data:
Increased inclusion and access to grade-level instruction for students with disabilities and those requiring additional support.

2.5 Universal Design for Learning (UDL) (Effective), and 2.8 Structured Literacy and Instructional Practices (Effective):
Metric 2.2: Academic Challenge (YouthTruth)
Increased from 2.10 to 2.32.
Metric 2.2: Student Engagement (YouthTruth)
Increased from 2.54 to 2.77.

2.9 Appropriately Assigned and Trained Teachers & Induction Support (Ineffective):
Metric 2.1: CAASPP ELA
Declined from 61% met/exceeded to 53%.
Metric 2.2: CAASPP Math
Declined from 56% met/exceeded to 50%.
Local Context:
Staffing disruption in 6th grade during the school year.

2.11 Family Connections (Ineffective) - Was not implemented in 2025-26 therefore there is no data.

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

Changes to Planned Goal: NONE

Changes to Metrics: NONE

Changes to Target Outcomes: NONE

Changes to Actions: As a result of reflection, staff feedback, curriculum review, and analysis of 2025 CAASPP and local assessment data, several implementation changes and refinements were made for the 2026–27 school year.

The district identified a need to strengthen curriculum alignment, instructional consistency, foundational literacy instruction, and academic rigor across classrooms. During the 2025–26 school year, the district engaged in a review and pilot process for a new English Language Arts curriculum aligned to the California ELA/ELD Framework and research-based literacy practices. The district will begin implementation of the new ELA curriculum during the 2026–27 school year to strengthen foundational literacy, writing, comprehension, discourse, and critical thinking instruction. In addition, the district identified the need for a more systematic and explicit foundational literacy approach and will continue expanding structured literacy and Orton-Gillingham aligned practices to support early reading development and intervention efforts.

The district also identified concerns related to rigor, conceptual understanding, and procedural fluency within mathematics instruction. As a result, the district will begin reviewing and exploring updated mathematics curriculum options and instructional practices to better align with the California Mathematics Framework, increase depth of knowledge opportunities, and strengthen student problem solving, reasoning, and application skills.

The district will continue prioritizing integrated instructional practices through Universal Design for Learning (UDL), GLAD strategies, intervention supports, and inclusive instructional models to ensure students receive support within core classroom instruction whenever possible.

Special education practices will continue emphasizing collaborative planning, inclusion supports, Learning Center expansion, shared accountability for student success, and high expectations for all learners.

Sustained investment in intervention and extended learning opportunities will continue based on the positive impact of intervention services, ELOP-funded supports, and summer/intersession learning opportunities.

The following actions will continue with no substantive changes:

- 2.1 Summer School and Intersessional Days
- 2.2 Designated and Integrated ELD Support
- 2.5 Universal Design for Learning (UDL)
- 2.8 Structured Literacy: Expanding Orton-Gillingham Practices
- 2.10 Data-Driven Instruction and Goal Setting

- 2.11 Family Connections: Literacy Nights & Learning Together

Action 2.3 was revised from “Intervention Support” to “ELA and Mathematics Curriculum Alignment, Rigor, and Instructional Improvement” to better reflect the district’s increased focus on curriculum alignment, foundational literacy, instructional rigor, depth of knowledge, and instructional consistency across classrooms. This revision also reflects the district’s implementation of a new English Language Arts curriculum and the beginning stages of mathematics curriculum review and alignment planning.

Additionally, curriculum implementation and instructional alignment supports will be embedded throughout Goal 2 actions to support successful implementation of the new ELA curriculum and future mathematics curriculum adoption planning.

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	Summer school and intercessional days	Designed to close academic gaps and accelerate learning, our Summer School and Intersessional Days offer targeted instruction in reading, writing, and math, with priority given to English Learners, foster youth, and socio-economically disadvantaged students. These sessions provide small-group support, hands-on learning, and personalized instruction for students who need an extra boost toward grade-level proficiency.	$57,242.00	Yes
2.2	Schoolwide Designated & Integrated EL Support	We are building a consistent and intentional approach to supporting English Learners through designated ELD time and integrated language support throughout the day. Through targeted professional development—including Guided Language Acquisition Design (GLAD) strategies and AVID—teachers are equipped to make academic content accessible while advancing English proficiency. Every classroom is a language-rich environment where visuals, structured interactions, and scaffolds support students in speaking, listening, reading, and writing. This approach ensures that all students, especially English Learners, thrive across content areas.	$0.00	Yes
2.3	ELA and Mathematics	Wilson School will implement a new English Language Arts curriculum and foundational literacy program designed to increase instructional rigor, strengthen depth of knowledge, and improve student achievement in	$43,032.00	No

Action #	Title	Description	Total Funds	Contributing
	Curriculum Alignment and Rigor	reading, writing, language development, and critical thinking. The district will prioritize instructional practices aligned to the California ELA/ELD Framework and current research-based literacy practices, including explicit foundational skills instruction, student discourse, writing, comprehension, and application of grade-level standards. In addition, the district will continue reviewing and strengthening mathematics instructional practices and curriculum alignment to improve rigor, conceptual understanding, problem solving, and mathematical reasoning. Professional development, collaboration time, coaching, and implementation support will be provided to teachers to ensure effective implementation and instructional consistency across grade levels. Priority support and monitoring will be provided for English Learners, socio-economically disadvantaged students, foster youth, and students requiring additional academic intervention. Wilson School will begin piloting a new Math curriculum after the successful implementation of the ELA curriculum. This action is funded by LREBG funds.		
2.4	Instructional aide support	Wilson School will provide additional interventional instructional aide support within classrooms to deliver small group and individualized interventions, with priority given to English Learners, foster youth, and socio-economically disadvantaged students. Aides will work alongside classroom teachers to reinforce core instruction, address learning gaps, and support language development during regular instructional time.	$212,259.00	Yes
2.5	Universal Design for Learning (UDL)	Wilson School is committed to implementing Universal Design for Learning (UDL) practices across all classrooms to ensure that every student—especially English Learners, foster youth, and socio-economically disadvantaged students—has equitable access to meaningful, engaging, and appropriately challenging instruction. UDL emphasizes multiple means of engagement, representation, and expression, allowing students to access content, demonstrate understanding, and participate in learning in ways that work best for them.	$3,643.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Special Education Teacher	To meet the needs of an increasing number of students with autism and other impactful disabilities, Wilson School will implement an inclusive Learning Center model that provides targeted academic, behavioral, and communication supports. This model will be led by the special education teacher, who will develop and coordinate a comprehensive intervention program in collaboration with the District and site leadership.	$133,268.00	No
2.7	Effective Utilization of Instructional Assistants to Support Students with Disabilities	The District will provide instructional assistants (funded through IDEA) to support the academic, behavioral, and communication needs of students with disabilities across all learning environments. Instructional assistants will be strategically assigned and trained to: Provide targeted small-group and 1:1 support during instructional time Collaborate with special education and general education teachers to ensure alignment with IEP goals and classroom instruction Implement teacher-designed accommodations, visual supports, and structured routines Assist with behavioral support strategies, self-regulation tools, and transitions to increase student independence Participate in ongoing training to increase effectiveness in inclusive settings, including support for students with autism.	$56,471.00	No
2.8	Structured Literacy: Expanding Orton-Gillingham Practices	Wilson School is expanding the use of Orton-Gillingham and Structured Literacy practices to ensure that all students receive explicit, systematic, and evidence-based instruction in foundational reading skills. These approaches are particularly effective for students with dyslexia or other reading challenges. Teachers will receive targeted professional development and coaching to implement instructional strategies that build phonemic awareness, decoding, spelling, and reading fluency. Structured Literacy will be	$2,178.00	No

Action #	Title	Description	Total Funds	Contributing
		integrated into small-group instruction and core ELA instruction to close achievement gaps and support reading proficiency for all learners.		
2.9	Appropriately assigned and trained teachers and support of new teachers through the teacher induction program.	Wilson School will ensure that all students are taught by appropriately assigned and credentialed teachers who are fully prepared to meet the diverse academic and social-emotional needs of their students. To support teacher retention and instructional quality, all new teachers will participate in a state-approved Teacher Induction Program, which provides individualized coaching, professional development, and mentoring during their first years in the classroom. This action helps ensure consistent, high-quality instruction across all classrooms and builds a pipeline of effective educators. Particular attention will be given to supporting teachers who serve English Learners, foster youth, and socio-economically disadvantaged students, ensuring they are equipped with the tools and training needed to promote equity and academic success.	$1,739,140.00	No
2.10	Data-Driven Instruction and Goal Setting	Our teachers will use ongoing data cycles to inform instruction, identify learning gaps, and adjust teaching in real time. Through regular analysis of classroom, benchmark, and formative assessment data, educators plan targeted lessons, provide timely interventions, and monitor student growth—ensuring every student stays on a path to grade-level proficiency. As part of this process, students engage in goal setting and reflection, taking ownership of their learning by tracking progress and identifying areas for improvement. This partnership between teachers and students fosters accountability, motivation, and a deeper connection to academic growth.	$0.00	No
2.11	Family Connections: Literacy Nights & Learning Together	Wilson School will host literacy-focused family engagement nights to strengthen the connection between home and school and support the literacy development of all students—especially English Learners, foster youth, and socio-economically disadvantaged students. These events will feature interactive reading games, writing activities, and storytelling	$246.00	No

Action #	Title	Description	Total Funds	Contributing
		experiences that align with classroom instruction and promote foundational literacy skills. To better address the needs of our unduplicated students and families Family Connection Nights wilkl include live streams to help families better understand key school topics like bullying prevention, behavior expectations, and discipline policies. Each short segment breaks down important information in a clear, supportive way—so families feel informed, empowered, and better equipped to partner with us in creating a safe, respectful school environment. Families will also leave with practical strategies and take-home resources to support reading and writing at home, empowering them to take an active role in their child's learning. Events will be offered with translation and accessibility supports to ensure all families can fully participate and benefit. This action promotes early literacy achievement, family engagement, and equitable access to learning resources outside the school day.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Students will be engaged in their learning and education.	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)

An explanation of why the LEA has developed this goal.

Creating a Culture of Competence: Consistent attendance is a robust indicator of a student's academic success. Students are more likely to attend school when they feel secure, accomplished, and have a deep sense of belonging. Providing diverse opportunities both during and after school can effectively engage all learners, catering to their interests and fostering a genuine desire to participate in school activities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Chronic Absenteeism	Wilson School: 2023 Chronic absenteeism Chronically absent: 4.4% Declined 7.2%	Wilson School 2024: Chronic absenteeism Chronically absent: 6.1% Declined 1.7%	Wilson School 2025: Chronic absenteeism Chronically absent: 3.1%	The Target Chronic absenteeism rate will decrease 1.0% each year. Target for 2026=1.4%	Decreased 1.3% Current Distance from Target: 1.7% Current Rate: 3.1% 2026 Goal: 1.4%
3.2	Attendance will be monitored and reported as part of the Average Daily Attendance (ADA) report.	Average Daily Attendance (ADA) from 2022-23 is 96.68% (P2 Data)	Average Daily Attendance (ADA) from 2023-23 is 95.98% (P2 Data)	Average Daily Attendance (ADA) from 2024-25 is 97.26 (P2 Data)	The target Average Daily Attendance (ADA in 2026 is above 98%	Decreased 0.08% Current Distance from Goal: 1.4% Current Rate: 96.6% 2026 Goal: 98%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Interpretation: While the current ADA of 96.6% reflects a stable and consistently high attendance rate, it remains 1.4 percentage points below the target of 98%. This suggests that while most students attend regularly, continued efforts are needed to improve daily attendance and move closer to the established goal.
3.3	Students' level of interest, motivation, and engagement with their studies.	YouthTruth data results for 2023-24 Engagement (2.73/3, 0th-24th%): Meaning: This score reflects how engaged students feel with their school experience, including their interest in the material, class participation, and sense of belonging. Interpretation: A score of 2.73 out of 3 indicates relatively high engagement.	YouthTruth data results for 2024-25 Engagement – 2.54/3 Meaning: This measures how connected students feel to their school experience — their interest in lessons, participation in class, and sense of belonging.	YouthTruth Data Results for 2025–26 Engagement – 2.77/3 Meaning: This measures how connected students feel to their school experience — their interest in lessons, participation in class, and sense of belonging.	All stakeholders participating in YouthTruth survey will have a strong sense of belonging, a healthy culture, and a safe environment in which to learn and work, all within the 75th-100th percentile.	Engagement: Increased 0.04 points Interpretation: Reflects strong overall student engagement and connection to school. While scores are high, some variation across grade levels indicates inconsistency in student experience, suggesting a need

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Academic Challenge (2.24/3, 0th-24th%): Meaning: This score measures how challenged students feel by their coursework, including the rigor and relevance of their academic work. Interpretation: A score of 2.24 out of 3 suggests moderate academic challenge. Instructional Methods (2.43/3, 0th-24th%): Meaning: This score assesses students' perceptions of their teachers' instructional practices, including clarity of instruction, feedback, and support.	Interpretation: While engagement is relatively high overall, the variation by grade indicates uneven student connection. Some grades are thriving, while others may require targeted attention to boost engagement and connection to school culture. Academic Challenge – 2.1/3 Meaning: This score reflects how rigorous and relevant students find their coursework. Interpretation: Students report only moderate academic challenge. Some grade levels may be under-challenged, pointing to a need to increase rigor,	Interpretation: Engagement is strong overall, suggesting many students feel connected and involved in their learning. Still, variation across grade levels indicates that this experience is not consistent for all students, and some groups may need targeted support to strengthen connection and belonging. Academic Challenge – 2.32/3 Meaning: This score reflects how rigorous and relevant students find their coursework. Interpretation: Students report moderate to moderately strong levels of challenge. While this is an improvement,		for targeted support to ensure all students feel equally connected. Academic Challenge: Increased 0.08 points Interpretation: Indicates moderate to moderately strong academic challenge. While improvement is evident, levels of rigor are still not consistently high across all classrooms, highlighting an opportunity to further increase depth, relevance, and student ownership of learning. Instructional Methods: Increased 0.13 points Interpretation: Reflects generally positive

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			relevance, and student ownership of learning tasks. Instructional Methods – 2.2/3 Meaning: Reflects student perception of instructional quality — including clarity, feedback, and support from teachers. Interpretation: Students find instruction generally supportive but not consistently strong across grades. The data suggests a need for continued professional development focused on high-leverage strategies, differentiation, and responsive feedback.	there is still room to increase rigor and ensure that all students are consistently pushed in meaningful ways. Continued focus on relevance, depth of thinking, and student ownership will help move this closer to the target. Instructional Methods – 2.56/3 Meaning: Reflects student perception of instructional quality — including clarity, feedback, and support from teachers. Interpretation: Instructional practices are viewed positively overall, indicating that students generally feel supported in their learning. However, there is still some inconsistency across		perceptions of instructional support, including clarity and feedback. However, some variation across classrooms remains, suggesting a need to strengthen consistency in high-impact instructional practices and alignment across grade levels.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				classrooms, suggesting an opportunity to strengthen alignment around high-impact instructional strategies, differentiation, and effective feedback.		
3.4	Course access per the school schedule.	100% of students, including unduplicated students and students with disabilities, will continue to have access to a broad course of study.	100% of students, including unduplicated students and students with disabilities, will continue to have access to a broad course of study.	100% of students, including unduplicated students and students with disabilities, will continue to have access to a broad course of study.	100% of students, including unduplicated students and students with disabilities, will continue to have access to a broad course of study.	No Change Equity: All student groups, including high-needs populations, continue to be offered equitable access to the full range of academic and enrichment opportunities.
3.5	Extracurricular activities based on the number of offerings, and the number of students who participate.	Wilson School's after-school enrichment program was fully implemented in the 2022-23 school year. At least one enrichment offering was available for each grade level. Attendance rates vary based on the enrichment offered. On average, 3 enrichment classes were offered weekly with an average of 20 students per	Wilson School's after-school enrichment program was fully implemented in the 2023-24 school year. At least one enrichment offering was available for each grade level. Attendance rates vary based on the enrichment	Wilson School's after-school enrichment program was fully implemented in the 2024-25 school year. At least one enrichment offering was available for each grade level. Attendance rates vary based on the enrichment	At least one extracurricular offering for each grade level.Percentage of students who are able to participate in an extracurricular activity is 100%	No Change Equity & Access: Scholarships and open access ensured that 100% of students had the opportunity to participate, aligning with the target.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		class. Classes were open to all students, scholarships were available.	offered. On average, 3 enrichment classes were offered weekly with an average of 20 students per class. Classes were open to all students, scholarships were available.	offered. On average, 3 enrichment classes were offered weekly with an average of 20 students per class. Classes were open to all students, scholarships were available.		
3.6	Priority 8 - California Physical Fitness Test in 5th grade.	2022-23: 87% of 5th graders have met at least 3 HFZ Requirements	2023-24: 90.3% of 5th graders have met at least 3 HFZ Requirements	2024-25: 84.7% of 5th graders have met at least 3 HFZ Requirements	Maintain a Healthy Fitness Zone of 100% of students in at least three Healthy Fitness Zone requirements	Decrease 2.3% Current Distance from Target: 15.3% Interpretation: While a strong majority of 5th graders met at least 3 HFZ requirements, current performance remains below the district's desired target, showing a 2.3% decline from baseline data.

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.

SUCCESSFUL IMPLEMENTATION

3.1 Develop a Robust Attendance Incentive Program (Fully Implemented): The revised attendance incentive system was successfully implemented schoolwide. Adjustments made from the prior year created a more sustainable model that reduced the burden on classroom teachers while continuing to encourage positive attendance habits and student participation.

3.2 District-Sponsored Extracurricular Activities (Fully Implemented): A range of extracurricular activities—including academic clubs, leadership opportunities, physical activities, and enrichment events—were offered to students. These opportunities promoted student engagement, peer relationships, and positive school culture while maintaining equitable access for all students.

3.3 Vendor-Provided Extracurricular Activities (Fully Implemented): Community partnerships continued to provide high-interest after-school opportunities in areas such as art, STEM, music, and enrichment. Student participation remained strong, and scholarship support ensured access for all student groups.

3.5 School Attendance Review System (Fully Implemented): The school’s SART/SARB system continued to be implemented effectively through ongoing attendance monitoring, family outreach, documentation, and intervention meetings. The system supported early intervention and contributed to improvements in chronic absenteeism rates.

3.6 Universal Design for Learning (UDL) (Fully Implemented): UDL strategies continued to be implemented schoolwide, with classrooms reflecting multiple means of engagement, representation, and expression. Teachers utilized flexible grouping, differentiated materials, and student-centered instructional strategies to support diverse learners.

3.7 Student Feedback Surveys (Fully Implemented): Student feedback surveys were implemented to gather information related to student engagement, school climate, and instructional practices. Data collected helped inform schoolwide reflection and future planning efforts.

3.8 Data-Driven Instruction and Goal Setting (Fully Implemented): Teachers consistently used assessment data, student progress monitoring, and goal-setting practices to inform instruction and support student growth. Data discussions and reflection practices remained embedded within instructional planning.

PARTIALLY IMPLEMENTED

3.4 Student Voice and Leadership Through Council and Monthly Engagement Circles (Partially Implemented): While the Student Advisory Council remained active and students continued providing meaningful feedback related to school culture and engagement, classroom-based engagement circles were inconsistently implemented due to time constraints and competing priorities. This action will continue into the 2026–

27 school year, with additional staff support assigned beyond the principal to strengthen implementation and consistency across grade levels.

There were no challenges to implementation in 2025-26

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

Action 3.2 District in-house extracurricular activities- an extensive amount of offerings were added for our unduplicated students with some centering around afterschool film and media programs that involved some large purchases of equipment and materials in addition to paying staff for their time to educate;

Action 3.3 Vendor provided extracurricular activities - through our enrichment coordinator, placement of additional offerings from outside vendors in the theater arts, film, languages offerings were reduced due to contractor conflicts with other commitments. These actions accounted for the larger materials differences between budgeted expenditures and estimated actuals expenditures for goal 3.

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

3.1 Develop a Robust Attendance Incentive Program (Effective), 3.5 School Attendance Review System (Effective)

Metric 3.1 – Chronic Absenteeism: Chronic absenteeism continued to improve, demonstrating positive movement toward district attendance goals and reflecting the effectiveness of attendance supports, family communication, and intervention systems.

Metric 3.2 – Average Daily Attendance (ADA): ADA remained stable at 96.6%. While still below the district goal of 98%, the district maintained a consistently strong attendance rate overall.

3.2 District-Sponsored Extracurricular Activities (Effective), 3.3 Vendor-Provided Extracurricular Activities (Effective)

Metric 3.5 – Enrichment programs continued to demonstrate strong student participation, engagement, and interest. Equity and access remained priorities through scholarships and open enrollment opportunities for all student groups.

3.4 Student Voice and Leadership Through Student Council (Partially Effective)

Metric 3.3 – YouthTruth Results:
Student Engagement: Increased
Academic Challenge: Increased
Instructional Methods: Increased

Survey results reflected continued positive growth in student engagement and instructional experience. However, variation across grade levels and classrooms suggests the need for stronger consistency in implementation of student voice structures and engagement practices.

3.6 Universal Design for Learning (UDL) (Effective)

Metric 3.4 – Broad Course Access: All student groups continued to have equitable access to a broad course of study and enrichment opportunities. UDL strategies supported differentiated instruction, accessibility, student engagement, and inclusive learning environments aligned with state expectations.

3.7 Student Feedback Surveys (Effective)

Student feedback surveys continued to provide valuable information regarding student engagement, school climate, instructional practices, and student connectedness. Survey data supported schoolwide reflection and informed planning for future improvements.

3.8 Data-Driven Instruction and Goal Setting (Effective)

Teachers consistently used student assessment data, progress monitoring, and individualized goal-setting practices to guide instructional decisions and support student growth. Data analysis remained embedded within instructional planning, intervention discussions, and student support systems.

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

Changes to Planned Goal: NONE

Changes to Metrics: NONE

Changes to Target Outcomes: NONE

Changes to Actions: After reflection on implementation data, staff feedback, student survey results, and overall effectiveness of Goal 3 actions, one (1) action will continue with additional implementation supports and no new actions were added for the coming year.

Student Voice and Leadership Through Council and Monthly Engagement Circles (Action 3.4) will continue in the 2026–27 school year; however, adjustments will be made to strengthen consistency and long-term sustainability. While the Student Advisory Council remained active and provided meaningful student input, classroom-based engagement circles were implemented inconsistently due to time constraints and competing priorities. As a result, additional staff support beyond the principal will be assigned to help facilitate implementation, improve structure, and increase consistency across grade levels.

No changes were made to the overall goal, metrics, target outcomes, or remaining Goal 3 actions, as the majority of actions demonstrated positive implementation and measurable progress toward improving student engagement, attendance, access, and school connectedness.

CHANGED ACTION
3.4 Student Voice and Leadership Through Council and Monthly Engagement Circles – Partially Effective

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	Attendance incentive program	To promote consistent school attendance and foster a sense of community and collective responsibility, Wilson School will implement a Classroom Attendance Incentive Program. For each day a classroom achieves 100% student attendance, it earns a raffle ticket. At the end of each month, a ticket is drawn and the winning class receives a reward, such as a pizza party or extra recess. This action is designed to make daily attendance a shared class goal, encouraging students to show up and support one another. English Learners, foster youth, and socio-economically disadvantaged students—who are statistically more likely to experience attendance challenges—will benefit from this positive and inclusive incentive structure. Additional outreach and support will ensure families of unduplicated students are aware of the program and engaged in promoting daily attendance.	$500.00	No
3.2	District sponsored extracurricular activities	Wilson School will maintain and expand extracurricular opportunities in the areas of Sports, Crafts/Arts, and STEM to support whole-child development and increase student engagement beyond the classroom. These programs will be available to all students, with no cost to English Learners, foster youth, and socio-economically disadvantaged students, ensuring equity in participation. Extracurricular offerings will be structured to build creativity, collaboration, critical thinking, and physical well-being. Opportunities will be offered during after-school hours or as part of extended day programming, and supported through existing staff, volunteers, and community partnerships. Participation will be tracked to ensure inclusive access across all student groups.	$45,100.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Vendor provided extracurricular activities	Wilson School will maintain partnerships with existing vendors to continue offering after-school enrichment programs such as martial arts, chess, and Spanish language, and will seek additional vendors to expand offerings in areas such as Lego engineering, cooking, and jewelry making. These enrichment activities promote student engagement, creativity, and connection to school beyond the academic day. An Enrichment Coordinator will be hired and paid an hourly rate to manage program logistics, vendor relationships, and scheduling. All enrichment opportunities will be offered at no cost to English Learners, foster youth, and socio-economically disadvantaged students, ensuring equitable access and participation for all learners. This action supports student engagement, extended learning, and equity by removing financial barriers for high-interest extracurricular opportunities.	$10,913.00	Yes
3.4	Student Voice and Leadership Through Student Council	Wilson School will strengthen student voice and leadership by providing monthly opportunities for students to contribute to decisions that affect their learning environment. A formal Student Council will be established for interested students across grade levels (grades 4-6), serving as a structured platform to represent their peers and collaborate with staff on issues related to school climate, classroom practices, and campus improvements. All students — including English Learners, foster youth, and socio-economically disadvantaged students — will have equitable access to participate. The Student Council and monthly Student Voice Circles will collect and present feedback from peers, helping school leadership better understand student needs and perspectives.	$0.00	No
3.5	School Attendance Review system	Wilson School will develop a proactive, data-informed system to identify and respond to truancy patterns early, with a focus on supporting English Learners, foster youth, and socio-economically disadvantaged students—	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		who are often at greater risk of chronic absenteeism. This system will include: Regular collection and analysis of attendance data Identification of negative truancy trends and root causes Implementation of targeted, student-centered interventions Ongoing monitoring and follow-up to assess progress and effectiveness To support this work, the school will continue understanding recently purchased student information system (Alma) that will improve data access, streamline reporting, and allow for timely identification of attendance issues. The goal is to reduce chronic absenteeism and promote equity by ensuring early support reaches the students who need it most.		
3.6	Universal design for learning (UDL)	This action is already addressed in Goal 2 action 5	$0.00	No
3.7	Student Feedback Surveys	Students will complete short, recurring feedback surveys following instructional units or grading periods. Survey data will be used by teachers and grade-level teams to adjust instruction, improve classroom culture, and increase student engagement and academic challenge.	$0.00	No
3.8	Data-Driven Instruction and Goal Setting	Our teachers will use ongoing data cycles to inform instruction, identify learning gaps, and adjust teaching in real time. Through regular analysis of classroom, benchmark, and formative assessment data, educators plan targeted lessons, provide timely interventions, and monitor student growth—ensuring every student stays on a path to grade-level proficiency. As part of this process, students engage in goal setting and reflection, taking ownership of their learning by tracking progress and identifying areas for improvement. This partnership between teachers and students fosters accountability, motivation, and a deeper connection to academic growth.	$0.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Parents will be provided with opportunities to be involved in their child's education and in the school community.	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)

An explanation of why the LEA has developed this goal.

Creating a Home/School Connection: In order to support each student's achievement and success it is important for parents to actively participate in their child's education and to feel a part of the school community. The Wilmar District/Wilson School strives to create a culture that is friendly and welcoming for all families.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Number of parents/guardians who submit responses to the annual YouthTruth survey, including parents of unduplicated students and students with disabilities.	in 2023-24 54% of our parent community responded to the YouthTruth survey.	in 2024-25 dismal 26% of our parent community responded to the YouthTruth survey.	In 2025-26 dismal 34% of our parent community responded to the YouthTruth survey.	95% of parents will respond to the annual YouthTruth Survey	Survey Participation Rate: Decreased 20% Interpretation: Parent participation in the YouthTruth survey declined significantly from 54% in 2023-24 to 34% in 2025-26. This decrease limits the district’s ability to gather

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						representative family feedback and underscores a continued need to strengthen family outreach, clarify the importance of the survey, and simplify access and completion options for families.
4.2	Percent of parents who report on the annual Parent LCAP Survey that they feel connected to the school.	YouthTruth results. 70% of parents who took the YouthTruth survey responded they feel informed about important decisions regarding their school. 77% of parents responded they were engaged with their school.	In 2024-25 YouthTruth results. 59% of parents who took the YouthTruth survey responded they feel informed about important decisions regarding their school. 87% of parents responded they were engaged with their school.	In 2025-26 YouthTruth results. 82% of parents who took the YouthTruth survey responded they feel informed about important decisions regarding their school. 80% of parents responded they were engaged with their school.	95% will respond they are informed about important decisions and 95% respond favorably they are engaged at their child's school	Parents Feel Informed About Important Decisions: Increased 12% Current Distance from Target: 13% below the Year 3 target of 95% Interpretation: Parent perception regarding communication and awareness of important school decisions improved significantly from the baseline year, increasing from 70% to 82%. Results suggest that school

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						communication efforts, outreach strategies, and family engagement opportunities positively impacted parents' sense of being informed and connected to school decision-making processes. Continued efforts are needed to reach the long-term target and ensure communication systems consistently engage all families. Parents Feel Engaged With Their School: Increased 3% Current Distance from Target: 15% below the Year 3 target of 95% Interpretation: Parent engagement remained strong and showed

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						continued improvement compared to the baseline year, increasing from 77% to 80%. Results indicate that family engagement opportunities, school events, and communication systems continued to strengthen positive relationships between families and the school community. However, the decline in overall survey participation suggests the district should continue expanding outreach efforts to ensure broader representation of parent voice and engagement across all families.
4.3	Percent of parents who report on the annual YouthTruth survey that they are involved in	YouthTruth results 70% of parents who participated in the	In 2024-25 YouthTruth results 59% of parents who participated in	In 2025-26 YouthTruth results 74% of parents who participated in	95% who respond to the YouthTruth survey will be empowered to play	Parents Feel Empowered to Play a Meaningful Role in Decision-

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	their child's education, including parents of unduplicated students and students with disabilities.	YouthTruth survey were empowered to play a meaningful role in decision-making at their school.	the YouthTruth survey were empowered to play a meaningful role in decision-making at their school.	the YouthTruth survey were empowered to play a meaningful role in decision-making at their school.	a meaningful role in decision making at their school.	Making: Increased 4% Current Distance from Target: 21% below the Year 3 target of 95% Interpretation: Parent perception regarding their ability to play a meaningful role in school decision-making improved from 70% in the baseline year to 74% in 2025-26. Results suggest that increased communication, outreach efforts, and opportunities for parent involvement positively impacted family participation and voice in school processes. However, continued efforts are needed to expand meaningful opportunities for family input, strengthen two-way

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						communication, and ensure families see how their feedback influences school decisions.

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.

SUCCESSFUL IMPLEMENTATION
4.1 Parent Involvement at School (Fully Implemented): Families continued participating in a variety of school events, volunteer opportunities, performances, Community Time activities, and field trips. These opportunities strengthened school-home relationships and contributed to a positive and inclusive school culture.

4.2 Translation for Meetings and Publications (Fully Implemented): Language Line, bilingual supports, and translated communication materials continued to improve equitable access to school information and meetings. Families demonstrated increased perceptions of being informed and connected to school decision-making processes.

4.3 Parent Leadership Support (Fully Implemented): Parent leadership opportunities expanded through active participation in the Catalyst Foundation, School Site Council, Playground Engagement Committee, and Nutrition Success Committee. These groups created additional opportunities for parents and community members to contribute to school improvement efforts and campus initiatives.

4.5 Watch D.O.G.S. Program (Fully Implemented): The program continued successfully, bringing positive male role models onto campus regularly to support student engagement, supervision, school culture, and positive adult-student relationships.

4.6 Equitable Access & Engagement Through Pre-Year Family Registration Event (Fully Implemented): The registration event remained accessible and well-attended, helping families access important school information, complete registration processes, and connect with school staff before the start of the school year.

4.7 YouthTruth Family Participation Campaign (Fully Implemented): Outreach efforts, reminders, and communication strategies were implemented to encourage increased YouthTruth survey participation and strengthen family voice opportunities. Although participation rates remained below expectations, the district fully implemented planned outreach efforts.

4.8 School Site Council (Fully Implemented): School Site Council meetings continued regularly and provided opportunities for parent feedback, school planning discussions, and review of school goals and priorities.

4.9 Community Feedback Event (Fully Implemented): The school hosted a community feedback opportunity for families to share input regarding school priorities and improvement efforts. While attendance was lower than anticipated, informal feedback suggested many families felt positive about the current direction of the school and did not feel significant concerns needed to be addressed.

4.10 Expanded Virtual Access for Family Participation (Fully Implemented): Additional virtual participation opportunities were implemented for meetings, committees, and family engagement opportunities, including the School Success Committee. These efforts increased flexibility and accessibility for families unable to consistently attend in person.

No challenges to implentation to 2025-26

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

Action 4.2 Translation for Meetings and Publication: The district had a higher need for translations services that expected in 2025-26; Action 4.7 Youth Truth Family Participation Campaign: Expenses came in lower that anticipated for 2025-26.

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

4.1 Parent Involvement at School (Effective), 4.2 Translation for Meetings and Publications (Effective), 4.5 Watch D.O.G.S. Program (Effective), 4.6 Equitable Access & Engagement Through Pre-Year Family Registration Event (Effective), 4.7 YouthTruth Family Participation Campaign (Effective), 4.9 Community Feedback Event (Effective), and 4.10 Expanded Virtual Access for Family Participation (Effective) were all designed to increase family and caregiver involvement at school and improve communication, accessibility, and family connectedness. Overall, these actions were effective in improving parent perceptions regarding communication, engagement, and involvement with the school. However, despite increased outreach efforts and implementation of participation campaigns, overall YouthTruth participation rates declined, suggesting continued challenges in obtaining broad participation from the entire parent community.

Metric 4.1 Number of parents/guardians who submit responses to the annual YouthTruth survey, including parents of unduplicated students and students with disabilities: In 2025–26, 34% of the parent community responded to the YouthTruth survey. While this represented an increase from the prior year’s participation rate of 26%, it remained below desired participation levels. Feedback and informal communication suggested many families felt positive about the direction of the school and may not have felt a strong need to complete the survey.
Metric 4.2 Percent of parents who report on the annual Parent LCAP Survey that they feel connected to the school: In 2025–26 YouthTruth results, 82% of parents who took the survey responded they felt informed about important decisions regarding their school, an increase from the 70% baseline year. Additionally, 80% of parents responded they felt engaged with their school, improving from 77% in the baseline year. These results suggest positive growth in communication efforts and school-family connectedness.
Metric 4.3 Percent of parents who report on the annual YouthTruth survey that they are involved in their child's education, including parents of unduplicated students and students with disabilities: In 2025–26 YouthTruth results, 74% of parents who participated in the survey reported they were empowered to play a meaningful role in decision-making at their school, increasing from 70% in the baseline year.

Results suggest progress in increasing parent voice and involvement opportunities, though additional growth is needed to meet long-term district targets.

4.3 Parent Leadership Support (Effective), 4.4 Equitable Access to Parent Leadership Opportunities (Effective), and 4.8 School Site Council (Effective) were all designed to provide opportunities for family members and caregivers to have a stronger voice in school leadership, decision-making, and school improvement efforts. Overall, these actions were effective in expanding leadership opportunities and increasing family participation in school committees and feedback systems. During the 2025–26 school year, additional parent involvement opportunities were created through the Playground Engagement Committee and Nutrition Success Committee, further increasing opportunities for family voice and participation.

Metric 4.1 Number of parents/guardians who submit responses to the annual YouthTruth survey, including parents of unduplicated students and students with disabilities: In 2025–26, 34% of the parent community responded to the YouthTruth survey. While participation improved from the prior year, increasing broad representation of family voice remains an area for continued growth.
Metric 4.2 Percent of parents who report on the annual Parent LCAP Survey that they feel connected to the school: In 2025–26 YouthTruth results, 82% of parents who took the survey responded they felt informed about important decisions regarding their school, and 80% reported they felt engaged with their school community. These results suggest positive progress in family communication and school connectedness.
Metric 4.3 Percent of parents who report on the annual YouthTruth survey that they are involved in their child's education, including parents of unduplicated students and students with disabilities: In 2025–26 YouthTruth results, 74% of parents who participated in the survey reported they were empowered to play a meaningful role in decision-making at their school. Results indicate continued progress toward strengthening family leadership, participation, and voice in school improvement efforts.

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

Changes to Planned Goal: NONE
Changes to Metrics: NONE
Changes to Target Outcomes: NONE
Changes to Actions: After reflection and review of implementation practices during the 2025–26 school year, there were no new changes made to Goal 4 actions for the coming year. Actions added and revised during the prior planning cycle remained in place and continued to support family engagement, communication access, and parent leadership opportunities.

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	Parent involvement at school	Wilson School will increase opportunities for meaningful parent participation, with targeted efforts to engage families of English Learners,	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		foster youth, socio-economically disadvantaged students, and students with disabilities. Engagement opportunities will include: Inviting parents to speak during Career Day Chaperoning field trips and supporting school events Volunteering in classrooms or serving as mentors Participating in the WatchDOG (Dads of Great Students) program Supporting or attending district-sponsored after-school activities Additionally, families of students identified as academically or behaviorally at risk will be invited to partner with school staff to develop strategic, individualized support plans that address both academic progress and social-emotional development. Efforts will be made to provide translation, flexible meeting options, and culturally responsive communication to ensure all families can participate fully. This action aims to build stronger school-family partnerships, increase equity in engagement, and strengthen outcomes for students most in need of support.		
4.2	Translation for meetings and publications	To support inclusive family engagement and ensure equitable access to school information, Wilson School provides bilingual communication supports for families of English Learners, foster youth, and socio-economically disadvantaged students. A Bilingual Service (Language Line) is available to interpret during meetings (such as IEPs, SSTs, conferences, and parent events) and to translate written school publications into home languages. Additionally, the school's teacher-parent communication system automatically translates messages into each family's preferred language, allowing for consistent, two-way communication between staff and caregivers.	$100.00	No

Action #	Title	Description	Total Funds	Contributing
		This action supports a welcoming school environment where all families—regardless of language background—can actively engage in their child's education and participate in school decision-making.		
4.3	Parent Leadership support	Wilson School will continue its partnership with the Wilson Foundation (Catalyst) to sponsor inclusive, schoolwide community events throughout the year, including the Harvest Festival, Walk-A-Thon, Gifts from the Heart, Daughter's Dance, Campout, Gala, and Movie Nights. These events are designed to strengthen school culture, build connections among families, and promote community involvement. To ensure equity and access, efforts will be made to actively include English Learners, foster youth, and socio-economically disadvantaged families by eliminating participation barriers (e.g., offering events at no cost, providing translation, transportation, or flexible volunteer roles). Events will reflect and celebrate the diversity of the Wilson community, reinforcing a sense of belonging for all families. This action supports a positive, inclusive school climate and increases meaningful engagement with families who have historically been underrepresented in school-sponsored activities.	$0.00	No
4.4	Equitable Access to Parent Leadership Opportunities	Wilson School will actively encourage parent and guardian participation in school leadership roles, with a specific focus on engaging families of English Learners, foster youth, socio-economically disadvantaged students, and students with disabilities. Leadership opportunities will include participation in the School Site Council, Wellness Committee, Safety Committee, and the Wilson School Foundation (Catalyst). The school will provide outreach, interpretation, and flexible meeting options to eliminate barriers and support inclusive participation. Materials will be translated, and efforts will be made to ensure that parent leadership bodies reflect the diversity of the student population. These efforts help ensure that school decisions are informed by a broad range of perspectives and aligned with the needs of the entire community.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		This action promotes shared decision-making, builds trust, and ensures that all families have a voice in shaping school priorities and policies.		
4.5	WatchDog Dad program	Provide positive male influence through opportunities for fathers/grandfathers/male guardians to volunteer at school. This program provides extra sets of eyes and ears to enhance school security, reduce bullying, and provide a greater sense of campus safety allowing students and teachers to focus on learning.	$0.00	No
4.6	Equitable Access and Engagement Through Pre-Year Family Registration Event	Wilson School will host an annual pre-school-year registration event to welcome families and introduce them to key school offerings, including enrichment programs, sports, emergency preparedness plans, online services, and nutrition/lunch programs. This event serves as an early opportunity to build relationships, promote family engagement, and ensure equitable access to resources before the school year begins. Special outreach and support will be provided to English Learners, foster youth, and socio-economically disadvantaged families, including translated materials, on-site interpretation, and staff support to assist with forms, technology access, and program enrollment. The event will foster a sense of connection and partnership between families and the school, laying the groundwork for strong engagement throughout the year.	$0.00	No
4.7	YouthTruth Family Participation Campaign	To ensure a broader and more representative parent voice in school planning, Wilson School will launch a targeted campaign to increase parent participation in the annual YouthTruth survey. The campaign will include: Personalized communication and outreach to all families Raffles and school spirit wear prizes as participation incentives On-campus survey stations during Family Nights, registration events, and Morning Coffee gatherings to make participation easy and accessible	$350.00	No

Action #	Title	Description	Total Funds	Contributing
		Special efforts will be made to engage English Learners, foster youth, and socio-economically disadvantaged families, including translated survey access, in-person assistance, and flexible options for completing the survey. The goal is to strengthen data-driven decision-making by capturing input from all family groups, particularly those historically underrepresented in feedback processes.		
4.8	Governance in Focus – Monthly Newsletter Highlights	The monthly school newsletter will include a dedicated “Governance in Focus” section to keep families informed about key decisions and discussions from the School Site Council, School Board, and Catalyst Foundation meetings. Updates will be shared in parent-friendly language, with translated versions available, ensuring families stay connected to school priorities and decision-making processes.	$0.00	No
4.9	Community Feedback Event	Wilson School will host an annual Community Feedback Event open to all families, students, and staff to gather input on school goals, initiatives, and policies. This event is designed to foster transparent communication, shared decision-making, and a strong school-home partnership. To ensure equity, special outreach and supports will be provided to engage English Learners, foster youth, and socio-economically disadvantaged families, including translated materials, interpretation services, and flexible participation options. The event will feature opportunities for attendees to offer feedback, ask questions, and provide suggestions in a welcoming and inclusive setting. Input gathered will directly inform school planning and improvement efforts. This action ensures all members of the school community have a voice in shaping the direction of the school.	$0.00	No
4.10	Expanded Virtual Access for Family Participation	To remove barriers to participation and ensure equitable access to school leadership opportunities, Wilson School will offer Zoom access for all parent meetings, including the monthly Catalyst Foundation meetings and School Board meetings. This action supports families who face challenges	$200.00	No

Action #	Title	Description	Total Funds	Contributing
		such as work schedules, transportation limitations, or multi-household arrangements. Special attention will be given to ensuring participation from English Learners, foster youth, and socio-economically disadvantaged families, including the availability of interpretation services and translated meeting materials when needed. By expanding access through virtual options, Wilson School will strengthen family engagement and ensure all voices can be included in school decisions, planning, and governance.		

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
$$128,820	$0

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
4.039%	0.000%	$0.00	4.039%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Social-Emotional Support through on-site counseling **Need:** Unduplicated pupils at Wilson School—including English Learners and Low-Income students—continue to demonstrate a need for increased social-emotional support, stronger relationships with trusted adults, and improved access to mental health services within the	Action 1.1 addresses these needs by providing on-site counseling services, social-emotional support, trusted adult connections, crisis intervention, behavior support, and opportunities for students to develop emotional regulation and coping skills. Counseling services support students in building positive peer relationships, increasing school connectedness, and accessing emotional support during times of stress or challenge. This action is provided on a schoolwide basis because social-emotional and mental health needs impact	Suspension rates Expulsion rates Survey results for Culture and Belonging, Social-Emotional well being

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
	school setting. YouthTruth data, attendance trends, behavior data, and staff observations indicate that many students experience challenges related to emotional regulation, anxiety, trauma, stress, and limited access to outside counseling resources. These needs can negatively impact student engagement, attendance, behavior, academic performance, and overall well-being. English Learners and Low-Income students may face additional barriers related to access to services, family stressors, and language barriers, increasing the importance of school-based support systems. **Scope:** LEA-wide	students across all grade levels and student groups, while unduplicated pupils particularly benefit from increased access to school-based mental health services and relationship-centered supports. Providing these services schoolwide reduces stigma, increases accessibility, and helps ensure students receive support proactively before concerns escalate.	
1.3	**Action:** Student Mentorship Program for Connection and Belonging **Need:** Unduplicated pupils at Wilson School—including English Learners and Low-Income students—continue to demonstrate a need for consistent behavioral expectations, positive school culture, social-emotional support, and increased access to supportive behavior systems. YouthTruth data, behavior referrals, suspension data, attendance trends, and staff observations indicate that some students struggle with emotional regulation, peer conflict, classroom behavior, and school connectedness. English Learners and Low-Income students may experience additional	Action 1.3 addresses these identified needs by implementing Positive Behavioral Interventions and Supports (PBIS) systems focused on teaching behavioral expectations, recognizing positive behavior, building school connectedness, and creating consistent schoolwide behavior practices. PBIS supports students through proactive instruction, positive reinforcement, restorative practices, social-emotional learning opportunities, and consistent behavior expectations across campus settings. This action is provided on a schoolwide basis because creating a safe, predictable, and positive school environment benefits all students while particularly supporting English Learners and Low-Income students who may require additional behavioral, emotional, and relationship-centered supports. Schoolwide implementation also ensures consistency across	Suspension rates Expulsion rates Survey results for Culture and Belonging, Social-Emotional well-being, and the quality of relationships between students and their teachers.

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
	barriers related to trauma, stress, inconsistent support systems, and difficulty accessing behavioral and emotional supports outside of school. Students benefit from clear expectations, positive reinforcement systems, and relationship-centered approaches that create safe, predictable, and supportive learning environments. **Scope:** LEA-wide	classrooms and campus environments while reducing stigma associated with targeted behavioral interventions.	
1.7	**Action:** Develop a more robust English Language Development Program **Need:** English Learners at Wilson School require consistent, high-quality designated and integrated ELD instruction to develop academic language, access grade-level content, and make progress toward reclassification. Local data, including ELPAC results and classroom observations, indicate variability in how ELD strategies are implemented across classrooms. Additionally, feedback from families of English Learners reveals a need for clearer communication, translated materials, and regular updates on student progress. These gaps create barriers to engagement, academic achievement, and equitable access to instruction and school services. **Scope:**	This action directly supports English Learners by strengthening the consistency and effectiveness of both designated and integrated ELD instruction. Ongoing staff development ensures that all teachers understand their legal responsibilities, use evidence-based strategies, and are equipped to provide meaningful language support across all content areas. This is essential for improving English Learner outcomes and accelerating progress toward reclassification. Additionally, improving communication with EL families through translated materials, parent workshops, and regular progress updates increases family engagement, strengthens home-school connections, and ensures parents are informed advocates for their children’s success. This action is provided LEA-wide because English Learners are enrolled across all grade levels and classrooms, and a systemwide approach is necessary to ensure equity, consistency, and access to high-quality instruction and communication supports.	Suspension rates Expulsion rates Survey results for Culture and Belonging, Social-Emotional well-being, and the quality of relationships between students and their teachers.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.9	**Action:** Student Voice and Leadership Through Council and Monthly Engagement Circles **Need:** Unduplicated pupils—especially English Learners, Foster Youth, and Low-Income students—often face barriers to participation in leadership opportunities and school decision-making processes. YouthTruth survey data and student interviews indicate that these students are less likely to feel heard or represented in conversations about school climate, instructional practices, or campus improvements. Many report a lack of connection to school leadership and limited confidence in their ability to influence change. There is a clear need to elevate the voices of underserved students, foster leadership skills, and create inclusive systems where all students feel empowered to contribute to shaping a supportive and equitable school environment. **Scope:** LEA-wide	This action addresses the needs of unduplicated pupils by creating structured, inclusive opportunities—such as a formal Student Council and monthly Student Voice Circles—for students to actively engage in shaping their school experience. These platforms ensure that English Learners, Foster Youth, and Low-Income students have equitable access to leadership roles, representation, and decision-making processes that influence school climate, instructional practices, and campus improvements. Facilitated guidance and intentional outreach help ensure participation from students who may not traditionally engage in leadership or advocacy. Providing this action schoolwide ensures that all students have access, while prioritizing outreach and representation of unduplicated students who are present in every grade level and classroom. By embedding student voice in school systems, Wilson School fosters a more inclusive, empowering learning environment where every student—especially those historically underserved—feels valued, heard, and connected.	Suspension rates Expulsion rates Survey results for Culture and Belonging, Social-Emotional well-being, and the quality of relationships between students and their teachers.
1.16	**Action:** A Video Series on School Life & Student Success (Live stream) **Need:**	This action addresses the needs of unduplicated pupils by providing their families with clear, accessible, and culturally responsive video resources that explain key school topics such as bullying prevention, behavior expectations, and discipline policies. By simplifying complex topics	Suspension rates Expulsion rates Survey results for Culture and Belonging, Social-Emotional well-being, and the quality of relationships

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
	Families of unduplicated pupils—particularly English Learners and Low-Income families—often face barriers to fully understanding school policies, behavior expectations, and how to support their children at school. Language differences, unfamiliarity with school systems, and limited access to user-friendly resources contribute to gaps in engagement and communication. Feedback from parent surveys and family engagement events at Wilson School has highlighted the need for clear, accessible communication tools that empower families to partner with the school in supporting student behavior, safety, and success. **Scope:** LEA-wide	and offering information in a supportive format—potentially including translated versions—the video series reduces barriers that often prevent English Learner and Low-Income families from fully understanding school systems or engaging confidently with school staff. This action is implemented schoolwide to ensure equitable access for all families, but it is designed to increase services for unduplicated pupils by improving their families' ability to support learning, behavior, and school success. When families are better informed and equipped to partner with the school, students benefit from stronger home-school connections, more consistent expectations, and a deeper sense of safety and belonging.	between students and their teachers.
2.1	**Action:** Summer school and intercessional days **Need:** Unduplicated pupils at Wilson School—especially English Learners, Foster Youth, and Low-Income students—face persistent academic gaps in reading, writing, and math. Local assessment data and classroom performance trends indicate that these students are more likely to score below grade level and require additional time and targeted instruction to master essential skills. Many unduplicated students have also experienced disrupted learning due to factors such as chronic absenteeism, mobility, or limited academic support outside of school. There is a	This action addresses the academic needs of unduplicated pupils by offering targeted, small-group instruction during Summer School and Intersessional Days, focused on foundational skills in reading, writing, and math. These sessions are intentionally designed to accelerate learning for students who are below grade level, providing additional time, hands-on learning, and personalized support that many English Learners, Foster Youth, and Low-Income students may not receive outside of the regular school day or year. While the action is implemented schoolwide to allow for flexible access, unduplicated pupils are prioritized for participation based on academic need and are more likely to benefit from the intensive support provided. This LEA-wide strategy	CAASPP-English Language Arts/Math Reclassification rate for EL students Increase percent of English learners making progress toward proficiency on the ELPAC.

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
	clear need for extended learning opportunities that offer small-group, hands-on, and personalized instruction to help close these gaps and accelerate progress toward proficiency. **Scope:** LEA-wide	ensures equitable access to extended learning opportunities and supports closing achievement gaps by providing increased services beyond the regular instructional calendar.	
2.2	**Action:** Schoolwide Designated & Integrated EL Support **Need:** English Learners at Wilson School require consistent, high-quality language instruction to develop English proficiency while accessing grade-level academic content. ELPAC results and classroom observations show that many EL students need additional support in oral language development, academic vocabulary, and writing across content areas. Additionally, there is a need for greater consistency in how designated and integrated ELD are implemented, as well as more teacher support in using strategies that make content accessible. Without these supports, English Learners risk falling behind academically and linguistically, impacting their long-term academic success and reclassification progress. **Scope:** LEA-wide	This action addresses the needs of English Learners by ensuring they receive both designated English Language Development (ELD) and integrated language support throughout the instructional day. Through targeted professional development, including training in Guided Language Acquisition Design (GLAD) strategies, teachers are better equipped to scaffold instruction, build academic language, and make grade-level content accessible to English Learners. Classrooms are intentionally structured to be language-rich environments where students develop skills in speaking, listening, reading, and writing through visuals, structured interactions, and explicit vocabulary instruction. The action is implemented on a schoolwide basis because English Learners are enrolled across all grade levels and classrooms. A schoolwide approach ensures consistent, high-quality language support throughout the day, creating equitable access to content and promoting language development across all subject areas. This systemwide effort directly supports ELPAC growth, reclassification progress, and long-term academic success for unduplicated students.	CAASPP-English Language Arts/Math Reclassification rate for EL students Increase percent of English learners making progress toward proficiency on the ELPAC.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.4	**Action:** Instructional aide support **Need:** Wilson School will provide additional interventional instructional aide support within classrooms to deliver small group and individualized interventions, with priority given to English Learners, foster youth, and socio-economically disadvantaged students. Aides will work alongside classroom teachers to reinforce core instruction, address learning gaps, and support language development during regular instructional time. **Scope:** LEA-wide	This action addresses the academic and language development needs of unduplicated pupils—specifically English Learners, foster youth, and socio-economically disadvantaged students—by providing targeted small group and individualized instructional support during the school day. These students often require additional scaffolding to access grade-level content and close achievement gaps. By placing instructional aides in classrooms across the school, Wilson ensures consistent, equitable support in the learning environment. Providing this action on a schoolwide basis allows the LEA to reach unduplicated pupils wherever they are enrolled, maximize staffing efficiency, and maintain flexibility in grouping students based on real-time academic data. This approach ensures the greatest impact for those who need it most, while also benefiting the broader student population through increased instructional support.	CAASPP-English Language Arts/Math Reclassification rate for EL students Increase percent of English learners making progress toward proficiency on the ELPAC.
2.5	**Action:** Universal Design for Learning (UDL) **Need:** Unduplicated pupils at Wilson School—particularly English Learners, Foster Youth, and Low-Income students—often face barriers to accessing and engaging with grade-level content due to language needs, inconsistent academic support, and varying social-emotional needs. Assessment data and classroom observations reveal that many of these students benefit from differentiated instruction, multiple ways to demonstrate understanding, and increased flexibility in how	This action addresses the needs of unduplicated pupils by implementing Universal Design for Learning (UDL) strategies that make instruction more accessible, engaging, and responsive to diverse learning needs. UDL supports English Learners, Foster Youth, and Low-Income students by providing multiple means of engagement, representation, and expression, which helps reduce barriers to learning and ensures all students can participate fully in classroom activities. These strategies are especially effective for students who benefit from visual supports, differentiated tasks, and flexible assessment options, making instruction more equitable and inclusive.	CAASPP-English Language Arts/Math Reclassification rate for EL students Increase percent of English learners making progress toward proficiency on the ELPAC.

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
	they engage with content. There is a clear need for systemwide instructional practices that remove learning barriers and support equitable participation and progress for all students, especially those who are most vulnerable to falling behind. **Scope:** LEA-wide	The action is implemented schoolwide to ensure that unduplicated pupils, who are enrolled across all classrooms and grade levels, receive consistent, high-quality instructional support. A schoolwide UDL approach fosters a learning environment where every student—especially those who may struggle with traditional instructional methods—has the opportunity to thrive academically and access rigorous, grade-level content.	
3.2	**Action:** District sponsored extracurricular activities **Need:** Unduplicated pupils—especially English Learners, foster youth, and socio-economically disadvantaged students—often face barriers to participating in extracurricular activities, such as financial limitations, lack of transportation, or limited exposure to enrichment opportunities outside of school. These students benefit from structured opportunities that support social connection, engagement, and skill development beyond academics. Access to arts, athletics, and STEM programming fosters a stronger sense of belonging, self-confidence, and motivation, all of which are linked to improved attendance, behavior, and academic success. **Scope:** LEA-wide	This action removes financial and access barriers by offering extracurricular programs at no cost to English Learners, foster youth, and socio-economically disadvantaged students—ensuring equitable participation in enrichment opportunities that support whole-child development. These programs promote engagement, build social-emotional skills, and create strong connections to school, which are especially impactful for students who may lack access to similar opportunities outside of school. By offering these programs schoolwide, Wilson School creates an inclusive environment where all students benefit from enrichment while ensuring that unduplicated pupils are prioritized and supported. Tracking participation data helps ensure equity and informs continuous improvement of access and outreach efforts.	Chronic Absenteeism rate Attendance as reported on the ADA report Students' level of interest, motivation, and engagement with their studies. Extracurricular activities based on the number of offerings, and the number of students who participate.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.3	**Action:** Vendor provided extracurricular activities **Need:** Unduplicated pupils benefit from increased access to extended learning opportunities that promote engagement, creativity, and school connectedness. Many face financial barriers that limit participation in enrichment activities outside of school. There is a need to ensure equitable access to experiences that build confidence, social skills, and a sense of belonging—factors that contribute to both academic success and overall well-being. **Scope:** LEA-wide	By removing financial barriers and offering high-interest enrichment opportunities at no cost to unduplicated students, Wilson School ensures equitable access to programs that promote engagement, creativity, and social connection. Providing these activities on a schoolwide basis allows all students to benefit while prioritizing access for English Learners, foster youth, and socio-economically disadvantaged students—who often face limited access to such experiences outside of school. This inclusive approach strengthens school connectedness, supports whole-child development, and addresses opportunity gaps.	Chronic Absenteeism rate Attendance as reported on the ADA report Students' level of interest, motivation, and engagement with their studies. Extracurricular activities based on the number of offerings, and the number of students who participate.

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

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.

The District did not have a planned percentage of improved services in the contributing summary table.

Additional Concentration Grant Funding

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

N/A. The District does not receive concentration grant funding.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$3,189,264	$128,820	4.039%	0.000%	4.039%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,932,005.00	$218,803.00	$227,441.00	$84,525.00	$2,462,774.00	$2,347,450.00	$115,324.00

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	Social-Emotional Support through on-site counseling	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$79,705.00	$0.00	$55,000.00	$21,804.00		$2,901.00	$79,705.00	
1	1.2	Actively seek an on-line SEL program	All	No			All Schools	no longer needed	$0.00	$0.00	$0.00				$0.00	
1	1.3	Student Mentorship Program for Connection and Belonging	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$5,000.00	$100.00	$0.00	$5,100.00			$5,100.00	
1	1.4	Positive Behavioral Intervention Systems (PBIS)	All	No			All Schools	on-going	$0.00	$0.00	$0.00				$0.00	
1	1.5	Student Focus Groups to Strengthen Academic Challenge and Instructional Practices	All	No			All Schools	on-going	$0.00	$0.00			$0.00		$0.00	
1	1.6	Monthly Bullying Prevention Education During Community Time	All	No			All Schools	on-going	$3,700.00	$0.00			$3,700.00		$3,700.00	
1	1.7	Develop a more robust English Language Development Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$0.00	$0.00	$0.00	$0.00			$0.00	
1	1.8	Playground engagement	All	No			All Schools	on-going	$0.00	$63,692.00			$63,692.00		$63,692.00	
1	1.9	Student Voice and Leadership Through Council and Monthly Engagement Circles	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$1,821.00	$0.00	$1,821.00				$1,821.00	
1	1.10	Establishing Staff Norms to Promote Respectful and Productive Communication	All	No			All Schools	on-going	$0.00	$0.00	$0.00				$0.00	
1	1.11	Team Connect: Proactive Leadership Dialogues	All	No			All Schools	on-going	$1,214.00	$0.00	$1,214.00				$1,214.00	

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	**1.12**	One Team, One Mission: Rebuilding Trust Together	All	No			All Schools	on-going	$0.00	$0.00	$0.00				$0.00	
1	**1.13**	Classified Connection: Monthly Alignment Meetings	All	No			All Schools	on-going	$2,900.00	$0.00	$2,900.00				$2,900.00	
1	**1.14**	Monthly SEL Focus: Embedding Social-Emotional Learning Schoolwide	All	No			All Schools	on-going	$0.00	$0.00	$0.00				$0.00	
1	**1.15**	Speak Up, Stay Safe: Anonymous Student Safety Reporting	All	No			All Schools	on-going	$0.00	$0.00	$0.00				$0.00	
1	**1.16**	A Video Series on School Life & Student Success (Live stream)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	YR 1	$0.00	$0.00	$0.00				$0.00	
2	**2.1**	Summer school and intercessional days	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$56,992.00	$250.00	$0.00	$57,242.00			$57,242.00	
2	**2.2**	Schoolwide Designated & Integrated EL Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	on-going	$0.00	$0.00	$0.00				$0.00	
2	**2.3**	ELA and Mathematics Curriculum Alignment and Rigor	All	No			All Schools	on-going	$0.00	$43,032.00		$43,032.00			$43,032.00	
2	**2.4**	Instructional aide support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$212,259.00	$0.00	$128,805.00	$34,812.00		$48,642.00	$212,259.00	
2	**2.5**	Universal Design for Learning (UDL)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$3,643.00	$0.00	$3,643.00				$3,643.00	
2	**2.6**	Special Education Teacher	Students with Disabilities	No			All Schools	on-going	$133,268.00	$0.00			$133,268.00		$133,268.00	
2	**2.7**	Effective Utilization of Instructional Assistants to Support Students with Disabilities	Students with Disabilities	No			All Schools	on-going	$56,471.00	$0.00			$26,781.00	$29,690.00	$56,471.00	
2	**2.8**	Structured Literacy: Expanding Orton-Gillingham Practices	All	No			All Schools	on-going	$2,178.00	$0.00	$2,178.00				$2,178.00	
2	**2.9**	Appropriately assigned and trained teachers and support of new teachers through the teacher induction program.	All	No			All Schools	on-going	$1,739,140.00	$0.00	$1,735,848.00			$3,292.00	$1,739,140.00	
2	**2.10**	Data-Driven Instruction and Goal Setting	All	No			All Schools	on-going	$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.11	Family Connections: Literacy Nights & Learning Together	All	No			All Schools Specific Schools: Wilson School TK-6	on-going	$246.00	$0.00	$246.00				$246.00	
3	3.1	Attendance incentive program	All	No			All Schools	on-going	$0.00	$500.00		$500.00			$500.00	
3	3.2	District sponsored extracurricular activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$45,000.00	$100.00	$0.00	$45,100.00			$45,100.00	
3	3.3	Vendor provided extracurricular activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$3,913.00	$7,000.00	$0.00	$10,913.00			$10,913.00	
3	3.4	Student Voice and Leadership Through Student Council	All	No			All Schools	on-going	$0.00	$0.00	$0.00				$0.00	
3	3.5	School Attendance Review system	All	No			All Schools Specific Schools: Wilson School	on-going	$0.00	$0.00		$0.00			$0.00	
3	3.6	Universal design for learning (UDL)	All	No			All Schools	on-going	$0.00	$0.00			$0.00		$0.00	
3	3.7	Student Feedback Surveys	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
3	3.8	Data-Driven Instruction and Goal Setting	All	No			All Schools	on-going	$0.00	$0.00	$0.00				$0.00	
4	4.1	Parent involvement at school	All	No			All Schools	on-going	$0.00	$0.00	$0.00				$0.00	
4	4.2	Translation for meetings and publications	All	No			All Schools Specific Schools: Wilson School TK-6	on-going	$0.00	$100.00	$0.00	$100.00			$100.00	
4	4.3	Parent Leadership support	All	No			All Schools	on-going	$0.00	$0.00	$0.00		$0.00		$0.00	
4	4.4	Equitable Access to Parent Leadership Opportunities	All	No			All Schools Specific Schools: Wilson School	on-going	$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							TK-6									
4	**4.5**	WatchDog Dad program	All	No			All Schools	on-going	$0.00	$0.00	$0.00				$0.00	
4	**4.6**	Equitable Access and Engagement Through Pre-Year Family Registration Event	All	No			All Schools Specific Schools: Wilson School TK-6	on-going	$0.00	$0.00	$0.00				$0.00	
4	**4.7**	YouthTruth Family Participation Campaign	All	No			All Schools	on-going	$0.00	$350.00	$350.00				$350.00	
4	**4.8**	Governance in Focus – Monthly Newsletter Highlights	All	No			All Schools	on-going	$0.00	$0.00	$0.00				$0.00	
4	**4.9**	Community Feedback Event	All	No			All Schools	on-going	$0.00	$0.00	$0.00	$0.00			$0.00	
4	**4.10**	Expanded Virtual Access for Family Participation	All	No			All Schools Specific Schools: Wilson School TK-6	on-going	$0.00	$200.00	$0.00	$200.00			$200.00	

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
$3,189,264	$128,820	4.039%	0.000%	4.039%	$189,269.00	0.000%	5.935 %	**Total:**	$189,269.00
								LEA-wide Total:	$189,269.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Social-Emotional Support through on-site counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$55,000.00	
1	1.3	Student Mentorship Program for Connection and Belonging	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
1	1.7	Develop a more robust English Language Development Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
1	1.9	Student Voice and Leadership Through Council and Monthly Engagement Circles	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,821.00	
1	1.16	A Video Series on School Life & Student Success (Live stream)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
2	2.1	Summer school and intercessional days	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	**2.2**	Schoolwide Designated & Integrated EL Support	Yes	LEA-wide	English Learners Low Income	All Schools	$0.00	
2	**2.4**	Instructional aide support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$128,805.00	
2	**2.5**	Universal Design for Learning (UDL)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,643.00	
3	**3.2**	District sponsored extracurricular activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	**3.3**	Vendor provided extracurricular activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,336,942.00	$2,433,455.00

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**	Social-Emotional Support through on-site counseling	Yes	$76,309.00	$70,650
1	**1.2**	Actively seek an on-line SEL program	No	$5,000.00	0
1	**1.3**	Student Mentorship Program for Connection and Belonging	Yes	$7,000.00	$5,000
1	**1.4**	Positive Behavioral Intervention Systems (PBIS)	No	$0.00	0
1	**1.5**	Student Focus Groups to Strengthen Academic Challenge and Instructional Practices	No	$0.00	0
1	**1.6**	Monthly Bullying Prevention Education During Community Time	No	$3,700.00	$3,841
1	**1.7**	Develop a more robust English Language Development Program	Yes	$0.00	0
1	**1.8**	Playground engagement	No	$43,706.00	$34,117
1	**1.9**	Student Voice and Leadership Through Council and Monthly Engagement Circles	Yes	$0.00	0
1	**1.10**	Establishing Staff Norms to Promote Respectful and Productive Communication	No	$0.00	0
1	**1.11**	Team Connect: Proactive Leadership Dialogues	No	$1,000.00	$1,000

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)
1	1.12	One Team, One Mission: Rebuilding Trust Together	No	$0.00	0
1	1.13	Classified Connection: Monthly Alignment Meetings	No	$2,900.00	$2,900
1	1.14	Monthly SEL Focus: Embedding Social-Emotional Learning Schoolwide	No	$0.00	0
1	1.15	Speak Up, Stay Safe: Anonymous Student Safety Reporting	No	$0.00	0
1	1.16	A Video Series on School Life & Student Success	Yes	$8,000.00	0
2	2.1	Summer school and intercessional days	Yes	$53,747.00	$56,992
2	2.2	Schoolwide Designated & Integrated EL Support	Yes	$0.00	0
2	2.3	Intervention Support	Yes	$27,327.00	$9,178
2	2.4	Instructional aide support	Yes	$147,910.00	$147,259
2	2.5	Universal Design for Learning (UDL)	Yes	$3,266.00	$3,266
2	2.6	Special Education Teacher	No	$103,326.00	$133,413
2	2.7	Effective Utilization of Instructional Assistants to Support Students with Disabilities	No	$106,768.00	$92,774
2	2.8	Structured Literacy: Expanding Orton-Gillingham Practices	No	$3,266.00	$2,178

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	2.9	Appropriately assigned and trained teachers and support of new teachers through the teacher induction program.	No	$1,705,145.00	$1,820,188
2	2.10	Data-Driven Instruction and Goal Setting	No	$0.00	0
2	2.11	Family Connections: Literacy Nights & Learning Together	No	$765.00	0
3	3.1	Develop a robust attendance incentive program	No	$500.00	$500
3	3.2	District sponsored extracurricular activities	Yes	$20,575.00	$40,161
3	3.3	Vendor provided extracurricular activities	Yes	$16,182.00	$9,188
3	3.4	Student Voice and Leadership Through Council and Monthly Engagement Circles	No	$0.00	0
3	3.5	School Attendance Review system	No	$0.00	0
3	3.6	Universal design for learning (UDL)	No	$0.00	0
3	3.7	Student Feedback Surveys	No	$0.00	0
3	3.8	Data-Driven Instruction and Goal Setting	No	$0.00	0
4	4.1	Parent involvement at school	No	$0.00	0
4	4.2	Translation for meetings and publications	Yes	$0.00	594.00
4	4.3	Parent Leadership support	No	$0.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.4	Equitable Access to Parent Leadership Opportunities	Yes	$0.00	0
4	4.5	WatchDog Dad program	No	$0.00	0
4	4.6	Equitable Access and Engagement Through Pre-Year Family Registration Event	Yes	$0.00	0
4	4.7	YouthTruth Family Participation Campaign	No	$350.00	$256
4	4.8	Governance in Focus – Monthly Newsletter Highlights	No	$0.00	0
4	4.9	Community Feedback Event	No	$0.00	0
4	4.10	Expanded Virtual Access for Family Participation	Yes	$200.00	0

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)
$130,135	$180,703.00	$208,397.00	($27,694.00)	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	Social-Emotional Support through on-site counseling	Yes	$52,741.00	$52,741		
1	1.3	Student Mentorship Program for Connection and Belonging	Yes	$0.00	$0		
1	1.7	Develop a more robust English Language Development Program	Yes	$0.00	$0		
1	1.9	Student Voice and Leadership Through Council and Monthly Engagement Circles	Yes	$0.00	$1,822		
1	1.16	A Video Series on School Life & Student Success	Yes	$8,000.00	$0		
2	2.1	Summer school and intercessional days	Yes	$0.00	$0		
2	2.2	Schoolwide Designated & Integrated EL Support	Yes	$0.00	$0		
2	2.3	Intervention Support	Yes	$2,715.00	$2,715		
2	2.4	Instructional aide support	Yes	$113,981.00	$147,259		
2	2.5	Universal Design for Learning (UDL)	Yes	$3,266.00	$3,266		
3	3.2	District sponsored extracurricular activities	Yes	$0.00	$0		
3	3.3	Vendor provided extracurricular activities	Yes	$0.00	$0		

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)
4	**4.2**	Translation for meetings and publications	Yes	$0.00	$594		
4	**4.4**	Equitable Access to Parent Leadership Opportunities	Yes	$0.00	$0		
4	**4.6**	Equitable Access and Engagement Through Pre-Year Family Registration Event	Yes	$0.00	$0		
4	**4.10**	Expanded Virtual Access for Family Participation	Yes	$0.00	$0		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3,052,658	$130,135	0.00%	4.263%	$208,397.00	0.000%	6.827%	$0.00	0.000%

Local Control and Accountability Plan Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  - Identify the action as an LREBG action;

  - Include an explanation of how research supports the selected action;

  - Identify the metric(s) being used to monitor the impact of the action; and

  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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