



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
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Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Winters Joint Unified School District serves approximately 1569 students within the City of Winters and from the surrounding unincorporated areas of Yolo and Solano counties inclusive of students in preschool through 12th grade. The District's schools include: the Winters State Preschool (Pre-K), Waggoner Elementary (grades TK-2), Shirley Rominger Intermediate (grades 3 - 5), Winters Middle School (grades 6-8), Winters High School (grades 9-12), Wolfskill Career Readiness Academy (grades 9-12). Wolfskill Career Readiness Academy (CRA) qualified for LCFF Equity Multiplier funding. This additional allocation is provided to school sites with prior year non-stability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent.

The District student population is approximately 66.5% Hispanic/Latino, 28.3% Caucasian, and 5.2% other. 28.2% of students are identified as English Learners and approximately 63.2% of students are socioeconomically disadvantaged. Unhoused students represent 3.6% of the District's enrollment and .3% of students are foster youth.

Winters JUSD is guided by the following commitments:

VISION

Engaging, educating, and empowering every learner.

MISSION

In partnership with families and our community, Winters JUSD provides equitable, inclusive and personalized learning experiences where all students gain the skills and knowledge needed to succeed in, and contribute to, an evolving and complex world.

BOARD PRIORITIES

- High quality, equitable, educational learning experiences
- Improve access and opportunity for college and career readiness
- Organizational operations and alignment for District facilities

EQUITY STATEMENT

Our equity work includes:

1. Purposely disrupting and dismantling barriers for all learners while relentlessly addressing their linguistic, racial, social-economic, identity, and cultural needs
2. Proactively identifying the different assets and needs of each individual
3. Personalization of support and enrichment for learners and families through collective development
4. Monitoring learners' progress on their journey to success

Additionally, the Winters JUSD Graduate Profile outlines a series of cognitive and personal competencies that the District strives to foster in all students throughout their school experience. Ratified by the Board of Trustees in October 2023, this document was co-created with input from students, families, staff, and the community. The prongs of the Winters JUSD Graduate Profile include Critical Thinking, Communication, Collaboration, Creativity, Cultural Awareness, and Community Engagement. Underpinning these aptitudes are the fundamental goals to develop content knowledge and proficiency across all disciplines and the resilience needed to persevere through hard tasks and overcome adversity. The Graduate Profile continues to provide a vision for all Winters JUSD efforts in teaching, learning, and assessment.

Winters JUSD strives to meet the academic, social-emotional, and behavioral needs of all learners through a Multi-Tiered System of Support (MTSS). In particular, Winters JUSD employs a Coordination of Services Team (COST) approach to promote supportive and responsive interactions between our schools, partnering institutions, students, and families. Each Winters JUSD school facilitates a COST to address the diverse needs of students, remove barriers to success, promote wellness, and supplement the core instructional program to ensure educational equity and access.

The District offers numerous educational programs to ensure all students have opportunities to pursue their interests while also developing the skills they will need to pursue future opportunities. The District's Dual Language Immersion (DLI) program in grades K-5 aids students in achieving bilingualism, biliteracy, cultural competency, and academic success in both English and Spanish. Winters Middle School and Winters High School offer the Advancement Via Individual Determination (AVID) program where students receive the additional academic, social, and emotional support needed to succeed in rigorous courses and become college ready. Winters High School and Wolfskill CRA students have access to several Career Technical Education (CTE) pathway programs and in three industry sectors including Agriculture, Culinary Arts, and Engineering pathways. Further, dual enrollment courses are co-scheduled at the high school level to enhance student

access to collegiate credit and postsecondary education.

Students may select from a series of co-curricular and extra-curricular activities, including Science Technology Engineering Arts Music (STEAM), music, visual arts, robotics, student leadership, and athletics. Further, Winters JUSD utilizes the Expanded Learning Opportunities Program (ELOP) grant to offer enhanced after school, intersession, and summer learning programs serving a growing population of students. These programs complement core instruction and focus on improving the academic, social, emotional, and physical experiences of Winters students through interactive and engaging learning activities

A variety of resources are available to support staff in providing a quality education to students. The District receives State and Federal funding for programs including Title I. New educators are supported by a veteran mentor and participation in induction via an accredited regional consortium comprised of Yolo and Solano schools and the University of California -at Davis. Further, a progressive Professional Growth Cycle (PGC) and commitment to Professional Learning Communities (PLCs) result in a reflective culture focused on lifelong learning for educators and data-informed decision making to improve outcomes for students.

The Winters community has a strong and proud history of continuous support of schools and programs. In November 2014, the Winters community voted to pass Measure R (\$15 million) to fund much needed improvements to school facilities and safety upgrades throughout the district. Subsequently, the community passed Measure D (\$17 million) in 2016, Measure P (\$20 million) in 2018 and in November 2020, the community passed Measure W (\$19 million). Measures D, R, and P have resulted in updates to the Shirley Rominger Intermediate School campus and a new high school campus which includes new classroom buildings, new administration building and student union, new track and lighting. Measure W funded a new Physical Education and Music building at Winters High School, completed in the summer of 2023. In 2023-2024, the district finalized a Facilities Master Plan review which outlines how the remaining bond funds will be allocated to address both deferred maintenance and new construction such as the anticipated Waggoner Transitional Kindergarten project and WMS Modular Kitchen.

Additional community support is offered by District partners including Winters Education Foundation (WEF), Winters Farm to School, Rural Innovations in Social Economics (RISE), Woodland Community College, Solano Community College, City of Winters, Winters Chamber of Commerce, Yolo County Library, and Winters service organizations such as Rotary.

The district welcomes family engagement at all levels. Parents can participate in the Parent Teacher Association (PTA), booster clubs, the School Site Council (SSC), the English Learner Advisory Committee (ELAC), the District English Learner Advisory Committee (DELAC), Special Education Parent Advisory Committee (SEPAC), and a district-level LCAP Parent Advisory Committee to provide meaningful consultation that informs district decisions.

Reflections: Annual Performance

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

Staff and engagement partners have reflected on Winters Joint Unified School District's annual performance including a thorough analysis of the California School Dashboard and local data. The Dashboard offers a comprehensive view of the district's performance in academic achievement, student progress, school climate, and equity.

Strengths:

Suspension Rate declined by 0.7%

Chronic Absenteeism declined by 11.1%

Areas for Improvement:

English Language Arts declined by 12 points (52.8 points below standard) and the groups English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities groups were in the Red range of the gauge.

Mathematics maintained at 0.4 points (80.7 points below standard) and the groups English Learners, Hispanic, and Socioeconomically Disadvantaged were in the Red range of the gauge.

English Learner progress declined by 3.8% with 48.7% of English Learners making progress toward proficiency.

On the College and Career indicator, 27.3% of students were rated as "prepared" with the group English Learners falling into the "Very Low" range of the bar chart.

The Graduation Rate declined by 5.7% (86.4% comprehensive graduation rate for Winters High School and Wolfskill Career Readiness Academy)

Additionally, the following student groups performed in the "Very Low" or "Red" level of the color gauge as outlined by indicator and location:

English Language Arts:

District: Hispanic or Latino, Socioeconomically Disadvantaged, English Learners

Winters Middle School: All Students, Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities

Winters High School: All Students, Hispanic or Latino, Socioeconomically Disadvantaged

Mathematics:

District: Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities

Shirley Rominger Intermediate School: English Learners, Students with Disabilities

Winters Middle School: Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities

English Learner Progress Indicator:

Winters High School: English Learners

Suspension:

Winters High School: Students with Disabilities

Wolfskill High School: All Students, Socioeconomically Disadvantaged

Shirley Rominger Intermediate School: White, Students with Disabilities

These trends emphasize a need for improved targeted interventions, personalized support, inclusive practices, post-secondary preparation, and partnerships with local organizations to address disparities and ensure educational equity and positive achievement outcomes.

Local data and metrics also prompted reflection and has informed District planning.

2023 Youth Truth survey results surfaced the following trends:

Highest overall rated theme for students (compared to other participating schools at each level): Belonging

Lowest overall rated theme for students (compared to other participating schools at each level): Engagement

Highest overall rated theme for staff (compared to other participating schools at each level): Relationships

Lowest overall rated theme for staff (compared to other participating schools at each level): School Safety

Highest overall rated theme for families (compared to other participating districts at each level): Communication and Feedback

Lowest overall rated theme for families (compared to other participating districts at each level): School Safety

Student feedback illustrates strengths in perceptions of peer friendliness, feeling that students can be themselves around other students, and teacher-initiated collaboration opportunities (belonging). The data also indicates that an area for further enhancement within this domain is student-initiated collaboration. Student survey responses also reveal that engagement is an area for growth. Engagement may also be defined as the love of learning, desire to succeed, belief that learning is relevant outside of school, and enjoyment in attending school.

Staff survey input illustrates that relationships, the degree to which students receive support and personal attention from their teachers, is a District strength. Family survey responses show that communication, the degree to which there are open and effective lines of communication between families and schools, is also an area of strength.

Both staff and family survey responses communicate that school safety, the degree to which individuals believe that their school is a safe place for students and other members of the school community, is an area for growth.

Another local measure of student performance is standards-aligned Reading and Math diagnostic assessment data. This information is used to guide instruction and site and district program planning. Staff at Waggoner Elementary School, Shirley Rominger Intermediate School, and Winters Middle School implemented three i-Ready diagnostic assessments.

1st through 8th grade i-Ready Reading data shows that the percentage of students performing at or above grade level increased by 16% from diagnostic number one to number three, while the percentage of students performing two or more years below grade level decreased by 15%. In 1-8 i-Ready Mathematics, the percentage of students performing at or above grade level increased by 20% from diagnostic number one to number three, and the percentage of students performing two or more years below grade level decreased by 20%.

At Winters High School, educators implemented diagnostic assessments using an alternative platform, Illuminate. Illuminate assessments mirror the Smarter Balanced Assessment Consortium (SBAC) Interim Assessment Blocks (IABs). Both English Language Arts and Math data showed that students are performing below grade level proficiency. 9th and 10th Grade English Language Arts results show that 81% of students were far below or below basic proficiency; 11th and 12th Grade Reading show 98% of students were far below or below basic

proficiency. The English Language Arts Professional Learning Community (PLC) analyzed data to determine specific content and skill standards to focus on for the remainder of the year which include citing textual evidence. Illuminate Mathematics outcomes show similar results. In Math I, 15% of students demonstrated proficiency or approaching proficiency; Math II data show that all students were below basic proficiency on the skills measured, and at that time, they had not learned the concepts; In Math III 1% percent of students exceeded proficiency, 1% were proficient, and 3 % were approaching proficiency, while 95% were below proficiency. The Math PLC has used this data to identify essential standards and recalibrate lessons and rigor. This data reflects a need for revisiting the Guaranteed and Viable Curriculum (GVC), meaningful staff collaboration around student assessments and support, identification of barriers to student success, and an increased focus on the delivery of scaffolds and supports for all learners at the high school level.

Overall, a thorough review of Winters Joint Unified School District's annual performance, drawing from both state and local data sources, has informed decision-making, strategic planning, and ongoing efforts to enhance student outcomes and educational equity, as reflected in the subsequent goals, actions, and fiscal resources detailed within this plan.

Reflections: Technical Assistance

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

The Winters Joint Unified School District was identified as eligible for Differentiated Assistance based on outcomes for the following student groups:

English Learners for Academics (ELA/Math), Career and College Indicator

In partnership with YCOE, Winters Joint Unified District engaged in several improvement efforts to investigate and address areas of identified need including:

- Used office discipline referral data, fidelity data (PBIS TFI), and qualitative measures to determine areas of growth to continue to sustain the implementation of Positive Behavior Intervention and Support (PBIS) in order to lower suspension rates, increase student attendance, and school engagement. This ongoing collaboration is evidenced in Goal 1, Action 1.4 (PBIS and Restorative Justice Programs), one of the strategies Winters JUSD is implementing to diminish suspension rates and apply educative and inclusive behavioral responses.
- YCOE staff have worked with the Winters JUSD MTSS team and staff to develop data-informed decision-making practices to progress monitor evidence-based behavioral interventions which has assisted in identifying inclusive behavioral practices to address identified areas of need. The Winters JUSD commitment to MTSS is illustrated in Goal 3, Action 3.1 (Multi-Tiered System of Support and Coordination of Services) and linked to efforts to improve both behavioral and academic opportunity gaps reflected on the California School Dashboard.
- Winters JUSD leaders participate in Weekly Community of Practice Meetings held with Directors of Student Services, Education Services leads, and Early Childhood Education (ECE) Directors, whereby chronic absenteeism, truancy protocols, alternatives to suspensions/expulsions, instructional practices, and social-emotional learning are discussed and best practices are shared across Yolo County. In addition, YCOE and Winters JUSD staff overseeing ELs, Social-Emotional Learning (SEL), Special Education Local

Planning Area (SELPA), Tobacco Use and Prevention Education (TUPE), MTSS, Community School Support, and CTE, also meet regularly to improve student outcomes.

- The Yolo County SELPA, based on the input of special education program administrators, provides professional development to staff in Winters JUSD. The professional development addresses best practices in terms of curriculum, legal compliance, effectively and positively addressing behavior issues, and increasing meaningful inclusion. Inclusion professional development for district inclusion teams is provided to increase equity and access for all students. The increase in equity and access will help increase students' academic performance, improve behavior and increase attendance. One strategy linked to SELPA technical assistance is Goal 2, Action 2.12 (Rural Special Education Collaborative), a partnership between Winters JUSD and Esparto Unified School District to enhance inclusion for students with moderate to severe disabilities in these two rural districts.
- YCOE helped facilitate a training between Inform2Inspire and Winters JUSD leadership on analysis of data to determine planning for students in need of additional intervention and support. The Winters JUSD emphasis on improvement in the area of data-informed decision making to improve student engagement and achievement is communicated in Goal 3, Action 3.14 (Student Assessment Data Management and Reporting System) and Goal 3, Action 3.15 (English Learner Data and Program Management Platform).

YCOE and Winters JUSD also engaged in ongoing professional learning to support continuous improvement such as: culturally and linguistically responsive school environments

- Providing professional learning for Winters JUSD Teachers on Special Assignment (TOSA) and new administrators focused on CA English Learner (EL) Roadmap implementation in spring, 2024. Implementing principles of the CA EL Roadmap such as Assets-Oriented and Needs Responsive Schools (Principle 1), is evidenced in Goal 2, Action 3.16 (K-5 Dual Language Immersion Program), which emphasizes the Winters JUSD commitment to cultivating multilingualism in culturally and linguistically responsive school environments.
- Winters JUSD Instructional Coaches are part of the Yolo County Instructional Coaches' Network, which provides coaching support and opportunities for idea-sharing and problem-solving with Instructional Coaches across the County. The value of coaching is reflected in the Winters JUSD Professional Growth Cycle and Goal 2, Action 2.6 (Instructional Coaches), a strategy that provides educator support and enhances instructional effectiveness across the district.
- YCOE has collaborated with WJUSD staff to provide access to professional learning courses on CTE administration, funding, instructional practices and other related topics for administrators and teachers as well as hosted training for implementation of county-wide work based learning database and management platform. CTE programming and a Winters JUSD effort to enhance college and career readiness for all learners is reflected in Goal 3, Action 3.2 (College and Career Readiness Block Grants), Goal 3, Action 3.3 (College and Career Preparation Support Positions and Initiatives), and Goal 3, Action 3.4 (College and Career Access Pathways - Dual Enrollment).
- Winters JUSD K-8 teachers are joining a professional learning series focused on implementation of the CA Math Framework, funded and hosted by YCOE. Winters JUSD will offer ongoing professional learning to Winters JUSD educators regarding the instructional shifts of the new Math Framework to support pathway development and curriculum selection as shown in Goal 2, Action 2.2 (Math Framework PD, Pathway Design, and Curriculum Pilot).
- YCOE has monthly training meetings with the Foster Youth/ Homeless Liaison from each district. These meetings include training on Trauma-informed practices, review of educational rights of Foster Youth and Homeless students, use of State and Federal funding for these designated student groups, and troubleshooting complex situations.
- Winters JUSD has participated in a YCOE Community of Practice (CoP) for the Student Behavioral Health Incentive Program (SBHIP) to support anchor sites with establishing a wellness center/program and creating a Closed Loop Referral System to

streamline the referral process, keep all necessary staff informed, and improve equity and access for students needing mental health supports. The Winters JUSD initiative to support students' mental wellness at the local level is illustrated in Goal 1, Action 1.6 (Counseling Services) and Goal 2, Action 2.13 (Specialist Services).

- The YCOE SELPA program data analyst meets individually with the Winters JUSD's program data analyst to ensure that pupil and staff reports are accurate which ensures that District staff have accurate information to work with to address the needs of students with disabilities.
- Winters JUSD has participated in a YCOE CoP for SEL to implement the CalHOPE grant and support schools and districts with their SEL programming. These efforts support students to feel more connected to school, help them regulate their emotions, and enhance the District's capacity to identify when greater support is needed. Winters JUSD will fund additional social emotional learning supports as evidenced in Goal 1, Action 1.3 (SEL School Block Grants) and Goal 4, Action 4.1 (Supplemental Social Emotional Learning Curriculum).
- Winters JUSD and YCOE are collaborating together to develop an implementation and monitoring plan for 2024-2025 as reflected in the LCAP.
- YCOE will support Winters JUSD with implementation in 2024-2025 and provide additional technical assistance as needed.

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.

Wolfskill Career Readiness Academy (CRA) qualified for Comprehensive Support and Improvement (CSI) due to receiving a red indicator for Suspension Rate, the only indicator that was published for the school on the 2023 California School Dashboard.

Support for Identified Schools

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

Winters JUSD will support Wolfskill CRA in developing a CSI Plan by:

1. Conducting a thorough assessment of the school's current performance, including academic achievement, student progress, school climate, and equity indicators. District leaders and school staff will analyze data disaggregated by student subgroups to identify areas of strength and areas needing improvement.
2. Engage students and families in school improvement plan development to ensure that their perspectives and experiences are reflected in the goals and funded actions.
3. Collaboratively establish clear and measurable goals aligned with State and District priorities, focusing on areas identified for improvement.
4. Developing a comprehensive action plan that outlines specific strategies, activities, and resources needed to achieve the established goals. The plan will include evidence-based practices, research-informed interventions, and promising strategies tailored to the unique needs of Wolfskill CRA and its student population. Potential research-supported strategies which may be included in the CSI Plan include Positive Behavior Interventions and Supports (PBIS) and Restorative Practices embedded within the school's discipline policies and behavior matrix

to reduce suspensions and improve enhance school climate, Social Emotional Learning curriculum and Trauma Informed Practices to improve student wellness, culturally responsive teaching to promote inclusion and belonging, mentorship and counseling programs to offer additional support and guidance, and heightened family engagement to augment communication and partnership.

5. Allocating sufficient resources, including funding, staffing, professional learning, and support services, to implement the action plan effectively. Investments will prioritize activities that directly support student learning, academic enrichment, social-emotional well-being, and college/career readiness.

Monitoring and Evaluating Effectiveness

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

Winters JUSD will monitor and evaluate the Wolfskill CRA CSI Plan to support student and school improvement by:

1. Establishing a system for ongoing monitoring and evaluation of progress toward goals and implementation of strategies.
2. Collecting and analyzing data regularly to assess the impact of interventions, identify and celebrate areas of success, and make data-informed adjustments as needed.
3. Engaging in continuous improvement efforts, leveraging feedback from engagement partners, and implementing best practices supported by educational research.

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

Educational partner feedback surrounding each of the three LCAP goals influenced the development of the 2024 LCAP.

A primary engagement strategy was via the Youth Truth perceptions survey. Winters JUSD implemented this comprehensive tool designed to gather feedback on various aspects of the school experience, including academic engagement, school culture, and the overall learning environment. The survey was administered between November 27, 2023 and December 15, 2023 to students in grades three through twelve, as well as families and staff. 1035 students (88% response rate), 157 families (10% response rate), and 86 staff (51% response rate) completed the survey. Feedback shared by these partners directly impacted decision-making related to the Winters JUSD educational program and prioritized actions within the LCAP.

Winters JUSD facilitated an LCAP Task Force including teachers, principals, administrators, other school personnel, representatives from local bargaining units, students, and parents. This Task Force met on December 12, 2023, February 12, 2024, and April 2, 2024. The District also facilitated an LCAP Parent Advisory Committee (PAC). The LCAP PAC met on December 12, 2023 and some members attended a storytelling training to amplify family voices facilitated by Scaling Student Success on January 9, 2024. The LCAP PAC met by memo on February 20, 2024. The LCAP PAC was scheduled to meet on April 9, 2024, however the meeting was canceled due to non-attendance. The LCAP Task Force, LCAP PAC, the DELAC, and members of the Special Education Parent Advisory Committee (SEPAC) met on May 6, 2024 to provide final input on the development of the 2024 LCAP.

Engagement partners provided input on the existing three LCAP goals, noting that there was a need to clarify that the goals were intended to serve all learners, not just those already achieving social, behavioral, and academic success. Additionally, a theme in the feedback from various committees and partners was a need to focus on improving student engagement, the lowest ranked domain by students on the Youth Truth perceptions survey. As such, all goals were rephrased to include the descriptor "all" to demonstrate the District's commitment to strive for equitable and inclusive outcomes. Goal 2 was reauthored to emphasize academic engagement. Additionally, the goals were reordered for tiered continuity. Goal 1 now centers on safe and welcoming environments to meet students' foundational needs. Goal 3 communicates the

District's responsibility to ensure students' academic achievement and other desired outcomes, including competencies of the Winters JUSD Graduate profile. With these changes, the priorities and metrics associated with the goals were reorganized to which ensure that the District meets the State's eight priority areas as follows:

Goal 1: School environments and climates are safe, welcoming, and inclusive places that support all students' success and wellness (Priority 1 - Basic Services, Priority 3 - Parental Involvement, Priority 6 - School Climate)

Goal 2: All students are engaged in school experiences that enhance their learning and growth (Priority 2 - State Standards, Priority 5 - Student Engagement, Priority 7 - Course Access)

Goal 3: All students achieve academic success in a broad course of study and demonstrate college, career, and civic readiness (Priority 4 - Student Achievement, Priority 8 - Student Outcomes).

Goal 1 includes strategies to enhance student safety and wellness and sustain meaningful communication with families, priorities that surfaced through the Youth Truth survey. Service to students with disabilities, a priority of staff and family engagement partners, is reflected through actions in Goal 1 such as behavioral services and school specialists. Another priority shared by educational partners in Goal 1 included ensuring appropriately credentialed educators. The district will continue to fund the teacher induction program, allowing probationary educators to attain Highly Qualified Teacher (HQT) status. Further, safe and welcoming physical learning environments in good repair are a priority expressed by engagement groups throughout recent FMP Implementation Plan development. As such, an additional action reflecting this shared interest is incorporated in Goal 1.

Goal 2 incorporates the district's Attendance and Engagement Initiative to promote regular school attendance and provide targeted support for the families of chronically absent students, a campaign that was encouraged by engagement partners. The District's commitment to providing high quality early childhood education experiences and enriching after school and summer learning experiences is also emphasized in Goal 2. Instructional coaches, supplemental professional development days, and a robust Professional Growth Cycle (PGC) for teachers which support student access to a Broad Course of Study are actions that were influenced through educator input. English Learner and multilingual learner services remain an area of focus supported by the District DELAC and are represented in Goal 2. These include the K-5 Dual Language Immersion program, supplemental EL instructional materials, and multilingual learner professional development. Of note, this goal has also been updated to memorialize the programmatic transition from a Developmental Bilingual Education (DBE) model to a Dual Language Immersion (DLI) program that centers biliteracy, bilingualism, and cultural competency.

Goal 3 reflects a continued commitment to college and career exploration and Career Technical Education (CTE) as communicated by both the LCAP Task Force and CTE Advisory Committees. This goal also incorporates a new action related to the provision of dual enrollment courses at Winters High School. Providing academic support, intervention, and enrichment remains an essential interest communicated by engagement partners. This is represented in a new action reflecting the districtwide focus on building a responsive MTSS. The district's Graduate Profile, which was collaboratively developed by the school community, is now embedded within Goal 3 and highlights how 21st Century skills and characteristics will be integrated into curriculum, culture, and classrooms. The expansion of Advancement Via Individual Determination (AVID) is also reflected in Goal 3 with an augmented implementation plan and resource allocation.

Additionally, as Wolfskill Career Readiness Academy (CRA) qualifies for Equity Multiplier funds, engagement partners were included in the drafting of a fourth focus goal, actions, and aligned metrics that will address the suspension rate, the Dashboard indicator where the school was ranked in the lowest performance level, and identified barriers to student achievement.

The joint Winters High School and Wolfskill CRA School Site Council met on April 9 and May 7 to provide input that has influenced by the site plan and the District LCAP. The team engaged in a four square data analysis protocol to identify patterns and trends in student achievement outcomes, areas to celebrate, areas for growth, causes contributing to these results, and recommendations for actions, services, and systems that will improve results. Feedback from the Site Council highlights a variety of broad ranging needs including college and career education, transportation services to service learning activities, curriculum and materials, and supplemental social emotional and academic instruction. This input influenced the Equity Multiplier Focus Goal which states:

Goal 4: By the 2026-2027 school year, Wolfskill Career Readiness Academy (CRA) will enhance students' social-emotional competencies and academic performance through supplemental evidence-based social emotional learning curriculum and additional content area instructional support delivered by highly qualified educators.

This will be measured by:

- a 5% annual increase in students meeting or exceeding standards on the ELA and Mathematics CAASPP
- a 4% annual decrease in the student suspension rate for all students
- a .5.5% annual decrease in the student suspension rate for Socioeconomically Disadvantaged students
- maintaining a 0% expulsion rate

While not all of the strategies recommended by the Wolfskill CRA School Site Council are reflected in Goal 4, the site also qualifies for Comprehensive Support and Improvement (CSI) funding. Site and District leaders will continue to collaborate with Wolfskill CRA staff to incorporate these additional recommendations in their comprehensive support and improvement plan.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	School environments and climates are safe, welcoming, and inclusive places that support all students' success and wellness.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p>

An explanation of why the LEA has developed this goal.

Winters Joint Unified School District (JUSD) has established this goal to create a supportive and nurturing environment that fosters the overall success and well-being of every student. This objective is crucial for ensuring that students feel safe, connected, and valued within the school community, a foundation for academic engagement and achievement. By ensuring fully credentialed teachers, access to standards-aligned materials, and well-maintained facilities, the District provides the conditions for high-quality educational experiences. Inclusive decision-making approaches, prioritizing input from parents, especially those of Unduplicated students, ensures diversity of perspective and partnership to improve student outcomes. Fostering a sense of safety and connectedness among students enhances their emotional and social well-being. The District aims to fulfill students basic needs via Goal 1, provide the requisite conditions for engagement in learning in Goal 2, and actualize academic achievement for all learners in Goal 3.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately Assigned Teachers	% of properly assigned teachers: 2023 - 84.6%			By the end of the 2026-2027 school year, Winters JUSD will have an Appropriately Assigned Teacher rate of 90% or higher.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Teacher Induction Participation Rate	% of eligible teachers participating in the Induction Program: 2023-2024 - 100%			By the end of the 2026-2027 school year, the district aims to maintain a 100% participation rate of eligible teachers in the Induction Program, ensuring ongoing professional development and support for new educators.	
1.3	Sufficiency of Standards-Aligned Instructional Materials	% of students with access to standards-aligned instructional materials in Mathematics, Science, History-Social Science, English Language Arts, and English Language Development: 2023 - 100%			By the end of the 2026-2027 school year, the district aims to maintain 100% access to standards-aligned instructional materials in Mathematics, Science, History-Social Science, English Language Arts, and English Language Development for all students, ensuring sustained educational quality and equity.	
1.4	Facilities in Good Repair Ratings	Overall Facilities Inspection Tool (FIT) Rating by School: 2024: Waggoner - "Fair"			By the end of the 2026-2027 school year, the district aims to improve the Overall	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Shirley Rominger - "Good" Winters Middle School - "Good" Winters High School - "Good"			Facilities Inspection Tool (FIT) Rating for Waggoner to "Good" and maintain the "Good" rating at Shirley Rominger, Winters Middle School, and Winters High School, ensuring all facilities meet high standards of safety and functionality.	
1.5	Parental Participation in Two-Way Communication	District Communication Platform % Registered Active Parent Accounts: 2023-2024 - 62%			By the end of the 2026-2027 school year, the district aims to increase the percentage of registered active parent accounts on the district communication platform to 85% or higher through enhanced outreach and engagement strategies.	
1.6	Parental Participation for Students with Exceptional Needs	Parent attendance rate in all Initial IEPs, Annual IEPs, and Triennial IEPs: 2022-2023 - 98.4%			By the end of the 2026-2027 school year, the district aims to maintain or improve the parent attendance rate at	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					all Initial IEPs, Annual IEPs, and Triennial IEPs to 99% or higher, ensuring continued strong engagement and collaboration with families.	
1.7	Building Relationships between School Staff and Families	% of parents reporting that staff treat them with respect on School Climate Survey: 2023 - 74% Current Stage of Implementation on LCFF Priority 3 Self-Reflection Tool: 3 - Initial Implementation			By the end of the 2026-2027 school year, 85% of families will report that staff treat them with respect on School Climate Survey and the district will advance to stage 4 (Full Implementation) on the LCFF Priority 3 Self-Reflection Tool, to enhance trusting and respectful relationships with families.	
1.8	Building Partnerships for Student Outcomes	# of parents participating in Parent Institute for Quality Education (PIQE): 2023 - Current Stage of Implementation on LCFF Priority 3 Self-Reflection Tool:			By the end of the 2026-2027 school year, at least ___ parents will participate in each strand of offered PIQE programs and the district will advance to stage 4	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3 - Initial Implementation			(Full Implementation) on the LCFF Priority 3 Self-Reflection Tool, to improve the ways the district works with families to support improved student outcomes.	
1.9	Parental Input for Decision-Making	% of parents providing input on School Climate Survey: 2023 - 157 families (10% response rate) Current Stage of Implementation on LCFF Priority 3 Self-Reflection Tool: 3 - Initial Implementation			By the end of the 2026-2027 school year, the district aims to increase parent participation in the School Climate Survey to a 25% response rate and advance to stage 4 (Full Implementation) on the LCFF Priority 3 Self-Reflection Tool, enhancing engagement and reflecting comprehensive implementation of community feedback mechanisms.	
1.10	School Connectedness Perceptions	% of students reporting "Agree" or "Strongly Agree" on School Climate Survey: 5th grade:			By the end of the 2026-2027 school year, the district aims to increase the percentage of	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023 - 75% 7th grade: 2023 - 60% 9th grade: 2023 - 60% 11th grade: 2023 - 49%			students reporting "Agree" or "Strongly Agree" on the School Climate Survey to at least 85% for 5th grade, 70% for 7th grade, 70% for 9th grade, and 65% for 11th grade through targeted initiatives to improve school environment and student engagement.	
1.11	School Safety Perceptions	% of students reporting "Agree" or "Strongly Agree" on School Climate Survey: 5th grade: 2023 - 86% 7th grade: 2023 - 69% 9th grade: 2023 - 71% 11th grade: 2023 - 65%			By the end of the 2026-2027 school year, the district aims to increase the percentage of students reporting "Agree" or "Strongly Agree" on the School Climate Survey to at least 90% for 5th grade, 80% for 7th grade, 80% for 9th grade, and 75% for 11th grade through enhanced initiatives focused on fostering a positive and inclusive school environment.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	Suspension Rate	% of students suspended for an aggregate total of one full day anytime during the school year: 2023 - 4.8%			By the end of the 2026-2027 school year, the district aims to reduce the percentage of students suspended for an aggregate total of one full day or more during the school year to 3% or lower through proactive behavioral support and intervention programs.	
1.13	Expulsion Rate	% of students expelled during the school year: 2023 - 0%			By the end of the 2026-2027 school year, the district aims to maintain a 0% expulsion rate, continuing to implement and enhance effective behavioral support programs and restorative practices to manage student conduct.	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Smaller Class Sizes	Maintain smaller class sizes to enhance individualized instruction, improve student engagement, and foster a supportive learning environment, thereby promoting academic achievement and personal growth. This approach is particularly beneficial for English Learners, Foster Youth, and students from Low Income households, as it allows for more tailored support, increased teacher-student interaction, and the ability to address specific learning needs and challenges faced by these groups.	\$675,000.00	Yes
1.2	Common Core Materials	Provide up-to-date Common Core-aligned instructional materials to support rigorous, standards-based education, enhancing student learning outcomes and ensuring consistency in curriculum delivery across all grade levels.	\$306,000.00	No
1.3	SEL School Block Grants	Utilize SEL Block Grants to implement social-emotional learning programs, fostering students' emotional well-being, resilience, and interpersonal skills, thereby creating a positive and supportive school climate. These programs are especially beneficial for English Learners, Foster Youth, and students from Low Income households, as they provide critical support in managing	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		stress, overcoming adversity, and building strong, healthy relationships, which are essential for their overall success and well-being.		
1.4	PBIS & Restorative Justice Programs	Implement PBIS and Restorative Justice programs to promote positive behavior, reduce disciplinary issues, and build a supportive school community through proactive strategies and conflict resolution.	\$13,000.00	No
1.5	Behavior Support Services	Provide behavior support services to address student behavioral challenges, enhance positive behaviors, and create a conducive learning environment through targeted interventions and support. These services are particularly beneficial for English Learners, Foster Youth, and students from Low Income households, as they offer specialized assistance to overcome behavioral barriers, promote positive conduct, and ensure these students have equal opportunities to succeed academically and socially.	\$265,000.00	Yes
1.6	Counseling Services	Expand counseling services to support students' mental health, academic guidance, and personal development, fostering a positive school environment and enhancing overall well-being. This expansion is particularly beneficial for English Learners, Foster Youth, and students from Low Income households, as it provides essential resources to address their unique challenges, supports their emotional and academic needs, and promotes equitable access to opportunities for personal growth and academic success.	\$546,000.00	Yes
1.7	Community School Services	Provide Community School Services to offer integrated academic, health, and social support, fostering strong family and community partnerships and addressing holistic student needs for improved educational outcomes.	\$250,000.00	No
1.8	Activity Stipends	Offer activity stipends to support student participation in extracurricular activities, enhancing engagement, skill development, and overall educational experience. These stipends are particularly beneficial for English Learners, Foster Youth, and students from Low Income	\$75,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		households, as they help remove financial barriers to participation, ensure equitable access to enrichment opportunities, and promote a well-rounded educational experience that supports their social, emotional, and academic growth.		
1.9	Athletic Stipends and Transportation	Provide athletic stipends and transportation to support student participation in sports, promoting physical health, teamwork, and school spirit. These resources are particularly beneficial for English Learners, Foster Youth, and students from Low Income households, as they help eliminate financial and logistical barriers to participation, ensure equitable access to athletic opportunities, and foster a sense of belonging and community within the school, contributing to their overall well-being and development.	\$260,000.00	Yes
1.10	Educational Equity Professional Development	Offer professional development focused on educational equity to equip staff with the skills and knowledge needed to create inclusive, equitable learning environments and close opportunity gaps.	\$10,000.00	No
1.11	Facilities Master Plan Engagement and Implementation	Engage Educational Partners in developing and implementing the Facilities Master Plan to ensure modern, safe, and sustainable learning environments. This includes assessing current facilities, prioritizing improvements, and aligning resources to support long-term educational goals and community needs.		No
1.12	Student Technology Replacement Cycle	Implement a student technology replacement cycle to ensure all students have access to up-to-date devices, supporting digital literacy and equitable access to educational resources. Regularly updating technology fosters enhanced learning experiences and prepares students for future academic and career opportunities.	\$130,000.00	No
1.13	New Teacher Induction Program	Implement a New Teacher Induction Program to support beginning educators through mentorship, professional development, and collaborative learning. This program aims to enhance teaching	\$55,000.00	No

Action #	Title	Description	Total Funds	Contributing
		effectiveness, improve retention rates, and ensure new teachers are well-prepared to meet the diverse needs of their students.		
1.14	Instructional Aides for Kindergarten	Provide instructional aides for kindergarten classrooms to support early childhood education. These aides assist teachers in delivering personalized instruction, managing classroom activities, and addressing individual student needs, thereby fostering a strong foundation for academic and social development. This support is particularly beneficial for English Learners, Foster Youth, and students from Low Income households, as it ensures that these students receive the additional attention and resources needed to address their unique challenges, helping to close achievement gaps and promote equitable learning opportunities from the start.	\$150,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students are engaged in school experiences that enhance their learning and growth.	Broad Goal

State Priorities addressed by this goal.

- Priority 2: State Standards (Conditions of Learning)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Winters Joint Unified School District (JUSD) has established this goal to engage all students in meaningful learning experiences that support the development of intellectual mindsets and enhance their growth and agency. By implementing State standards, the District seeks to ensure all students, including English Learners, gain academic knowledge and language proficiency. Providing scaffolds to ensure regular attendance offers a foundation for academic achievement, graduation, and post-secondary success. Offering access to a broad course of study ensures a well-rounded and inclusive education. The District aims to fulfill students basic needs via Goal 1, provide the requisite conditions for engagement in learning in Goal 2, and actualize academic achievement for all learners in Goal 3.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Implementation of Academic Content and Performance Standards	Waggoner Elementary School has identified essential standards in both the traditional instruction pathway and Dual Language Immersion pathway. Shirley Rominger Intermediate School has also conducted this work and memorialized it in a standards-based report card. Winters Middle School and			By 2026-2027, all schools will implement essential standards, develop aligned scope and sequence documents for each content area, and use standards-based assessment approaches and/or report cards,	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Winters High School departmental Professional Learning Communities are in various stages of identification of essential standards and development of standards-based reporting approaches.			ensuring consistent instruction and transparent communication with students and families about students' academic achievement.	
2.2	Curriculum Alignment to CCSS	Waggoner Elementary School, Shirley Rominger Intermediate School, and Winters High School completed pilots and adoptions of NGSS curriculum in 2022-2023 and 2023-2024. The District has developed an instructional materials adoption plan to ensure curriculum funding is prioritized for updating the most outdated curricula. There is currently one adopted curriculum that precedes the adoption of the CCSS in California in 2010. This is the elementary Social Studies/Social Science curriculum. A vertical team including K-5 teacher representatives, site leaders, and district			By 2026-2027, all schools in Winters District will fully implement CCSS-aligned curricula in all subjects, ensuring comprehensive instructional resources reflecting the shifts of the Common Core.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		administration will review the Social Science framework (2024-2025) and select new Social Studies/Social Science curriculum for pilot during the (2025-2026). Adoption is anticipated in the Spring or Fall of 2025. Additionally, all grade levels will receive Math Framework training (2024-2025) and pilot Math curriculum for adoption (2025-2026) in order to ensure materials align with the new Math framework.				
2.3	Attendance Rate	Attendance Rate: 2023-2024 Census Day enrollment (1,559) is 94.87%			By the end of the 2026-2027 school year, the district aims to increase the attendance rate to 97% or higher, through strategic engagement initiatives and attendance support programs.	
2.4	Chronic Absenteeism	% of students who were absent for 10 percent or more of the instructional days they were enrolled to attend:			By the end of the 2026-2027 school year, the district aims to decrease the chronic	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023 - 22.1%			absenteeism rate to 10% or lower, leveraging a Multi-Tiered System of Support to enhance student attendance and engagement.	
2.5	Middle School Drop Out Rate	Middle School Dropout Rate 2023 - 0%			By the end of the 2026-2027 school year, the district aims to maintain a 0% dropout rate for middle school students through ongoing support and engagement strategies.	
2.6	High School Drop Out Rate	Drop Out Rate 2023 - 13%			By the end of the 2026-2027 school year, the district aims to reduce the dropout rate to 8% or lower through targeted intervention programs and student support services.	
2.7	Graduation Rate	Graduation Rate 2023 - 86.4%			By the end of the 2026-2027 school year, the district aims to increase the graduation rate to 90% or higher through enhanced academic support	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					and student engagement initiatives.	
2.8	Broad Course of Study (Grades 1-5)	<p>Student access to and enrollment in English, Mathematics, Social Sciences, Science, Visual and Performing Arts (VAPA), Health, Physical Education:</p> <p>Waggoner Elementary School: English, Mathematics, Social Sciences, Science, and PE are taught by homeroom teachers. Students participate in a weekly music class taught by a credentialed music teacher and a weekly Science, Technology, Engineering, Arts, and Mathematics (STEAM) class taught by a multiple-subject teacher. The district is in the process of developing a plan to leverage Prop 28 funds to expand arts and music education offerings at both elementary schools.</p>			<p>By 2026-2027, students will continue to have access to and enroll in a broad course of study and:</p> <p>Waggoner and Shirley Rominger will expand arts and music education course offerings.</p>	
2.9	Broad Course of Study (Grades 6-12)	Student access to and enrollment in English,			By 2026-2027, students will	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Social Sciences, Language Other Than English (LOTE), Physical Education, Science, Mathematics, Visual and Performing Arts (VAPA), Applied Arts, and Career Technical Education: All students, including English Learners and students with learning disabilities, are enrolled in English, Social Sciences, Physical Education, Science, and Mathematics courses. Currently, 9th graders do not take a Social Science course, however the district is designing and will pilot a semester-long ninth grade Ethnic Studies course in 2024-2025. Additionally, in order for WHS students to access AP Calculus, they must initiate their math course of study in Integrated Math II in ninth grade by skipping Integrated Math I. All middle and high school students have access to VAPA, Applied Arts, and Spanish Language</p>			<p>continue to have access to and enroll in a broad course of study and:</p> <p>WMS and WHS teachers will redesign the math pathway to improve continuity and educational equity. WMS and WHS will expand arts and music education course offerings.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>elective courses. Finally, the district is in the process of developing a plan to leverage Prop 28 funds to expand arts and music education offerings at both comprehensive secondary schools.</p>				
2.10	Broad Course of Study (Alternative Education)	<p>Student access to and enrollment in English, Social Sciences, Language Other Than English (LOTE), Physical Education, Science, Mathematics, Visual and Performing Arts (VAPA), Applied Arts, and Career Technical Education: All Wolfskill CRA students, including English Learners and students with learning disabilities, are enrolled in English, Social Sciences, Science, and Mathematics courses aligned with their credit recovery needs. Some students have access to and are enrolled in Physical Education, VAPA, Applied Arts, Spanish Language,</p>			<p>By 2026-2027, students will continue to have access to and enroll in a broad course of study and:</p> <p>Wolfskill site leaders will improve student access to and enrollment in various elective, CTE, and dual enrollment courses through strategic schedule design.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CTE courses in three industry sectors and seven pathways, and new dual enrollment offerings at the comprehensive co-located site, WHS				
2.11	Broad Course of Study (Career Technical Education)	<p>Student participation in CTE Courses 2022-2023- 345/443 - 77.8%</p> <p>High school students also have access to CTE courses in three industry sectors and seven pathways. Additionally, WHS has initiated a CCAP agreement with Woodland Community College (WCC) and aligned courses in both the Culinary and Agriculture sectors to WCC courses for dual enrollment.</p>			<p>By the end of the 2026-2027 school year, the district aims to increase the percentage of Career and Technical Education (CTE) courses to 85% and:</p> <p>WHS will expand dual enrollment course offerings WHS will develop an additional industry sector and at least one two-course CTE pathway</p>	
2.12	Broad Course of Study (Students with Exceptional Needs)	<p>State Least Restrictive Environment Targets: % of students spending 80% or more of their day in general education classrooms: 2023 - 90.7%</p>			<p>By 2026-2027 the district will increase the percentage of students with exceptional needs spending 80% or more of their day</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		% of students spending less than 40% of their day in general education classrooms: 2023 - 9.3%			in general education classrooms to 95% and reduce the percentage of students with exceptional needs spending less than 40% of their day in general education classrooms to 5%.	
2.13	EL Access to CCSS & ELD Standards	100% of English Learners have access to CCSS and ELD standards. However at both WMS and WHS, English Learners are required to take a designated ELD elective which impacts their access to choice electives.			By the end of the 2026-2027 school year, the district will maintain 100% access to Common Core State Standards (CCSS) and English Language Development (ELD) standards for all English Learners, ensuring sustained and comprehensive educational support. Additionally: WMS and WHS will improve EL access to elective course offerings.	
2.14	EL Access to Dual Language Immersion Program	% of English Learners in grades K-6 participating in the Dual			By the end of the 2026-2027 school year, the district	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Language Immersion (DLI) Program (grades K-5): 2023-2024 - 50.4%			aims to maintain the EL participation rate in the DLI program at 50% or higher, to implement the prescribed program populations (1/3 Spanish-speaking, 1/3 bilingual, 1/3 English-speaking) and expose ELs to the benefits of multilingual education.	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Expository Reading and Writing Curriculum (ERWC) and PD	Implement the Expository Reading and Writing Curriculum (ERWC) and provide professional development for teachers to enhance students' critical thinking, reading, and writing skills. This curriculum prepares students for college-level coursework and improves overall literacy and communication abilities.	\$9,200.00	No
2.2	Math Framework PD, Pathway Design, & Curriculum Pilot	Offer professional development on the Math Framework, design clear pathways for student progression, and pilot new curricula to improve math instruction. These initiatives aim to enhance mathematical understanding, ensure alignment with standards, and support student achievement in mathematics. This support is particularly beneficial for English Learners, Foster Youth, and students from Low Income households, as it provides teachers with strategies to address diverse learning needs, creates clear and accessible learning pathways, and ensures that these students receive high-quality, equitable instruction to help close achievement gaps in mathematics.	\$6,000.00	Yes
2.3	EL Instructional Materials	Provide high-quality instructional materials specifically designed for English Learners to support language development and academic achievement. These resources aim to enhance comprehension, vocabulary, and content knowledge, ensuring EL students succeed in all subject areas. By offering tailored materials that address the unique linguistic and academic needs of English Learners, this initiative helps to improve their understanding of core subjects, boost their confidence, and promote greater engagement in the learning process, ultimately leading to higher academic performance and success.	\$30,000.00	Yes
2.4	Designated English Language Development	Implement designated English Language Development (ELD) sessions to provide targeted instruction for English Learners, focusing on language acquisition and proficiency. These sessions aim to enhance students' communication skills and support their success in academic content areas. By providing structured, dedicated time for language development, ELD	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		sessions help English Learners build the essential language skills needed to comprehend and engage with grade-level content, participate actively in classroom activities, and achieve academic success across all subjects.		
2.5	Instructional Coaches	Hire instructional coaches to provide ongoing professional development, support effective teaching practices, and enhance instructional strategies. These coaches work collaboratively with teachers to improve student outcomes and ensure high-quality education across all grade levels. This support is particularly beneficial for English Learners, Foster Youth, and students from low-income households, as instructional coaches can help teachers implement strategies tailored to the unique needs of these students. By focusing on differentiated instruction, language development, and trauma-informed practices, coaches can enhance educational equity, ensuring that all students, especially those from vulnerable populations, receive the support they need to succeed academically and personally.	\$215,000.00	Yes
2.6	Supplemental Professional Development Events	Organize supplemental professional development events to offer teachers additional training and resources. These events aim to enhance instructional skills, introduce innovative teaching methods, and support educators in meeting diverse student needs for improved academic outcomes.	\$26,000.00	No
2.7	Educating ELs & Multilingual Learners PD	Provide professional development for educating English Learners and multilingual learners, focusing on effective strategies and best practices. This training aims to enhance teachers' skills, promote inclusive instruction, and improve academic outcomes for students from diverse linguistic backgrounds.	\$22,000.00	No
2.8	TK-12 Music Program	Develop and support a comprehensive TK-12 music program to enrich students' educational experiences through music education. This program aims to foster creativity, improve academic performance, and enhance cultural awareness and appreciation among students. This support is particularly beneficial for English Learners, Foster Youth, and students	\$210,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		from Low Income households, as music education provides an inclusive platform for self-expression, helps bridge language barriers, and offers opportunities for positive social interactions. By engaging in music, these students can develop a sense of belonging and achievement, which can contribute to their overall academic and personal growth.		
2.9	Supplemental Arts Education Support	Provide supplemental arts education support to enhance creative opportunities for students. This includes additional resources, materials, and programs aimed at fostering artistic skills, encouraging self-expression, and enriching the overall educational experience.	\$254,000.00	No
2.10	School Year Expanded Learning Program	Implement a School Year Expanded Learning Program to offer additional academic and enrichment opportunities outside regular school hours. This program aims to support student achievement, provide a safe environment, and foster personal and social development.	\$1,400,000.00	No
2.11	Summer Expanded Learning Program	Develop a Summer Expanded Learning Program to provide academic support and enrichment activities during the summer break. This program aims to mitigate learning loss, enhance student engagement, and promote continuous educational growth.	\$300,000.00	No
2.12	Rural Special Education Collaborative	Participate in the Rural Special Education Collaborative to share resources, expertise, and best practices. This collaboration aims to enhance services for students with special needs in rural areas, ensuring equitable access to quality education and support.	\$175,000.00	No
2.13	Specialist Services	Provide specialist services, including speech therapy, occupational therapy, physical therapy, psychological services, and behavior support, to address diverse student needs. These services aim to enhance students' educational experiences and overall well-being, supporting their academic and personal development.	\$225,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.14	Speech Pathology Services	Offer speech pathology services to support students with communication disorders. These services aim to improve speech and language skills, enhance academic performance, and promote effective communication, ensuring students can fully participate in their educational experiences.	\$540,000.00	No
2.15	Attendance and Engagement Initiative	Attendance and Engagement Initiative: Implement strategies to improve student attendance and participation, fostering a positive school culture and maximizing learning opportunities for all students in Winters JUSD.	\$5,000.00	No
2.16	Home to School Transportation	Provide safe, reliable transportation for all students to and from school, ensuring equal access to educational opportunities and supporting consistent attendance by addressing transportation barriers. This service is particularly beneficial for English Learners, Foster Youth, and students from Low Income households, as it removes a significant barrier to education, ensuring these students can attend school regularly and on time. Consistent attendance is crucial for academic success, and reliable transportation helps promote stability and equity in accessing educational resources and opportunities.	\$695,000.00	Yes
2.17	Special Education Transportation	Ensure specialized transportation services for students with disabilities, facilitating access to appropriate educational programs and support services, and promoting their academic success and well-being. This service is particularly beneficial as it ensures that students with disabilities can attend school regularly and access the specialized resources they need without transportation barriers. By providing reliable and tailored transportation, we support their consistent attendance, inclusion in school activities, and equitable access to educational opportunities, contributing to their overall academic and personal development.	\$440,000.00	No
2.18	Nursing Services	Enhance nursing services to address student health needs, manage chronic conditions, and promote overall wellness, ensuring a healthy school environment conducive to learning. This enhancement is	\$315,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>particularly beneficial for English Learners, Foster Youth, and students from Low Income households, as it provides vital health support, helps manage health-related barriers to learning, and ensures these students have access to necessary medical care, contributing to their overall academic and personal success.</p>		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students achieve academic success in a broad course of study and demonstrate college, career, and civic readiness.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Winters Joint Unified School District (JUSD) has established this goal to ensure all students achieve academic success and demonstrate readiness for college, careers, and civic life. The District strives for all students to perform at or above grade level on standardized assessments, complete UC/CSU A-G courses, complete Career Technical Education (CTE) pathways and dual enrollment courses, accelerate via Advanced Placement (AP) classes, and realize the competencies outlined in the Winters JUSD Graduate Profile. This goal also encompasses English Learner outcomes and a commitment to support all ELs in their journey to biliteracy, English proficiency, and reclassification. The District aims to fulfill students basic needs via Goal 1, provide the requisite conditions for engagement in learning in Goal 2, and actualize academic achievement for all learners in Goal 3.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	State Summative Assessment (CAASPP)	% Met or Exceeded Standard: 2022-2023 ELA - 32% 2022-2023 MATH - 21.25% 2022-2023 SCIENCE - 30.22%			By the end of the 2026-2027 school year, the district aims to increase the percentage of students who meet or exceed standards in English Language Arts (ELA) to 45%, in Mathematics to 35%, and in Science to 45%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					through targeted instructional strategies and enhanced support for student learning.	
3.2	A-G Completion Rate	A-G Completion Rate: 2022-2023 - 34.4%			By the end of the 2026-2027 school year, the district aims to increase the A-G completion rate to 60%, enhancing academic guidance and support to ensure more students are eligible for University of California and California State University admissions.	
3.3	CTE Completion Rate	CTE Completion Rate 2022-2023 - 35.9%			By the end of the 2026-2027 school year, the district aims to increase the Career Technical Education (CTE) Pathway Completion Rate to 50%, through enhanced curriculum development, increased	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					enrollment in CTE courses, and stronger support for students pursuing technical careers.	
3.4	Combined A-G & CTE Completion Rate	% of Students Completing A-G Requirements and CTE Course Requirements: 2022-2023 - 11.7%			By the end of the 2026-2027 school year, the district aims to increase the percentage of students completing both A-G requirements and CTE requirements to 25%, through integrated academic and technical education support, enhanced guidance services, and expanded pathway opportunities.	
3.5	English Learner (EL) Performance on State Summative Assessment (CAASPP)	% ELs Met or Exceeded Standards: ELA - 7.43% Math - 8.37%			By the end of the 2026-2027 school year, the district aims to increase the percentage of English Learners (ELs) meeting or exceeding standards to 20% in English Language Arts	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					(ELA) and 20% in Mathematics. This will be achieved through targeted language support, differentiated instruction, and strategic academic interventions.	
3.6	English Learner Progress Indicator	% of ELs making progress towards English proficiency as reported on the CA School Dashboard: 2022-2023 - 48.5%			By the end of the 2026-2027 school year, the district aims to increase the percentage of English Learners (ELs) making progress towards English proficiency to 65%, through enhanced language acquisition programs, individualized support, and continuous progress monitoring.	
3.7	English Learner (EL) Reclassification Rate	English Learner (EL) Reclassification Rate 2023-2024 - 10.05%			By the end of the 2026-2027 school year, the district aims to increase the English Learner (EL) Reclassification Rate to 20%, through targeted	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					language acquisition programs, enhanced instructional support, and regular progress monitoring.	
3.8	Standards Based Grading Practices	# of Winters JUSD TK-12 schools that have developed and implemented standards-based grading practices and report cards: 2023-2024 - 1 of 5 Winters JUSD schools (Shirley Rominger Intermediate School) has developed and implemented a standards-based report card.			By the end of the 2026-2027 school year, all 5 Winters JUSD TK-12 schools will develop and implement standards-based grading practices and report cards to provide focused feedback on student achievement of outcomes and learning goals.	
3.9	Advanced Placement (AP) Pass Rate	Advanced Placement (AP) Pass Rate 2022-2023 160 Exams Overall Passing - 42% 2D Art - 75% Biology - 62% Calculus - 0% Computer Sci- 40% Drawing - 33% English Lang- 47% English Lit- 60% Physics - 0%			By the end of the 2026-2027 school year, the district aims to increase the overall Advanced Placement (AP) pass rate to 60%, with specific subject goals as follows: raise Calculus and Physics from 0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Spanish - 100% US Gov - 35% US History - 11%			to at least 50%, improve US History to 30%, and enhance scores in Computer Science, Drawing, English Language, and US Government by 20 percentage points each, while maintaining high performance in Spanish and improving performance in other subjects. This will be achieved through targeted support, enhanced preparation, and access to quality instructional resources.	
3.10	Early Assessment Program (EAP) Readiness	Early Assessment Program (EAP) Readiness % Met or Exceeded Standards: 2022-2023 ELA - 32.99% 2022-2023 Math - 12.24%			By the end of the 2026-2027 school year, the district aims to increase the percentage of students meeting or exceeding standards on the Early Assessment Program (EAP) to 50% in English Language Arts	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					(ELA) and 30% in Mathematics, through enhanced curricular support, targeted intervention programs, and increased preparation for college readiness assessments.	
3.11	Physical Fitness Test (PFT)	PFT Participation Rate: 2022-2023: 5th Grade - 97.2% 7th Grade - 98.3% 9th Grade - 97.0%			By the end of the 2026-2027 school year, the district aims to increase the percentage of students participating in the PFT at all required grade levels to 100% to assist students in establishing lifelong habits of regular physical activity	
3.12	Senior Capstone	% of High School Seniors Achieving Meets or Exceeds Expectations on the Senior Capstone Project: 2022-2023 - 100%			By the end of the 2026-2027 school year, the district aims to maintain a rate of 100% of high school seniors meeting or exceeding standards on the Senior Capstone Project to promote	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					student comprehension and demonstration of the competencies outlined in the Winters JUSD Graduate Profile (i.e. Critical Thinking, Collaboration, Cultural Awareness, Communication, Creativity, and Community Engagement).	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Multi-Tiered System of Support and Coordination of Services	Implement a Multi-Tiered System of Support (MTSS) and coordinate services to address academic, behavioral, and social-emotional needs. This framework aims to provide targeted interventions, promote student success, and ensure a cohesive approach to supporting all students. This support is particularly beneficial for English Learners, Foster Youth, and students from Low Income households, as it offers a structured and comprehensive approach to identifying and addressing their unique challenges. By providing tiered interventions tailored to their specific needs, MTSS helps ensure these students receive the appropriate resources and support to thrive academically, behaviorally, and emotionally.	\$6,400.00	Yes
3.2	College Career Readiness School Block Grants	Utilize College Career Readiness School Block Grants to fund programs and initiatives that prepare students for post-secondary education and careers. These grants support career exploration, academic readiness, and skill development, ensuring students are well-equipped for future success. This funding is particularly beneficial for English Learners, Foster Youth, and students from Low Income households, as it provides targeted resources and opportunities to overcome barriers to college and career readiness. By offering specialized support, mentorship, and access to career pathways, these grants help ensure that all students, regardless of their background, have the tools and guidance necessary to achieve their post-secondary goals and succeed in their chosen careers.	\$5,000.00	Yes
3.3	College and Career Preparation Support Positions and Initiatives	Create support positions and initiatives focused on college and career preparation to guide students through post-secondary planning, career exploration, and skill development. These efforts aim to ensure students are well-prepared for future academic and career opportunities. This support is particularly beneficial for English Learners, Foster Youth, and students from Low Income households, as it provides personalized	\$23,000.00	No

Action #	Title	Description	Total Funds	Contributing
		guidance and resources to navigate the complexities of post-secondary planning. By addressing the unique challenges these students face, the initiatives help to bridge gaps in knowledge and access, ensuring equitable opportunities for all students to achieve their academic and career aspirations.		
3.4	College and Career Access Pathways (Dual Enrollment)	Establish College and Career Access Pathways, such as dual enrollment programs, to provide high school students with opportunities to earn college credits while still in high school. These pathways support academic advancement, career exploration, and college readiness, enhancing students' post-secondary success.	\$100,000.00	No
3.5	AVID Program	Implement the AVID (Advancement Via Individual Determination) program to equip students with the skills and strategies necessary for college readiness and success. AVID provides academic support, mentorship, and college preparation, empowering students to achieve their full potential and pursue higher education opportunities. This program is particularly beneficial for English Learners, Foster Youth, and students from Low Income households, as it offers tailored support to overcome educational barriers, fosters a college-going culture, and provides resources and guidance to navigate the path to higher education. By focusing on these groups, AVID helps ensure that all students have the opportunity to succeed academically and reach their post-secondary goals.	\$210,000.00	Yes
3.6	AP Test Fees	Cover Advanced Placement (AP) test fees for students to promote access to college-level coursework and enhance college readiness. By removing financial barriers, students can take AP exams, earning college credit and demonstrating mastery in rigorous academic subjects, thus expanding post-secondary opportunities. This support is particularly beneficial for English Learners, Foster Youth, and students from Low Income households, as it ensures that financial constraints do not hinder their ability to participate in advanced coursework. By providing this opportunity, we help these students build strong academic resumes, improve their chances of college admission, and reduce the cost of higher education through earned college credits.	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.7	CTE Pathway Teachers, Supplies, and Stipends	Allocate resources for Career Technical Education (CTE) pathway teachers, supplies, and stipends to support hands-on learning experiences and skill development in various career fields. This investment enhances student preparation for post-secondary education and careers, fostering workforce readiness and economic success. This support is particularly beneficial for English Learners, Foster Youth, and students from Low Income households, as it provides equitable access to high-quality vocational training and career exploration opportunities. By investing in CTE, we help these students develop practical skills, gain valuable work experience, and create pathways to stable, well-paying careers, thereby promoting their long-term economic success and empowerment.	\$855,000.00	Yes
3.8	English Learner Specialist	Employ an English Learner (EL) Specialist to provide targeted support and resources for EL students and their teachers. This specialist facilitates language acquisition, cultural proficiency, and academic success for EL students, ensuring equitable access to education and fostering inclusive learning environments.	\$125,000.00	No
3.9	Secondary EL Research Partnership & Teacher COP	Establish a Secondary EL Research Partnership and Teacher Community of Practice (COP) to collaboratively explore effective instructional strategies and interventions for secondary English Learners. This initiative aims to enhance teacher expertise, improve EL student outcomes, and promote a culture of continuous learning and improvement. This support is particularly beneficial for English Learners, Foster Youth, and students from Low Income households, as it fosters a collaborative approach to identifying and addressing the unique challenges these students face. By leveraging research and shared best practices, the partnership and COP ensure that educators are equipped with the latest, most effective strategies to support the academic success and language development of these vulnerable student populations.	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.10	Reading Intervention Support	Implement reading intervention support to address the diverse literacy needs of students. This initiative provides targeted instruction, resources, and interventions to improve reading proficiency, comprehension, and overall literacy skills, ensuring all students have the opportunity to succeed academically. This support is particularly beneficial for English Learners, Foster Youth, and students from Low Income households, as it offers specialized assistance tailored to their unique challenges, helping to close literacy gaps and promote equitable access to high-quality education. By addressing these students' specific literacy needs, the initiative fosters improved academic performance and long-term educational success.	\$245,180.00	No
3.11	Additional Library Services	Enhance library services by providing additional resources, programming, and support to promote literacy, research skills, and lifelong learning. This initiative aims to create a vibrant and inclusive library environment that fosters a love of reading and supports academic achievement for all students. By addressing the deficits shown on the California School Dashboard, enhanced library services particularly benefit English Learners, Foster Youth, and students from Low Income households, offering equitable access to books, technology, and educational programs. This support helps close achievement gaps, promotes literacy development, and ensures all students have the tools and opportunities necessary to excel academically and develop a lifelong passion for learning.	\$273,300.00	Yes
3.12	Graduate Profile Implementation	Define desired skills, knowledge, and attributes for graduates, and align curriculum and programs to develop these competencies, preparing students for college, careers, and citizenship. This initiative aims to ensure all students, including English Learners, Foster Youth, and students from Low Income households, acquire the necessary skills and knowledge for future success. By addressing the deficits shown on the California School Dashboard, this approach promotes equitable access to a well-rounded education, helping to close achievement gaps. Through a focused alignment of curriculum and programs, we ensure that every student is equipped with the critical thinking, problem-solving, and interpersonal skills needed to thrive in higher education, the workforce, and as engaged citizens.	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.13	Reading/Math Diagnostic & Instruction Programs	Implement diagnostic and instruction programs for reading and math to identify student needs and provide targeted interventions. These programs aim to enhance individual student performance, support personalized learning, and improve overall academic outcomes in literacy and numeracy. This support is particularly beneficial for all students, including English Learners, Foster Youth, and students from Low Income households, as it addresses learning gaps and promotes equity by providing customized instruction based on individual needs. By using data from the California School Dashboard, these programs will help reconcile academic deficits, ensuring that all students have the opportunity to achieve proficiency in essential skills.	\$55,000.00	Yes
3.14	Student Assessment, Data Management, & Reporting System	Establish a comprehensive student assessment, data management, and reporting system to track academic progress, inform instruction, and support data-driven decision-making. This system enhances the ability to monitor student performance, identify areas for improvement, and ensure accountability in meeting educational goals. By providing timely and accurate data, the system supports all students, including English Learners, Foster Youth, and students from socioeconomically disadvantaged households, by identifying learning gaps, personalizing instruction, and targeting interventions to address specific needs. Utilizing insights from the California School Dashboard, this approach aims to reconcile academic deficits and promote equitable educational outcomes for all students.	\$12,000.00	Yes
3.15	EL Data and Program Management Platform	Implement an EL data and program management platform to track English Learner progress, streamline program administration, and support targeted interventions. This platform aims to enhance instructional effectiveness, ensure compliance, and improve outcomes for English Learners. By providing real-time data and insights, the platform helps educators identify areas where English Learners need additional support, tailor instruction to meet their specific needs, and monitor their progress towards language proficiency and academic achievement. This targeted approach ensures that English Learners receive the resources and interventions necessary to succeed in their educational journey.	\$6,250.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.16	K-5 Dual Language Immersion Program	Develop and implement a Dual Language Immersion (DLI) program to promote bilingualism, biliteracy, and cross-cultural understanding. This program aims to enhance academic achievement and prepare students for a diverse global society. By providing instruction in both English and a partner language, the DLI program supports English Learners by strengthening their native language skills while improving English proficiency. This approach not only enhances overall academic performance but also fosters a deeper cultural appreciation and understanding, equipping English Learners with the skills and knowledge needed to thrive in a multicultural world.	\$160,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	<p>By the 2026-2027 school year, Wolfskill Career Readiness Academy (CRA) will enhance students' social-emotional competencies and academic performance through supplemental evidence-based social emotional learning curriculum and additional content area instructional support delivered by highly qualified educators.</p> <p>This will be measured by:</p> <ul style="list-style-type: none"> a 5% annual increase in students meeting or exceeding standards on the ELA and Mathematics CAASPP a 4% annual decrease in the student suspension rate for all students a .5.5% annual decrease in the student suspension rate for Socioeconomically Disadvantaged students maintaining a 0% expulsion rate 	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

<p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 6: School Climate (Engagement)</p>
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An explanation of why the LEA has developed this goal.

Winters JUSD drafted this goal for Wolfskill CRA to enhance students' social-emotional competencies and academic performance by 2026-2027. This decision was based on state Dashboard and local data, prioritizing evidence-based social-emotional learning curriculum and additional instructional support from highly qualified educators. The goal was identified through consultation with educational partners. Metrics include an increase in ELA and Math CAASPP scores, a 4% annual decrease in student suspension rates, a 5.5% annual decrease in suspension rates for socioeconomically disadvantaged students, and maintaining a 0% expulsion rate, ensuring focused attention on specific student needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	State Summative Assessment (CAASPP)	% of Wolfskill CRA students who Met or Exceeded Standard:			By the end of the 2026-2027 school year, the district	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2022-2023 ELA - 0% 2022-2023 MATH - 0%			aims to increase the percentage of Wolfskill CRA students who meet or exceed standards in English Language Arts (ELA) to 15% and in Mathematics to 15%, through targeted instructional strategies and enhanced support for student learning.	
4.2	Suspension Rate (All Students)	% of Wolfskill CRA students suspended for an aggregate total of one full day anytime during the school year: 2023 - 15.8%			By the end of the 2026-2027 school year, the district aims to reduce the percentage of Wolfskill CRA students suspended for an aggregate total of one full day or more during the school year to 3% or lower through proactive behavioral support and intervention programs.	
4.3	Suspension Rate (Socioeconomically)	% of Socioeconomically Disadvantaged Wolfskill CRA students			By the end of the 2026-2027 school year, the district	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Disadvantaged Students)	suspended for an aggregate total of one full day anytime during the school year: 2023 - 19.4%			aims to reduce the percentage of Socioeconomically Disadvantaged Wolfskill CRA students suspended for an aggregate total of one full day or more during the school year to 3% or lower through proactive behavioral support and intervention programs.	
4.5	Expulsion Rate	% of Wolfskill CRA students expelled during the school year: 2023 - 0%			By the end of the 2026-2027 school year, the district aims to maintain a 0% expulsion rate at Wolfskill CRA, continuing to implement and enhance effective behavioral support programs and restorative practices to manage student conduct.	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Supplemental Social Emotional Learning Curriculum	Implementing Supplemental SEL Curriculum: Integrate evidence-based SEL materials to enhance emotional intelligence, social skills, and well-being among students, fostering a positive school climate and supporting academic success.	\$4,000.00	No
4.2	Supplemental Content Area Differentiated Instruction	Enhancing Differentiated Instruction: Provide targeted support and resources to address diverse learning needs, ensuring equitable access to content and promoting academic growth across various subject areas.	\$46,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$3,648,758	\$177,127

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
20.958%	0.000%	\$0.00	20.958%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Smaller Class Sizes</p> <p>Need: Local data from student perception surveys (Metric 1.10 and Priority 6, School Climate) demonstrates that engagement was the lowest ranked domain within school connectedness among youth, especially those in the Unduplicated population. Students from low socioeconomic backgrounds may require more</p>	<p>This action addresses the needs of SED, EL, and Foster Youth students as evidenced by Metric 1.10 and Priority 6. Providing smaller class sizes can significantly address the needs of Unduplicated students by creating an environment that offers more personalized and effective instruction, which can be instrumental in overcoming the unique challenges these groups face. In smaller groups, ELs have more opportunities to practice speaking and listening in English, engage in class discussions, and receive immediate feedback.</p>	<p>Metric 1.10 - School Connectedness Perceptions</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>individualized instructional approaches due to gaps in prior educational experiences. Foster youth often experience instability and trauma. English Learners have language acquisition needs and require increased practice opportunities for productive language.</p> <p>Scope: Schoolwide</p>	<p>Foster youth often experience instability and trauma. This action is being provided on a schoolwide basis in grades K-5 to facilitate more supportive and engaging environments, allowing teachers to build stronger, more trusting relationships with these students and facilitate better communication between educators and parents/guardians.</p>	
<p>1.3</p>	<p>Action: SEL School Block Grants</p> <p>Need: Local data from student perception surveys (Metric 1.10, Metric 1.11, and Priority 6, School Climate) demonstrates that engagement was the lowest ranked domain within school connectedness among youth, especially those in the Unduplicated population. Obtaining and utilizing SEL School Block Grants in Winters JUSD is essential to support students' social and emotional well-being. EL students need to develop essential communication skills, aiding their language acquisition and increasing their confidence in using a new language. Foster youth often face emotional instability due to their circumstances. SEL programs provide tools for emotional regulation, helping them manage trauma and stress. SEL provides strategies for managing the stress and anxiety associated with economic hardship, enabling these students to focus better on their academic and personal goals.</p>	<p>This action addresses the needs of SED, EL, and Foster Youth students as evidenced by Metric 1.10, Metric 1.11, and Priority 6, School Climate. Implementing SEL School Block Grants addresses the needs of Unduplicated Pupils by promoting students' social and emotional well-being. SEL curricula can incorporate diverse cultural perspectives, helping ELs feel more understood and accepted, which enhances their sense of belonging and engagement in school. Learning to manage emotions helps ELs navigate the challenges of adjusting to a new language and culture, reducing stress and anxiety. SEL fosters interpersonal skills that help foster youth build and maintain positive relationships with peers and adults, which is crucial given their often transient living situations. SEL programs teach coping strategies and resilience, empowering foster youth to overcome challenges and setbacks they may encounter both in and out of school. SEL helps students from disadvantaged backgrounds develop strong social skills, improving their ability to interact positively and build supportive networks. By addressing emotional and social barriers to learning, SEL can increase engagement and motivation among</p>	<p>Metric 1.10 - School Connectedness Perceptions Metric 1.11 - School Safety Perceptions</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>	<p>socioeconomically disadvantaged students, leading to better academic outcomes. This action is being offered on a districtwide basis as it fosters positive school climates, enhances student relationships, and creates a supportive environment that promotes engagement, safety, and a sense of belonging for all students and members of the educational community.</p>	
<p>1.5</p>	<p>Action: Behavior Support Services</p> <p>Need: The Suspension Rate (Metric 1.12) on the 2023 California School Dashboard was 4.8% (of students suspended at least one day). English Learners and Socioeconomically Disadvantaged students, along with Hispanic/Latino youth were ranked in the yellow section of the color gauge. Additionally, suspension and loss of instructional time have a disproportionate impact on vulnerable populations and perpetuate opportunity gaps.</p> <p>Scope: LEA-wide</p>	<p>This action addresses the needs of SED, EL, and Foster Youth students as evidenced by Metric 1.12, Metric 1.13. Implementing Behavior Support Services addresses district-wide needs by providing targeted interventions for students with additional needs and resulting behavioral challenges. These services are being provided on a districtwide basis to all students, with a focus on enhancing outcomes for unduplicated pupils by offering culturally responsive interventions, stable and consistent support regardless of school placement, trauma-informed care, and equitable access to resources that will help to address both language and economic barriers. By supporting positive behavior and providing resources for effective behavior management districtwide, students will have consistent and equitable access to safe, supportive, and inclusive school environments conducive to learning, engagement, and overall well-being.</p>	<p>Metric 1.12 - Suspension Rate Metric 1.13 - Expulsion Rate</p>
<p>1.6</p>	<p>Action: Counseling Services</p> <p>Need: Local data from student perception surveys (Metric 1.10, Metric 1.11, and Priority 6, School Climate) demonstrates that engagement was the lowest ranked domain</p>	<p>This action addresses the needs of SED, EL, and Foster Youth students as evidenced by Metric 1.10, Metric 1.11, and Priority 6, School Climate. . Unduplicated pupils often come from backgrounds characterized by economic instability or displacement. Counseling services that are trauma-informed can provide these students with the specialized supports they need to process and</p>	<p>Metric 1.10 - School Connectedness Perceptions Metric 1.11 - School Safety Perceptions</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>within school connectedness among youth, especially those in the Unduplicated population. Obtaining and utilizing Counseling Services is crucial to support students' mental health and well-being. These services provide essential resources for addressing social-emotional needs, offering guidance, and promoting resilience, ultimately fostering a positive school climate and enhancing students' overall academic success and personal development. Unduplicated pupils face unique and significant challenges that necessitate robust counseling services including but not limited to language barriers, cultural adjustment, trauma and displacement, academic instability, emotional and psychological challenges, stress management and emotional development.</p> <p>Scope: LEA-wide</p>	<p>cope with their experiences. Counselors can also help create personalized academic plans that account for the unique challenges and interruptions in schooling that unduplicated youth may face. This action is being provided on a districtwide basis as counseling services help students build self-esteem and confidence, empowering them to overcome challenges and succeed in their personal and academic lives.</p>	
<p>1.8</p>	<p>Action: Activity Stipends</p> <p>Need: Local data from student perception surveys (Metric 1.10, Metric 1.11, and Priority 6, School Climate) demonstrates that engagement was the lowest ranked domain within school connectedness among youth, especially those in the Unduplicated population. Unduplicated pupils, often face unique challenges that affect their feelings about school connectedness and participation in activities.</p>	<p>This action addresses the needs of SED, EL, and Foster Youth students as evidenced by Metric 1.10, Metric 1.11, and Priority 6. Offering activity stipends for staff addresses the needs of unduplicated pupils because it allow for the creation of an environment where unduplicated pupils feel connected, supported, and actively engaged in the school community, ultimately leading to better academic outcomes and personal development. This action is being offered on a districtwide basis to foster student engagement, cultivate a sense of belonging, and promote a vibrant school culture that enhances safety and</p>	<p>Metric 1.10 - School Connectedness Perceptions Metric 1.11 - School Safety Perceptions</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>	<p>overall well-being for students and the educational community.</p>	
<p>1.9</p>	<p>Action: Athletic Stipends and Transportation</p> <p>Need: Local data from student perception surveys (Metric 1.10, Metric 1.11, and Priority 6, School Climate) demonstrates that engagement was the lowest ranked domain within school connectedness among youth, especially those in the Unduplicated population. Unduplicated pupils, often face unique challenges that affect their feelings about school connectedness, school safety, and participation in athletics.</p> <p>Scope: Schoolwide</p>	<p>This action addresses the needs of SED, EL, and Foster Youth students as evidenced by Metric 1.10, Metric 1.11, and Priority 6. Offering athletic stipends and transportation addresses the needs of unduplicated pupils because it ensures equitable access to extracurricular opportunities. It supports Unduplicated student athletes by removing financial barriers, encouraging participation, fostering team camaraderie, and promoting physical health and well-being in a supportive educational environment. This action is being offered on a districtwide basis as it allows for diverse experiences for students to succeed outside the classroom and feel connected, supported, and actively engaged in the school community, ultimately leading to better academic outcomes and personal development.</p>	<p>Metric 1.10 - School Connectedness Perceptions Metric 1.11 - School Safety Perceptions</p>
<p>1.14</p>	<p>Action: Instructional Aides for Kindergarten</p> <p>Need: Local data from student perception surveys (Metric 1.10, Metric 1.11, and Priority 6, School Climate) demonstrates that engagement was the lowest ranked domain within school connectedness among youth, especially those in the Unduplicated population. Unduplicated pupils, often face unique challenges that affect their feelings</p>	<p>This action addresses the needs of SED, EL, and Foster Youth students as evidenced by Metric 1.10, Metric 1.11, and Priority 6. Providing Instructional Aides for Kindergarten classrooms supports early childhood development for Unduplicated pupils, who benefit from additional support, personalized instruction, and caring adult mentors to ensure they have equitable access to learning opportunities and can thrive both academically and socially. This action is being implemented on a schoolwide basis to improve the adult to student ratio for the youngest learners, offering more opportunities for students to develop</p>	<p>1.10 - School Connectedness Perceptions 1.11 - School Safety Perceptions</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>about school connectedness and school safety.</p> <p>Scope: Schoolwide</p>	<p>positive relationships with adults and promote academic readiness for subsequent grade levels.</p>	
<p>2.2</p>	<p>Action: Math Framework PD, Pathway Design, & Curriculum Pilot</p> <p>Need: Data collected through the Local Indicator reflection process on Priority 1, Basic Services and Conditions and Priority 7, Access to a Broad Course of Study, demonstrates that Unduplicated Pupils face unique challenges that require up to date Common Core State Standards (CCSS) aligned curriculum and highly trained staff to effectively address their needs.</p> <p>Scope: LEA-wide</p>	<p>This action addresses the needs of SED, EL, and Foster Youth students as evidenced by Metric 2.2, Metric 2.8, and Metric 2.9. Unduplicated students benefit from up to date curricula including supplemental resources targeted to support English Learners and inclusive, differentiated teaching practices that benefit historically underserved student populations. Further, ongoing professional development ensures that teachers stay updated on best practices and new strategies, which can be particularly beneficial in addressing the diverse needs of the unduplicated population. This action is being provided on a districtwide basis as it supports CCSS aligned curricula and instruction, reflecting shifts of the recently State Board of Education (SBE) adopted Math Framework and promotes a focus on conceptual understanding and problem-solving skills that can be applied in different contexts to real-world situations.</p>	<p>2.2 - Curriculum Alignment to CCSS 2.8 - Broad Course of Study (Grades 1-5) 2.9 - Broad Course of Study (Grades 6-12)</p>
<p>2.5</p>	<p>Action: Instructional Coaches</p> <p>Need: During the 2023-2024 school year, walk-through data demonstrates 88.5% alignment of instructional activities and academic standards/content objectives and 82% rate of standards-aligned lesson plan observation.</p>	<p>This action addresses the needs of SED, EL, and Foster Youth students as evidenced by Metric 2.1 and Metric 2.2. Providing Instructional Coaches in Winters JUSD is vital for enhancing teacher effectiveness and improving student learning outcomes. Unduplicated students face unique challenges that require highly trained staff to effectively address their needs through adept teaching, differentiated instruction, and culturally</p>	<p>2.1 - Implementation of Academic Content and Performance Standards 2.2 - Curriculum Alignment to CCSS</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Continuous improvement in implementation of a essential standards aligned lessons and adopted curriculum surfaced as an identified need in the Local Indicator (Priority 2) reflection process.</p> <p>Scope: LEA-wide</p>	<p>relevant pedagogy. Through professional development, collaborative planning, modeling, data analysis, and ongoing feedback, coaches can help teachers enhance their instructional practices and improve student outcomes for students in the Unduplicated population. This action is being implemented on a districtwide basis as coaching support helps to ensure that each teacher is supported and each student accesses a high quality education.</p>	
<p>2.8</p>	<p>Action: TK-12 Music Program</p> <p>Need: Through the Local Indicator reflection process (Priority 7) and Prop 28 engagement process, implementing a TK-12 Music Program to enhance each student access to a broad course of study in Winters JUSD arose as an priority and identified need.</p> <p>Scope: LEA-wide</p>	<p>This action addresses the needs of SED, EL, and Foster Youth students as evidenced by Metric 2.8 and Metric 2.9. Music education programs enhance cognitive development, support emotional well-being, foster cultural identity, and promote social skills. Students from the Unduplicated population are far less likely than their peers to access music education outside of the context of school. Providing music education across the grade span ensures that all students have the opportunity to benefit from this enrichment experience, regardless of their socio-economic background. This action is being provided on a districtwide basis to offer a holistic education and enhance students' cognitive and creative development.</p>	<p>2.8 - Broad Course of Study (Grades 1-5) 2.9 - Broad Course of Study (Grades 6-12)</p>
<p>2.16</p>	<p>Action: Home to School Transportation</p> <p>Need: All student groups on the 2023 California School Dashboard performed in the yellow range of the color gauge for Chronic Absenteeism. Additionally, the attendance rate as measured on 2023-2024 Census Day enrollment (1,559) was 94.87%. Among students in the Unduplicated population,</p>	<p>This action addresses the needs of SED, EL, and Foster Youth students as evidenced by Metric 2.3 and Metric 2.4. Students in the Unduplicated population are more likely to experience the barriers of unreliable, inconsistent, or inaccessible transportation. Providing transportation ensures that Unduplicated pupils can attend school regularly, regardless of their transportation limitations. This action is being implemented on a districtwide basis to reduce absenteeism and improve engagement for all learners.</p>	<p>Metric 2.3 - Attendance Rate Metric 2.4 - Chronic Absenteeism</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>attendance rates are lower, demonstrating a need for additional supports and services.</p> <p>Scope: LEA-wide</p>		
2.18	<p>Action: Nursing Services</p> <p>Need: All student groups on the 2023 California School Dashboard performed in the yellow range of the color gauge for Chronic Absenteeism. Additionally, the attendance rate as measured on 2023-2024 Census Day enrollment (1,559) was 94.87%. Among students in the Unduplicated population, attendance rates are lower, demonstrating a need for additional supports and services.</p> <p>Scope: LEA-wide</p>	<p>This action addresses the needs of SED, EL, and Foster Youth students as evidenced by Metric 2.3 and Metric 2.4. Expanding nursing services in schools can provide numerous benefits for unduplicated pupils, including promoting health and well-being, addressing both immediate health concerns, and providing support for long-term health needs. Regular screenings for vision, hearing, and other health issues can identify problems early, allowing for timely interventions, with many unduplicated pupils only receiving health care while on campus. Collectively, these services enhance student wellness, decreasing chronic absenteeism and improving rates of attendance. This action is being provided on a districtwide basis to foster improved student engagement for all groups and enhance the overall well-being of the educational community.</p>	<p>Metric 2.3 - Attendance Rate Metric 2.4 - Chronic Absenteeism</p>
3.1	<p>Action: Multi-Tiered System of Support and Coordination of Services</p> <p>Need: State Summative Assessment (CAASPP) outcomes within the Academic Performance Indicator on the 2023 California School Dashboard reveal opportunity gaps in both English Language Arts and Mathematics outcomes for Unduplicated pupils. Similarly, A-</p>	<p>This action addresses the needs of SED, EL, and Foster Youth students as evidenced by Metric 3.1, Metric 3.2, Metric 3.5, Metric 3.6, and Metric 3.7. A Multi-Tiered System of Support (MTSS) and Coordination of Services Teams (COSTs) address unique challenges experienced by Unduplicated Pupils including linguistic factors, cultural barriers, non-stability, diminished access to resources, and disproportionality in achievement outcomes. through the implementation of high-quality core instruction and specialized instruction based on</p>	<p>3.1 - State Summative Assessment (CAASPP) 3.2 - A-G Completion Rate 3.5 - EL Performance on State Summative Assessment (CAASPP) 3.6 - EL Progress Indicator 3.7 - EL Reclassification Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>G completion rates are lower for students in the Unduplicated population versus their peers. English Learner outcomes reported via the 2023 ELPI show that the District is performing in the orange section of the color gauge with 48.5% of ELs making progress, a decline of 3.8%.</p> <p>Scope: LEA-wide</p>	<p>needs (i.e. targeted language interventions, trauma-informed practices, behavioral interventions, after-school tutoring, etc.). Administering MTSS on a district-wide basis addresses students' needs comprehensively by ensuring that all learners receive systematic support tailored to their individual needs, from universal interventions to specialized services. This broad implementation enhances consistency in teaching and interventions, improves resource allocation, and fosters a collaborative environment among educators, leading to better academic, behavioral, and social-emotional outcomes across the entire student body. This comprehensive approach also facilitates data-driven decision-making, essential for continuous improvement and accountability. Additionally, COST supports culturally responsive problem-solving, continuous and coordinated care via service integration, and proactive allocation of supplemental resources that address the unique needs of students in the UPC. COSTs are provided on a districtwide basis to promote equitable practices, resource optimization, data-informed decision-making, and seamless transitions as students move from one school to another.</p>	
3.2	<p>Action: College Career Readiness School Block Grants</p> <p>Need: Students in the UPC, and all learners, performed in the Very Low, or Low bar of the College and Career Indicator on the 2023 California School Dashboard.</p>	<p>This action addresses the needs of SED, EL, and Foster Youth students as evidenced by Metric 3.2, Metric 3.3, Metric 3.4, Metric 3.19, and Metric 3.10. College and Career Readiness Grants help Winters JUSD provide supplemental programs to ensure English Learners, Foster Youth, and Socio-Economically Disadvantaged students receive necessary guidance on college exploration, career interest surveys, college applications, financial aid, and career</p>	<p>3.2 - A-G Completion Rate 3.3. - CTE Completion Rate 3.4 - Combined A-G & CTE Completion Rate 3.9 - Advanced Placement (AP) Pass Rate 3.10 - Early Assessment Program (EAP) Readiness</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>	<p>planning. These grants help student sin the UPC access the information and support needed to pursue higher education and career opportunities. These grants address district-wide needs by funding essential resources and programs, ensuring all students explore opportunities that promote their future college and career success.</p>	
<p>3.5</p>	<p>Action: AVID Program</p> <p>Need: Outcomes on the College and Career Readiness Indicator of the 2023 California School Dashboard, demonstrate that English Learners performed in the "Very Low" range and Socioeconomically Disadvantaged students performed in the "Low" range. Students in the Unduplicated Population have unique needs to close college and career readiness opportunity gaps. These needs include specialized instruction focused on acquiring academic language skills, support in accessing rigorous instruction, guidance on navigating the education system, clear and accessible information about career pathways and financial aid, stable and consistent mentorship to support academic planning, and personalized guidance to pursue their postsecondary aspirations.</p> <p>Scope: Schoolwide</p>	<p>This action addresses the needs of SED, EL, and Foster Youth students as evidenced by Metric 3.2, Metric 3.3, Metric 3.4, Metric 3.9, and Metric 3.10. The AVID college and career readiness program meets the identified needs of students in the UPC and addresses educational inequities. The AVID program is also beneficial to a wide range of learners because it equips students with the skills, knowledge, and confidence needed to succeed academically and pursue their college and career aspirations. The program's comprehensive support system ensures that students across the district are well-prepared to face future challenges and achieve their full potential.</p>	<p>3.2 - A-G Completion Rate 3.3. - CTE Completion Rate 3.4 - Combined A-G & CTE Completion Rate 3.9 - Advanced Placement (AP) Pass Rate 3.10 - Early Assessment Program (EAP) Readiness</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>3.6</p>	<p>Action: AP Test Fees</p> <p>Need: Students in the Unduplicated Pupil count were ranked in the "Very Low" and "Low" performance levels on the College and Career Indicator of the 2023 California School Dashboard. These students are also underrepresented in Advanced Placement courses. Non-participation in AP courses places UPC students at an academic disadvantage compared to their peers and perpetuates opportunity gaps. Further, students in the UPC are more likely to experience financial constraints that require their families to prioritize essential needs over educational expenses.</p> <p>Scope: Schoolwide</p>	<p>This action addresses the needs of SED, EL, and Foster Youth students as evidenced by Metric 3.9. Funding AP test fees for students in the Unduplicated Count helps level the educational playing field, offering them the opportunity to advance academically and participate in courses that prepare them for the rigors of postsecondary education, increase their access to scholarship opportunities, and afford them collegiate credit at the high school level. Providing support for AP test fees schoolwide improves course participation and ensures that all students have access to advanced placement assessments and are not inhibited by financial barriers. This action empowers all learners to pursue rigorous academic paths, enhance their college readiness, and achieve at their full potential.</p>	<p>3.9 - Advanced Placement (AP) Pass Rate</p>
<p>3.7</p>	<p>Action: CTE Pathway Teachers, Supplies, and Stipends</p> <p>Need: The 2022-2023 CTE completion rate was 35.9% and the combined A-G & CTE Completion rate was 11.7%. Rates among students in the UPC were disproportionately lower than those of their peers. Students in the UPC require targeted career guidance to address opportunity gaps stemming from language barriers, instability, and socioeconomic hardship. These students also</p>	<p>This action addresses the needs of SED, EL, and Foster Youth students as evidenced by Metric 3.3 and Metric 3.4. CTE pathways teachers, supplies, and stipends support students in the UPC by providing inclusive and equitable access to career awareness and exploration, offering robust support for work-based learning, and developing early community partnerships that increase the likelihood of internships, apprenticeships, job placements, and future CTE study at the postsecondary level. CTE programs are also beneficial to all students as they offer practical, vocational education, enhancing students' job readiness, broadening their career options, and</p>	<p>3.3. - CTE Completion Rate 3.4 - Combined A-G & CTE Completion Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>benefit from heightened exposure to career options including relevant hands-on learning experiences.</p> <p>Scope: Schoolwide</p>	<p>supporting local industries by developing skilled workers.</p>	
<p>3.11</p>	<p>Action: Additional Library Services</p> <p>Need: The 2023 California School Dashboard English Language Arts metric within the Academic Performance Indicator demonstrates that students in the UPC (English Learners and Socioeconomically Disadvantaged Students) performed in the red, lowest performing, section of the color gauge. Local data also demonstrates opportunity gaps in literacy development between UPC students and their peers.</p> <p>Scope: LEA-wide</p>	<p>This action addresses the needs of SED, EL, and Foster Youth students as evidenced by Metric 3.1, Metric 3.5, Metric 3.6, and Metric 3.7. Implementing additional Library Services addresses the needs of Unduplicated Pupils by improving access to culturally relevant multilingual materials, literacy support programs, portable resources, family literacy programs, and improved access to resources. This action is provided on a district-wide basis to ensure school libraries are vital school centers that enhance literacy outcomes and promote a culture of reading and life-long learning for all students.</p>	<p>3.1 - State Summative Assessment (CAASPP) 3.5 - EL Performance on State Summative Assessment (CAASPP) 3.6 - English Learner Progress Indicator 3.7 - English Learner (EL) Reclassification Rate</p>
<p>3.13</p>	<p>Action: Reading/Math Diagnostic & Instruction Programs</p> <p>Need: The 2023 California School Dashboard English Language Arts metric within the Academic Performance Indicator demonstrates that students in the UPC (English Learners and Socioeconomically</p>	<p>This action addresses the needs of SED, EL, and Foster Youth students as evidenced by Metric 3.1, Metric 3.5, Metric 3.6, and Metric 3.7. Providing Reading/Math Diagnostic and Instruction Programs in Winters addresses areas of need for Unduplicated Pupils identified within the 2023 California School Dashboard in ELA and Math. These formative assessments pinpoint individual student needs and support personalized development through adaptive learning paths.</p>	<p>3.1 - State Summative Assessment (CAASPP) 3.5 - EL Performance on State Summative Assessment (CAASPP) 3.6 - English Learner Progress Indicator 3.7 - English Learner (EL) Reclassification Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Disadvantaged Students) performed in the red, lowest performing, section of the color gauge. The Math metric within the Academic Performance Indicator demonstrates that these same groups performed in red, lowest performing, section of the color gauge. Local data also demonstrates opportunity gaps in literacy and mathematics development between UPC students and their peers.</p> <p>Scope: LEA-wide</p>	<p>Additionally, these programs provide educators with timely data to offer targeted support in order to address skill gaps, and promote academic growth. As ELA and Mathematics outcomes are critical to all students academic success, this action is being offered on a districtwide basis ensuring all students receive data-informed differentiation.</p>	
<p>3.14</p>	<p>Action: Student Assessment, Data Management, & Reporting System</p> <p>Need: The 2023 California School Dashboard English Language Arts metric within the Academic Performance Indicator demonstrates that students in the UPC (English Learners and Socioeconomically Disadvantaged Students) performed in the red, lowest performing, section of the color gauge. The Math metric within the Academic Performance Indicator demonstrates that these same groups performed in red, lowest performing, section of the color gauge. Local data also demonstrates opportunity gaps in literacy and mathematics development between UPC students and their peers.</p> <p>Scope:</p>	<p>This action addresses the needs of SED, EL, and Foster Youth students as evidenced by Metric 3.1, Metric 3.5, Metric 3.6, and Metric 3.7. Providing a Student Assessment, Data Management, and Reporting System is essential for accelerating the academic achievement of Unduplicated Pupils and closing the opportunity gaps demonstrated on the 2023 California School Dashboard. This action is being implemented on a districtwide basis as it supports data informed decision-making and improving educational outcomes for all learners. This action streamlines data management, enhances accountability, and enables educators to tailor instruction to foster student success and continuous school improvement.</p>	<p>3.1 - State Summative Assessment (CAASPP) 3.5 - EL Performance on State Summative Assessment (CAASPP) 3.6 - English Learner Progress Indicator 3.7 - English Learner (EL) Reclassification Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.16	<p>Action: K-5 Dual Language Immersion Program</p> <p>Need: Academic performance data from the 2023 California School Dashboard demonstrates that ELs performed in the red section of the color gauge for both English Language Arts and Mathematics (CAASPP). On the English Learner Progress Indicator, the District maintained progress for English Learners, with 48.5% of ELs making progress, a decline of 3.8% from the prior year. Additionally, the English Learner (EL) Reclassification Rate for 2023-2024 was 10.05%.</p> <p>Scope: Schoolwide</p>	<p>This action addresses the needs of Unduplicated students, especially English Learners, as evidenced by Metric 3.5, Metric 3.6 and Metric 3.7. English Learners benefit from programs that simultaneously develop proficiency in both their native language and English, leading to bilingualism and biliteracy. Further, such inclusive environments celebrate diversity and incorporate students' cultural backgrounds to help ELs feel valued and respected, promoting self-identity and engagement in learning. This action is being implemented on a school-wide basis in grades K-5 as Dual Language Immersion programs promote cognitive flexibility, problem-solving skills, and overall academic performance among all learners. Further, such programs support the District's vision for educational equity and the Cultural Awareness domain of the Winters JUSD Graduate Profile.</p>	<p>Metric 3.5 - EL Performance on State Summative Assessment (CAASPP) Metric 3.6 - English Learner Progress Indicator Metric 3.7 - English Learner Reclassification Rate</p>

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.3	<p>Action: EL Instructional Materials</p> <p>Need:</p>	<p>This action addresses the needs of English Learners as evidenced by Metric 2.13. Additional English Learner Instructional materials will benefit ELs by heightening the language accessibility and</p>	<p>2.13 - EL Access to CCSS & ELD Standards</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Through the Local Indicator reflection process, it was determined that while English Learners have access to Common Core aligned materials and designated English Language Development curriculum that meets the standard, ELs would still benefit from enhanced instructional materials to accelerate their language acquisition and enrich their learning.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>cultural relevance of classroom resources. This action will also support grade level learning through the use of supports such as visual aids, graphic organizers, and adaptable materials, ensuring language barriers do not hinder content mastery.</p>	
<p>2.4</p>	<p>Action: Designated English Language Development</p> <p>Need: Through the Local Indicator reflection process, it was determined that while English Learners have access to a Broad Course of Study, including designated English Language Development, this program is essential to improving services for English Learners and striving toward desired outcomes including closing opportunity gaps and achieving English proficiency.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>This action addresses the needs of English Learners as evidenced by Metric 2.13 and the qualitative improvement calculation described in Metric(s) to Monitor Effectiveness. Implementing Designated ELD addresses the needs of English Learners by providing targeted, explicit instruction focused on developing English language skills. This approach supports academic language and literacy, creates a supportive learning environment, integrates content-based instruction, and is culturally and linguistically responsive. Through ongoing assessment and specialized educator training, Designated ELD ensures that ELs receive the necessary support to succeed academically and develop their English proficiency effectively.</p>	<p>Metric 2.13 - EL Access to CCSS & ELD Standards The planned qualitative improvement in services in Action 2.4 (Designated English Language Development) is 2.5%. The staffing required to implement a high quality designated ELD program is 4.084 FTE teachers across the grade span. The methodology used to calculate this FTE is .15 FTE of each elementary classroom teacher who teaches designated ELD and the actual FTE for each secondary teacher who teaches designated ELD (i.e. based on number of sections taught). The cost associated with this</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			FTE was \$421,035.25, which when divided by the District's total LCFF funding equates to a 2.5% qualitative improvement.
3.15	<p>Action: EL Data and Program Management Platform</p> <p>Need: The 2023 California School Dashboard shows that English Learners performed in the red, or lowest performing section of the color gauge, in the English Learner Progress Indicator at Winters High School, and in the orange, or second lowest performing section of the color gauge in the English Learner Progress Indicator at Winters Middle School. This demonstrates a need for improved monitoring of English Learner Progress, especially in the upper grades when students are at risk of being designated as long-term English Learner (LTELs) (i.e. have been enrolled in a U.S. School for six years or more without being reclassified as fluent English proficient).</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	This action addresses the needs of SED, EL, and Foster Youth students as evidenced by Metric 3.5, 3.6, and 3.7. Implementing an EL Data and Program Management Platform enhances monitoring and support for English Learners (ELs). By providing data-driven insights, this action enables targeted interventions, improves integrated and designated English Language Development program effectiveness, and promotes timely reclassification, enhancing equity and inclusion for English Learners.	3.5 - EL Performance on State Summative Assessment (CAASPP) 3.6 - English Learner Progress Indicator 3.7 - English Learner Reclassification Rate

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.

Winters JUSD is committed to supporting foster youth, English Learners, and low-income students by increasing and offering improved services that support programs beyond the academic base. Through review of supporting research, experience, and best practices, WJUSD has determined the actions described in the LCAP are the most effective use of funds to meet the District's goals for unduplicated pupils and

has established processes to ensure that supplemental funds are principally directed and utilized in a manner that benefits the intended student groups. In addition to the services provided to all students listed above, the district also provides additional supports above LCFF funding which increase the services provided to unduplicated students.

In the 2022 CAASPP assessment, English Learners scored 79.8 points below standard in ELA and 111.8 points below standard in math. There is a critical need to address EL academic achievement. Actions 1.2 and 1.3 support the K-5 Developmental Bilingual Education (DBE)/Dual Language Immersion (DLI) program and supplemental bilingual education supplies. This program supports English Learner students with the goal of student biliteracy and proficiency in both English and Spanish. Action 1.4 supports the acquisition of supplemental instructional materials for English Learners in all educational settings, including Spanish language texts and resources to facilitate accelerated language acquisition.

At the secondary level, Winters JUSD will offer and expand the Advancement Via Individual Determination (AVID) program to benefit the unduplicated student population (Action 1.14). Winters High School will offer four sections of the AVID elective and Winters Middle School will offer two sections of the AVID elective, where students receive the additional academic, social, and emotional support that will help them succeed in the most rigorous courses. Research shows that 76% of AVID seniors are from a low socioeconomic status background, and 86% are underrepresented students, yet these students outperform their peers in completing A-G requirements and college acceptance rates.

Considering average teacher salary and statutory costs across the grade spans, a 1.94% qualitative contribution of staff time will be devoted to offering designated English Language Development instruction in the 2023-2024 school year. Action 1.18 represents this improvement in services provided to and specifically focused on English Learners.

There is also a need to ensure that services and supports for English Learners, as outlined in the Winters JUSD English Learner Master Plan, are afforded the priority they deserve and require. To do so, the District will provide ongoing professional development of ELD standards and research-based instructional strategies to teachers with a focus on implementing ELD best practices in the classroom (Action 2.7). Winters JUSD will also continue to provide an EL Specialist (Action 2.8) to improve academic outcomes for all EL students. The EL Specialist will work with administrators, instructional coaches and staff to provide leadership for teachers by planning, organizing, mentoring and facilitating change to improve the instructional program for English Learners. The EL Specialist will ensure EL students receive a coordinated set of services that promote the acquisition of English and grade level achievement in all core areas.

To actively monitor and provide timely intervention and support that accelerates the EL reclassification process, Winters JUSD will continue to utilize an EL program data and instructional planning platform (Action 2.9). This tool allows educators to manage complex EL program requirements, build their capacity to serve multilingual learners, and empower English Learners with the academic language necessary for success in school.

To ensure that families, especially the parents and guardians of unduplicated student groups, have a point of contact, the district will provide a Bilingual Family Liaison (Action 3.12). This dedicated employee will work with school staff to help parents get the information and assistance they need to support their children at home and to ensure their children's success in school. The Bilingual Family Liaison will serve as a connection between teachers, parents, students, support staff, and the community facilitating communication about educational programs, services, and student issues in areas such as attendance, academics, behavior and health. The Bilingual Family Liaison will provide related outreach, support, and guidance services.

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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.

The additional concentration grant add-on funds will help support 25.18 FTE of instructional aides throughout Winters JUSD including:
 Waggoner: 11.875 FTE Instructional Aides
 Shirley Rominger Intermediate School: 4.5 FTE Instructional Aides
 Winters Middle School: 4.7125 FTE Instructional Aides
 Winters High School: 6.4375 FTE Instructional Aides

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	25.25:1
Staff-to-student ratio of certificated staff providing direct services to students	n/a	17.15:1

2024-25 Total 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	\$17,409,445	3,648,758	20.958%	0.000%	20.958%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$4,667,950.00	\$3,477,880.00	\$1,456,000.00	\$171,500.00	\$9,773,330.00	\$7,490,680.00	\$2,282,650.00

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	Smaller Class Sizes	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Waggoner Elementary & Shirley Rominger Intermediate K-5		\$675,000.00	\$0.00	\$675,000.00				\$675,000.00	
1	1.2	Common Core Materials	All	No			All Schools		\$0.00	\$306,000.00	\$200,000.00	\$106,000.00			\$306,000.00	
1	1.3	SEL School Block Grants	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
1	1.4	PBIS & Restorative Justice Programs	All	No			All Schools		\$0.00	\$13,000.00			\$13,000.00		\$13,000.00	
1	1.5	Behavior Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$140,000.00	\$125,000.00	\$70,000.00		\$195,000.00		\$265,000.00	
1	1.6	Counseling Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$546,000.00	\$0.00	\$330,000.00	\$75,000.00	\$93,000.00	\$48,000.00	\$546,000.00	
1	1.7	Community School Services	All	No			Specific Schools: Winters Middle School 6-8		\$250,000.00	\$0.00		\$250,000.00			\$250,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	Activity Stipends	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$75,000.00	\$0.00	\$75,000.00				\$75,000.00	
1	1.9	Athletic Stipends and Transportation	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Winters Middle School, Winters High School 6-12		\$160,000.00	\$100,000.00	\$260,000.00				\$260,000.00	
1	1.10	Educational Equity Professional Development	All	No			All Schools		\$0.00	\$10,000.00		\$10,000.00			\$10,000.00	
1	1.11	Facilities Master Plan Engagement and Implementation	All	No			All Schools									
1	1.12	Student Technology Replacement Cycle	All	No			All Schools		\$0.00	\$130,000.00	\$130,000.00				\$130,000.00	
1	1.13	New Teacher Induction Program	All	No			All Schools		\$55,000.00	\$0.00		\$55,000.00			\$55,000.00	
1	1.14	Instructional Aides for Kindergarten	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Waggone r Elementary School K		\$150,000.00	\$0.00	\$150,000.00				\$150,000.00	
2	2.1	Expository Reading and Writing Curriculum (ERWC) and PD	All	No			Specific Schools: Winters High School 9-12		\$9,200.00	\$0.00		\$9,200.00			\$9,200.00	
2	2.2	Math Framework PD, Pathway Design, & Curriculum Pilot	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$6,000.00	\$6,000.00				\$6,000.00	
2	2.3	EL Instructional Materials	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$0.00	\$30,000.00	\$30,000.00				\$30,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	Designated English Language Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	2.5
2	2.5	Instructional Coaches	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$215,000.00	\$0.00	\$135,000.00	\$80,000.00			\$215,000.00	
2	2.6	Supplemental Professional Development Events	All	No			All Schools		\$0.00	\$26,000.00		\$26,000.00			\$26,000.00	
2	2.7	Educating ELs & Multilingual Learners PD	All	No			All Schools		\$0.00	\$22,000.00		\$22,000.00			\$22,000.00	
2	2.8	TK-12 Music Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$210,000.00	\$0.00	\$210,000.00				\$210,000.00	
2	2.9	Supplemental Arts Education Support	All	No			All Schools		\$254,000.00	\$0.00		\$254,000.00			\$254,000.00	
2	2.10	School Year Expanded Learning Program	All	No			Specific Schools: Waggone r Elementary School, Shirley Rominger Intermediate School, Winters Middle School TK - 8		\$1,190,000.00	\$210,000.00		\$1,400,000.00			\$1,400,000.00	
2	2.11	Summer Expanded Learning Program	All	No			All Schools		\$255,000.00	\$45,000.00		\$300,000.00			\$300,000.00	
2	2.12	Rural Special Education Collaborative	Students with Disabilities	No			Specific Schools: Winters Middle School, Winters High School		\$125,000.00	\$50,000.00			\$175,000.00		\$175,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							6-12									
2	2.13	Specialist Services	Students with Disabilities	No			All Schools		\$225,000.00	\$0.00			\$225,000.00		\$225,000.00	
2	2.14	Speech Pathology Services	Students with Disabilities	No			All Schools		\$215,000.00	\$325,000.00			\$540,000.00		\$540,000.00	
2	2.15	Attendance and Engagement Initiative	All	No			All Schools		\$5,000.00	\$0.00		\$5,000.00			\$5,000.00	
2	2.16	Home to School Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$315,000.00	\$380,000.00	\$695,000.00				\$695,000.00	
2	2.17	Special Education Transportation	Students with Disabilities	No			All Schools		\$345,000.00	\$95,000.00	\$440,000.00				\$440,000.00	
2	2.18	Nursing Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$315,000.00	\$0.00	\$100,000.00		\$215,000.00		\$315,000.00	
3	3.1	Multi-Tiered System of Support and Coordination of Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$6,400.00	\$6,400.00				\$6,400.00	
3	3.2	College Career Readiness School Block Grants	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
3	3.3	College and Career Preparation Support Positions and Initiatives	All	No			All Schools		\$23,000.00	\$0.00		\$23,000.00			\$23,000.00	
3	3.4	College and Career Access Pathways (Dual Enrollment)	All	No			All Schools		\$100,000.00	\$0.00		\$100,000.00			\$100,000.00	
3	3.5	AVID Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Winters Middle School, Winters High School 6-12		\$210,000.00	\$0.00	\$200,000.00			\$10,000.00	\$210,000.00	
3	3.6	AP Test Fees	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Winters High School		\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							9-12									
3	3.7	CTE Pathway Teachers, Supplies, and Stipends	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Winters High School 9-12		\$610,000.00	\$245,000.00	\$505,000.00	\$350,000.00			\$855,000.00	
3	3.8	English Learner Specialist	English Learners	No			All Schools		\$125,000.00	\$0.00		\$125,000.00			\$125,000.00	
3	3.9	Secondary EL Research Partnership & Teacher COP	English Learners	No			Specific Schools: Winters High School 9-12		\$5,000.00	\$0.00				\$5,000.00	\$5,000.00	
3	3.10	Reading Intervention Support	All	No			Specific Schools: Waggoner Elementary School, Shirley Rominger Intermediate School K-5		\$245,180.00	\$0.00		\$202,680.00		\$42,500.00	\$245,180.00	
3	3.11	Additional Library Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$273,300.00	\$0.00	\$273,300.00				\$273,300.00	
3	3.12	Graduate Profile Implementation	All	No			All Schools		\$10,000.00	\$0.00		\$10,000.00			\$10,000.00	
3	3.13	Reading/Math Diagnostic & Instruction Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$55,000.00	\$14,000.00			\$41,000.00	\$55,000.00	
3	3.14	Student Assessment, Data Management, & Reporting System	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$12,000.00	\$12,000.00				\$12,000.00	
3	3.15	EL Data and Program Management Platform	English Learners	Yes	Limited to Unduplicated	English Learners	All Schools		\$0.00	\$6,250.00	\$6,250.00				\$6,250.00	

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
					Student Group(s)											
3	3.16	K-5 Dual Language Immersion Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Waggone r Elementa ry School, Shirley Rominger Intermedi ate School K-5		\$160,000.00	\$0.00	\$110,000.00	\$25,000.00		\$25,000.00	\$160,000.00	
3	3.17						Specific Schools: Winters State Preschoo l and Waggone r Elementa ry School									
3	3.19						Specific Schools: Waggone r Elementa ry, Shirley Rominger Intermedi ate School, and Winters Middle School Transitio nal Kindergar ten and 6th Grade									
4	4.1	Supplemental Social Emotional Learning Curriculum	All	No			Specific Schools: Wolfskill CRA 10-12		\$0.00	\$4,000.00		\$4,000.00			\$4,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.2	Supplemental Content Area Differentiated Instruction	All	No			Specific Schools: Wolfskill CRA 10-12		\$0.00	\$46,000.00		\$46,000.00			\$46,000.00	

2024-25 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
\$17,409,445	3,648,758	20.958%	0.000%	20.958%	\$3,897,950.00	2.500%	24.890 %	Total:	\$3,897,950.00
								LEA-wide Total:	\$1,941,700.00
								Limited Total:	\$36,250.00
								Schoolwide Total:	\$1,920,000.00

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	Smaller Class Sizes	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Waggoner Elementary & Shirley Rominger Intermediate K-5	\$675,000.00	
1	1.3	SEL School Block Grants	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
1	1.5	Behavior Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$70,000.00	
1	1.6	Counseling Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$330,000.00	
1	1.8	Activity Stipends	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$75,000.00	
1	1.9	Athletic Stipends and Transportation	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Winters Middle School, Winters	\$260,000.00	

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 (%)
						High School 6-12		
1	1.14	Instructional Aides for Kindergarten	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Waggoner Elementary School K	\$150,000.00	
2	2.2	Math Framework PD, Pathway Design, & Curriculum Pilot	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,000.00	
2	2.3	EL Instructional Materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$30,000.00	
2	2.4	Designated English Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$0.00	2.5
2	2.5	Instructional Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$135,000.00	
2	2.8	TK-12 Music Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$210,000.00	
2	2.16	Home to School Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$695,000.00	
2	2.18	Nursing Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	
3	3.1	Multi-Tiered System of Support and Coordination of Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,400.00	
3	3.2	College Career Readiness School Block Grants	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
3	3.5	AVID Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Winters Middle School, Winters High School 6-12	\$200,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.6	AP Test Fees	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Winters High School 9-12	\$20,000.00	
3	3.7	CTE Pathway Teachers, Supplies, and Stipends	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Winters High School 9-12	\$505,000.00	
3	3.11	Additional Library Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$273,300.00	
3	3.13	Reading/Math Diagnostic & Instruction Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$14,000.00	
3	3.14	Student Assessment, Data Management, & Reporting System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,000.00	
3	3.15	EL Data and Program Management Platform	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$6,250.00	
3	3.16	K-5 Dual Language Immersion Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Waggoner Elementary School, Shirley Rominger Intermediate School K-5	\$110,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$7,416,375.00	\$10,335,352.84

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	School Site Based Block Grants	No	\$20,000.00	\$0
1	1.2	K-5 Developmental Bilingual Education/Dual Language Immersion Program	Yes	\$1,400,000.00	\$1,575,000
1	1.3	Bilingual Education Program Supplemental Supplies	Yes	\$4,000.00	\$25,500
1	1.4	Instructional Materials for English Learners	Yes	\$30,000.00	\$16,000
1	1.5	Additional Library Services	Yes	\$140,000.00	\$155,000
1	1.6	Reading Intervention Support	Yes	\$240,000.00	\$237,765
1	1.7	Summer School Intervention & Enrichment Support	No	\$172,375	\$302,500
1	1.8	TK-12 Music Program	Yes	\$207,000.00	\$204,000
1	1.9	Site Technology Support	No	\$10,000.00	\$9,840
1	1.10	Replacement Cycle for Wireless Access	No	\$7,500.00	\$17,000
1	1.11	Student Device Replacement Cycle	No	\$130,000.00	\$135,000

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	Enhance College and Career Exploration	Yes	\$75,000.00	\$39,500
1	1.13	Professional Learning and Support	No	\$5,000.00	\$13,140
1	1.14	AVID Program	No	\$155,000.00	\$111,300
1	1.15	AP Test Fees	Yes	\$15,000.00	\$17,257
1	1.16	Secondary Intervention Teachers	No	\$150,000.00	\$78,000
1	1.17	CTE Pathways	Yes	\$738,000.00	\$817,000
1	1.18	Designated English Language Development	Yes	\$0.00	\$0
2	2.1	Common Core Materials	No	\$100,000.00	\$264,000
2	2.2	Data and Illuminate Assessment System	No	\$13,000.00	\$13,651
2	2.3	Reading and Math Assessment and Digital Learning Licenses	Yes	\$80,000.00	\$65,000
2	2.4	Teacher Induction Program	No	\$55,000.00	\$58,600
2	2.5	Site Based Grants for Professional Learning	No	\$7,500.00	\$0
2	2.6	Instructional Coaches	Yes	\$205,000.00	\$155,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.7	Professional Development of ELD Standards and Research-Based Instructional Strategies	No	\$23,500.00	\$66,250
2	2.8	EL Specialist	No	\$130,000.00	\$140,2200
2	2.9	EL Data and Program Management Platform	No	\$0.00	\$6250
2	2.10	Supplemental Professional Development Days and Training	No	\$40,000.00	\$36,469.84
2	2.11	Educational Equity Community Engagement & Educator Professional Development	No	\$25,000.00	\$18,000
3	3.1	Parental Participation and Engagement	No	\$9,500.00	\$17,150
3	3.2	Social Emotional Learning Resources	Yes	\$10,000.00	\$10,000
3	3.3	Activity Stipends	Yes	\$90,000.00	\$105,000
3	3.4	Special Education Transportation	No	\$370,000.00	\$322,600
3	3.5	Home-to-School Transportation	Yes	\$360,000.00	\$771,500
3	3.6	Nursing Services	Yes	\$250,000.00	\$321,000
3	3.7	Counseling Services	Yes	\$515,000.00	\$482,450
3	3.8	Parent Resources	Yes	\$50,000.00	\$14,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.9	Specialists to Support At-Risk Students	Yes	\$254,000.00	\$248,000
3	3.10	Smaller Class Sizes	Yes	\$270,000.00	\$439,700
3	3.11	Universal Breakfast Program	No	\$240,000.00	\$197,000
3	3.12	Family Liaison (Bilingual)	No	\$95,000.00	\$96,700
3	3.13	Mental Health Care Coordination Service	No	\$0.00	\$0
3	3.14	Athletic Stipends and Transportation	No	\$135,000.00	\$183,000
3	3.15	Research-Based Student, Family, and Staff Perceptions Survey Instrument	No	\$14,000.00	\$13,900
3	3.16	PBIS Professional Development	No	\$0.00	\$0
3	3.17	Preschool and TK Instructional Aides	No	\$86,000.00	\$68,250
3	3.18	Kindergarten Instructional Aides	Yes	\$135,000.00	\$146,880
3	3.19	TK and 6th Grade ASES Program	No	\$120,000.00	\$862,000
3	3.20	Attendance and Reengagement	Yes	\$95,000.00	\$69,500
3	3.21	Behavior Support Services	Yes	\$140,000.00	\$127,500

2023-24 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)
\$3,520,758	\$4,715,000.00	\$4,422,702.00	\$292,298.00	2.500%	2.500%	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	1.2	K-5 Developmental Bilingual Education/Dual Language Immersion Program	Yes	\$1,400,000.00	\$1,300,000		
1	1.3	Bilingual Education Program Supplemental Supplies	Yes	\$4,000.00	\$3,000		
1	1.4	Instructional Materials for English Learners	Yes	\$30,000.00	\$0		
1	1.5	Additional Library Services	Yes	\$140,000.00	\$155,000		
1	1.6	Reading Intervention Support	Yes	\$240,000.00	\$101,365		
1	1.8	TK-12 Music Program	Yes	\$207,000.00	\$204,000		
1	1.12	Enhance College and Career Exploration	Yes	\$75,000.00	\$39,500		
1	1.15	AP Test Fees	Yes	\$15,000.00	\$17,257		
1	1.17	CTE Pathways	Yes	\$480,000.00	\$430,500		
1	1.18	Designated English Language Development	Yes	\$0.00	\$0	2.5%	2.5%
2	2.3	Reading and Math Assessment and Digital Learning Licenses	Yes	\$80,000.00	\$0		
2	2.6	Instructional Coaches	Yes	\$205,000.00	\$155,000		

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)
3	3.2	Social Emotional Learning Resources	Yes	\$10,000.00	\$10,000		
3	3.3	Activity Stipends	Yes	\$90,000.00	\$51,000		
3	3.5	Home-to-School Transportation	Yes	\$360,000.00	\$771,500		
3	3.6	Nursing Services	Yes	\$125,000.00	\$51,000		
3	3.7	Counseling Services	Yes	\$500,000.00	\$421,250		
3	3.8	Parent Resources	Yes	\$50,000.00	\$0		
3	3.9	Specialists to Support At-Risk Students	Yes	\$64,000.00	\$62,000		
3	3.10	Smaller Class Sizes	Yes	\$270,000.00	\$439,700		
3	3.18	Kindergarten Instructional Aides	Yes	\$135,000.00	\$146,880		
3	3.20	Attendance and Reengagement	Yes	\$95,000.00	\$0		
3	3.21	Behavior Support Services	Yes	\$140,000.00	\$63,750		

2023-24 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)
\$15,796,327	\$3,520,758	0.00%	22.288%	\$4,422,702.00	2.500%	30.498%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

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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.

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.

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.
- 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.

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

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);
 - **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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\(b\)\(1\) \(California Legislative Information\)](#) 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.

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

- 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.
- 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.

- 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.

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 of 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).