

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Washington Colony Elementary School District

CDS Code: 10625136007405

School Year: 2025-26

LEA contact information:

Jesus Cruz

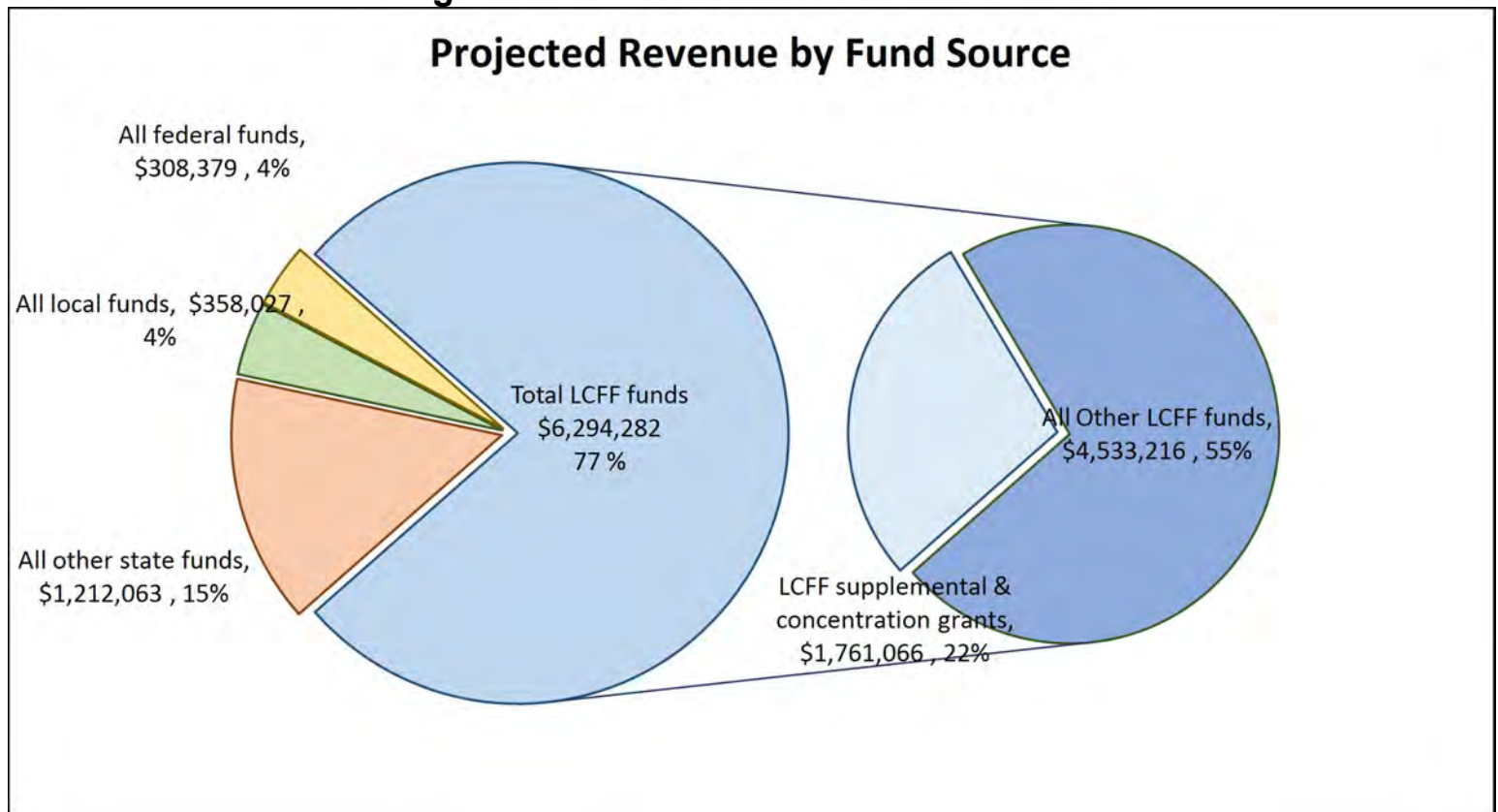
Superintendent

jesuscruz@washingtoncolony.org

559.233.0706

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

Budget Overview for the 2025-26 School Year

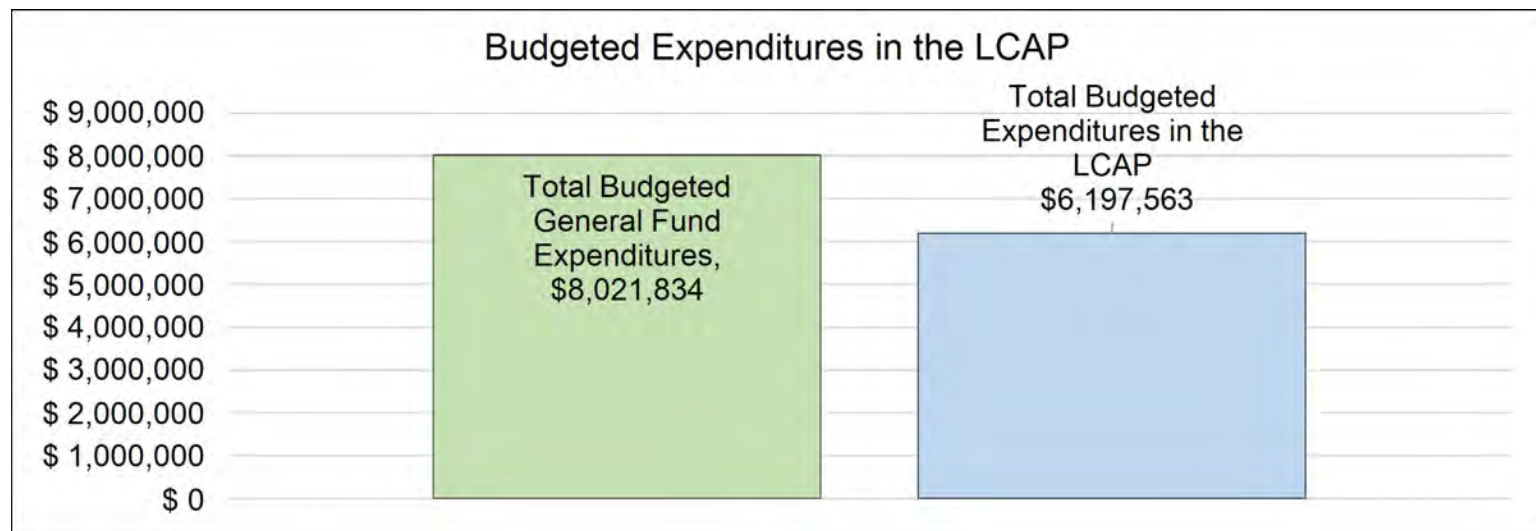


This chart shows the total general purpose revenue Washington Colony Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Washington Colony Elementary School District is \$8,172,751, of which \$6,294,282 is Local Control Funding Formula (LCFF), \$1,212,063 is other state funds, \$358,027 is local funds, and \$308,379 is federal funds. Of the \$6,294,282 in LCFF Funds, \$1,761,066 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Washington Colony Elementary School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Washington Colony Elementary School District plans to spend \$8,021,834 for the 2025-26 school year. Of that amount, \$6,197,563 is tied to actions/services in the LCAP and \$1,824,271 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

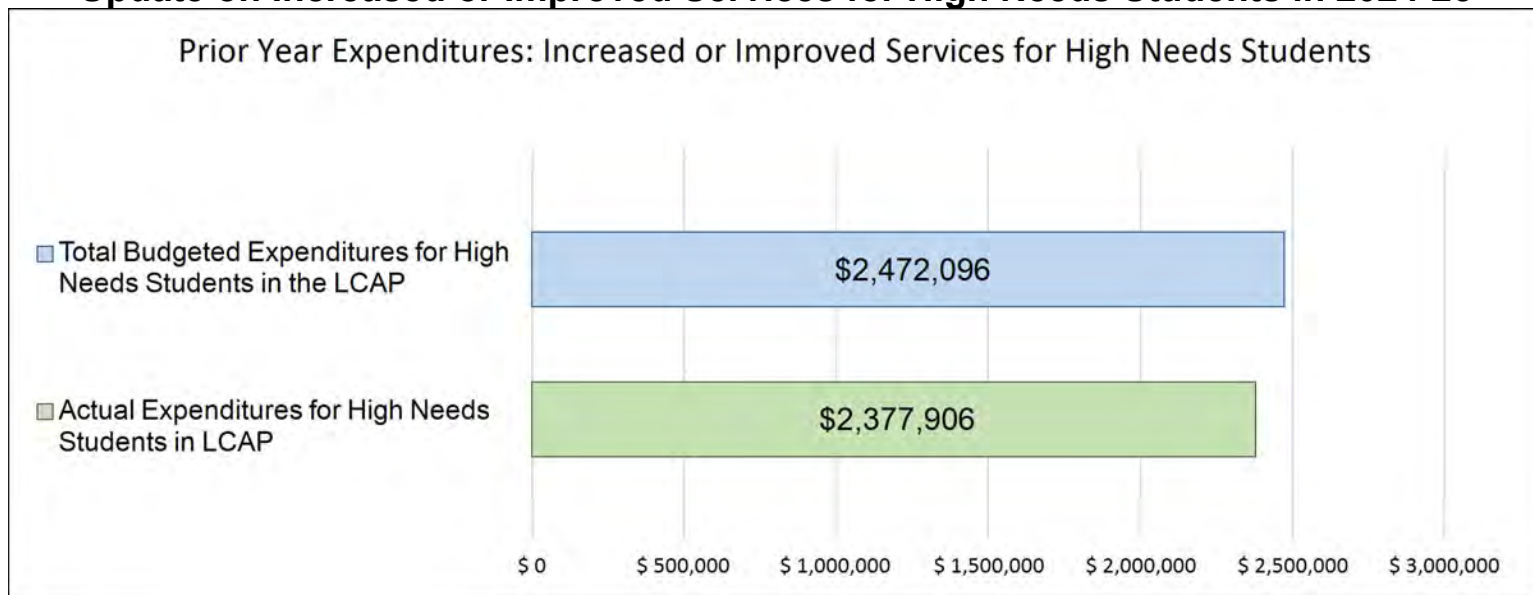
The general fund budget expenditures for the school year that were not included in the local control and accountability plan were the administrative costs as well as the operational and custodial costs of the district such as the superintendent, principal, district/office staff (secretaries/nurses/noon time aides), non-instructional supplies, travel/conference/dues for staff and board; non-instructional operating costs (delivery/mail, professional services (audit, legal, insurance) equipment replacement and tuition and transfers out to other funds.

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

In 2025-26, Washington Colony Elementary School District is projecting it will receive \$1,761,066 based on the enrollment of foster youth, English learner, and low-income students. Washington Colony Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Washington Colony Elementary School District plans to spend \$1,875,820 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Washington Colony Elementary School District's LCAP budgeted \$2,472,096 for planned actions to increase or improve services for high needs students. Washington Colony Elementary School District actually spent \$2,377,906 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$94,190 had the following impact on Washington Colony Elementary School District's ability to increase or improve services for high needs students:

There is a recurrent explanation to the material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services. Washington Colony was able to implement all Goal, Actions and Services. There is a material difference in some of the actions. Our district has not spent in all areas because of factors beyond our control. Our district expenditures encountered constraints due to use of the one-time ESSER and ELO-P funds. The district spent less than planned due to the challenging time hiring the EL/ELD Coach, Parent Liason, library aide and the instructional aides for the 2024-25 school year. There was a lack of qualified candidates for the position and therefore, the district faced the challenge of the inability to find a candidate. The district also spent less than planned in providing 21st century learning skills, technology, programs, devices, playground supplies/equipment, and professional development. There was no negative impact on the district's ability to increase services to high needs students.

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
Washington Colony Elementary School District	Jesus Cruz Superintendent	jesuscruz@washingtoncolony.org 559.233.0706

Plan Summary [2025-26]

General Information

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

The Washington Colony School District K-8 was organized May 15, 1879. It is located in a rural region southwest of Fresno in the community of Easton. Washington Colony has gone through many changes over the years. It started as a combination high school and grammar school. As enrollment increased, the high school was separated from the grammar school and new buildings were constructed.

A Superintendent heads the staff. A full time Principal and a FTE Learning Director completes the administrative staff. The district instructional support staff includes a full time Learning Director focusing on PLCs, Special programs and ELD. The full time instructional staff is comprised of nineteen classroom teachers, a band/classroom music teacher, a full time PE teacher, two district Resource Specialist Program (RSP) teachers, and one Special Day Class (SDC) teacher (with two instructional aides) and an EL Coordinator/Coach. The Student Wellness Center Team includes a Full Time School Counselor, one Fresno County of Education school psychologist, One Mental Health Clinician, one All-4-youth Clinician and a Full Time Licensed Vocational Nurse (LVN) and in-person speech therapist. The support staff includes part time classroom instructional aides supporting the instructional staff in the TK/Kindergarten classrooms three instructional aides, 2 instructional aides in grades 1 and two instructional aides in grade 2. Finally, our state funded pre-school is staffed with a teacher/supervisor and four instructional aides, three of whom are bilingual. Our program begins with a 5-STAR state funded pre-school program with a maximum enrollment of 24 students. The program is housed on site and provides two sessions a day, one in the morning and one in the afternoon. Washington Colony School has a Reading Lab in order to increase reading levels, with one Full Time credentialed teacher and two instructional aides, one who is bilingual, who assist with reading lab for grades K-5 and two bilingual instructional aides who assist ELD students in grades (6-8).

All members of the Washington Colony teaching staff are properly credentialed with no vacancies or misassignments. All classroom teachers possess either Cross-cultural Language and Academic Development (CLAD) certification.

There are approximately two classrooms per grades Kindergarten through grade 8 and one Transitional Kindergarten, with a total of 426 general education students. There are about 6 students in our SDC class. Other classrooms include music/band room, a library, one special education classroom, and a large portable shared by the RSP staff. The After School Program (ASP) includes, 21st Century & ACES After School Program and Expanded Learning Opportunity (ELO-P) Grant programs providing daily academic and enrichment supports in the cafeteria and various classrooms.

Mobility rate is very low at Washington Colony with the attendance rate averaging about 93%. Approximately eighty-seven percent of our TK-8 Socioeconomic Disadvantage or Low-Income students receive free or reduced breakfast and/or lunches. Ethnicity data for Washington Colony School District indicates that the student population is made up approximately of: 91.1% Hispanic or Latino, 3.9% White, 0.2% African American, 3.6% Asian, 0.2% American Indian or Alaska Native, and 1% Multi-Ethnic. There are approximately 126 EL students. Among these are Spanish and Punjabi speaking students. English Language Development instruction is delivered daily for a minimum of 30 minutes by classroom teachers. Instructional aides, under the supervision of a certificated teacher, work with EL students daily by providing supplemental English Language Development (ELD) instruction and academic support in the primary language as needed.

Washington Colony is a Title I School-wide school. Funding is composed of Title I Part A, Basic Grant, LCFF, Title II Part A Teacher Quality, Title III and Title IV part A. Instructional aides in TK-K, first and second grade classrooms provide additional help with basic skills for students requiring assistance. The instructional aides provide daily assistance in the area of language arts and math for students requiring supplementary support beyond the core curriculum to meet the grade level objectives.

Washington Colony is a TK-8 district. The following metrics do not apply, A-G, CTE, AP, EAP, High School Dropout and Graduation Rates.

No schools in the LEA receive Equity Multiplier Funding.

Reflections: Annual Performance

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

Washington Colony continues to make progress toward the LCAP goals. Based on the review of state and local performance indicators as reported in the ELA/MATH DataQuest and CA Dashboard, the 2024 CAASPP ELA/MATH data as compared to 2023 revealed the following. The CAASPP ELA results are sustaining the trend toward the district's Year 3 Outcomes. All Students declined slightly from 44.0% (2023) to 43.57% (2024) Met/Exceeded Standard. Low-Income Students are slightly increased from 42.0% (2023) to 42.37% (2024) Met/ Exceeded Standard. Of concern are our English Learners who have declined from 22.0% (2023) to 6.7% (2024) Met/Exceeded Standard. The CAASPP MATH performance results have declined for all groups. All Students decreased from 35.2% (2023) to 27.7% (2024) Met/Exceeded Standard. Low-Income students decreased from 33.9% (2023) to 27.31% (2024) Met/Exceeded Standard. English Learners have decreased from 23.3% (2023) to 16.7% (2024) Met/Exceeded Standard.

The Educational Partners' input surveys, reflect positive input to continue the momentum of the implementation for instructional supports and services. The district provided and deployed daily access to Chromebooks for all students for ELA/ELD and Math instruction. Further, the district provided technology/Hotspots for all families; and access to online programs. All K-8 classrooms have interactive SMARTBoards and higher internet speed and website filter security systems. Washington Colony provides daily allocated time for designated English language development; and time for teachers to address struggling students exhibiting learning gaps through the Expanded Learning Opportunity programs including After School Tutoring, Winter Academy, Spring Academy and an extended three-week Summer School Program. Washington Colony continued the implementation of focused intervention instruction with daily tutoring supporting Reading and Math with the after school program throughout the year. During the 2024-25 school year, the district contracted with AMPACT, Americorp to provide in-class tutors to support instruction in the area of math.

As indicated in Goal 1 Action 1.2 Retaining the FTE Music and FTE PE teachers to provide release time for professional Learning communities remains as a critical component in addressing the instructional needs of students. This action provides PLC release time to analyze data and plan instruction and to collaborate within grade level teams with content specific specialists from FCSS.

As indicated in Goal 1 Action 1.3 Supplemental instructional supports as recommended by Educational Partners continued with the Reading Lab. These services provide small group, focused instruction to support the Early Literacy Program in the Reading Lab.

As indicated in Goal 1 Action 1.6 Professional Development for ELA/ELD/Math Full Implementation of Common Core State Standards (CCSS), professional learning support was available from Fresno County Superintendent of Schools (FCSS) content specialists. The FCSS specialists support English Language Development instruction while the EL Coordinator/Coach position is vacant.

One full-time intervention teacher, four instructional aides; and access to supplemental reading programs have shown improvement in Reading scores and reducing the reading gaps for low-income students, English Learners, and foster youth. Local standards-based assessments from Illuminate and the Renaissance STAR Reading/Math assessments continued throughout the year to monitor progress and inform instruction. The district also invested in a robust ELA/Math/ELD professional development plan for teachers and provided weekly PLC collaboration opportunities.

Data from the CA Dashboard for 2023 shows 3.6% students were suspended for at least one day. Suspension rates for all students, including English learners, Hispanic, Socioeconomically Disadvantaged; increased by 2.2%. The Dashboard status is Red or Very Low for these groups at Washington Colony. Data from the CA Dashboard for 2024 shows 4.0% students were suspended for at least one day. Suspension rates for all students, including English Learners, Hispanic, and Socioeconomically Disadvantaged; increased by 0.4% at that time. The Dashboard status was Red or Very Low for these student groups at Washington Colony. Local current data shows Suspensions have been reduced for All Students by 1.73%; English learners by 2.72%; Socioeconomically Disadvantaged by 3.03%; and the Hispanic group by 1.23%.

As indicated in Goal 2 Action 1.2 Supplemental Activities Promoting Student Engagement, the district continued the implementation of the Positive Behavioral Intervention & Supports program (PBIS); provided in-person parenting education courses and parent engagement opportunities to increase parent engagement; and our highly attended events including Back to School Night 2024, the Spring 2024 Family Literacy Night, Spring 2024 Carnival, Fall 2023 Family Arts/STEM Night, and Open House 2024, that created an engaging positive school climate.

An analysis of the data from the metrics in Goal 2 reflected a need to reduce the suspension rate for Students with Disabilities and All Students. The LEA wishes to continue decreasing the suspension rate by supporting students through PBIS activities, Social and Emotional Learning, and an Improvement Plan developed through Differentiated Assistance for Students with Disabilities

As indicated in Goal 2 Action 2.1 Truancy Intervention and Support Staff, the district continued the contract with Fresno County Superintendent of Schools for a Truancy Intervention Program (TIP) and filled the position for a part time Parent Liaison. The success of the Parent Liaison was evident as the district was able to target chronic absenteeism and excessive absences. Based on local Aeries data, the current Chronic Absenteeism rate of 43.57% is a slight decline as compared to the Chronic Absenteeism rate of 44.0% reported on DataQuest previously.

As indicated in Goal 2 Action 2.8 Academic/Social Emotional Learning Support, the district maintains a multidisciplinary team dedicated to assist students and families in need of mental health, and social and emotional services. The team consists of two school psychologists, two mental and behavioral health counselors, and a school administrator. The multidisciplinary team established a focus on social and emotional skill-building, mental and behavioral health, and personal safety for those students being referred for support services. The team identifies available resources to meet the needs of students and families. As a result, the district will retain the School Counselor K-8, and retain the Licensed Vocational Nurse (LVN).

As indicated in Goal 3 Action 3.3 Parent Education Offerings, English Language Learning software programs were made accessible to keep English Learner parents connected with school. The Aeries Parent Portal for grades 6th - 8th providing access to student classroom performance was available as well as the electronic marquee in order to maintain another facet of communication for parents and community to be informed about school events. In 2024, the district added Parent Square, an online resource, to further communicate with parents and the community.

Based on the review of state and local performance indicators as reported in the ELA/MATH CA DataQuest and Dashboard data for 2024, the district has determined areas needing improvement. The spring 2023-24 CAASPP results for ELA and Math revealed:

- o The Dashboard status level for both ELA and Math for All Students is Orange or Low. All students are at 43.57% Met/Exceeded standards in ELA, a slight decline of 0.43% and 27.7% Met/Exceeded standards in Math, a decline of 7.54%.
- o The Dashboard status level for Low-income students is Orange or Low in ELA and Math. Low-Income students were 42.44% Met/Exceeded in ELA showing an increase of 0.44.0%. Math was 27.31% showing Low-income students showing a decrease of 6.56%.
- o The Dashboard status level for English learner students is Low or Orange in ELA and Math. English Learners were 06.7% Met/Exceeded in ELA showing a difference of 15.67% from 2023; and Math was 16.67% Met/Exceeded showing a difference of 06.67% from 2023.
- o The Dashboard status levels for Long Term English learner students and Students with Disabilities are Very Low or Red in ELA and Math.
- o Based on Local data, significant improvement is needed to increase the English learner Reclassification rate. DataQuest shows 15.11% of the English learners at Level 4, Proficient in 2023-24. The reclassification rates for 2023-24 were 10.1% and 10.3% for 2024-25.
- o Data from the CA Dashboard for 2024 shows 4% students were suspended for at least one day. Suspension rates for all students, including English Learners, Hispanic, and Socioeconomically Disadvantaged, increased and our CA Dashboard indicators reflected performance at the lowest performance level or Red. Local data reveals that the Suspension rate decreased in 2024-25 to 1.87% for all students. The district will continue addressing suspension in the plan as required and can be found in in Actions 2.3 and 2.9.

- o DataQuest reports for 2023-24 reveal a status level of Medium or Yellow for Chronic Absenteeism for All Students at 20.4% being chronically absent. All students declined from 2023 by 03.2%. The status for Students with Disabilities is Very Low or Red at 29.2% being chronically absent. Local data reveals that Chronic Absenteeism has decreased in 2024-25 to 15.72% for All Students; 15.6% for English learners; and 18.2% for Socioeconomically Disadvantaged. The district will continue efforts to decrease Chronic Absenteeism.
- o The Foster Youth subgroup is not represented with the minimum number of students for DataQuest to calculate data.

As indicated in reference to Goal 1 Action 1.3 Hire/Retain Instructional Support Personnel to strengthen the Early Literacy Program, Washington Colony provided additional instructional support personnel at the early primary grades by retaining/hiring instructional aides for kindergarten and grades 1 and 2. Paraprofessional support was provided in the areas of communication skills, and early literacy to assist low-income, English learners, and Foster Youth students.

The district retained the Library Aide; provided one full-time credentialed Intervention Teacher for the Reading Lab; maintained 2 instructional aides (one who is bilingual) for grades K-5; and 2 bilingual instructional aides for grades 6-8 to provide additional EL support.

The position of the EL Coordinator/Coach has been vacant. Fresno County Superintendent of Schools Content Specialists maintained the focus on the needs of English learners and Long Term English Learners throughout all instruction.

General Education Teachers continued to develop and implement a Collaborative Intervention model, integrated Universal Design for Learning (UDL) in unit lessons, and collaborated with Special Education Teachers and the Reading Lab Intervention Teacher including teaching strategies and intervention materials. Special Education teachers met with general education teachers to analyze data and plan common strategy implementation to align Individual Education Plans to grade level standards. Low-Income, English learners, Foster Youth students, and SWD continued to receive the extra daily small group reading support to reduce the largest reading gap. Although academic performance declined by 0.43% for All students, these services have increased academic performance on the ELA CAASPP each year through 2024. These services are regarded as priority by Educational Partners to be maintained based on past results.

Based on Goal 1 Action 1.6 Professional Development for ELA/ELD/Math Supporting Full Implementation of CCSS, the district continues to contract with Fresno County Superintendent of Schools to provide content specialists for Mathematics to align instruction based on priority standards, focused Interim Assessments, and a systematic formative assessment cycle. Low-income, English learners, Foster Youth students, and Students with Disabilities received focused standards instruction with frequent progress monitoring to increase their academic performance on the Math CAASPP.

As indicated in Goal 2 Action 2.3 Behavior Intervention, Positive School Climate, and Culture, the district provided incentives through the Positive Behavior Intervention Support (PBIS) program to provide co-curricular and extra-curricular activities. The action was effective in promoting improved behavior for low-income students and reducing suspensions. The district provided a PBIS Store and incentives for classrooms to recognize and celebrate individuals for positive behavior.

As indicated in Goal 2 Action 2.8 Academic/Social Emotional Learning Support, the district will maintain services through the Student Wellness Center for low income students and families struggling with social, emotional, mental, and behavioral issues. The district offers services for students and families utilizing a multidisciplinary team comprised of two school psychologists, two mental and behavioral health

counselors, a full time school counselor, and a Licensed Vocational Nurse (LVN) to foster positive school climate, and improve attendance, engagement, and barriers to learning. These services address low-income, English learners, and Foster Youth students struggling with social, emotional, mental, and behavioral issues preventing full engagement in learning. Additionally, the district will continue to increase good student attendance and provide Positive Behavior Intervention Supports to promote a positive school climate enabling an atmosphere where low-income, English learners, and Foster Youth students are motivated to attend school and engage in educational activities.

The LEA has \$735,835 unexpended LREBG funds and is developing plans to apply a partial sum in 2025-26 to support the Identified Need in Math as follows.

Goal 1 Action 6 Professional Development for ELA/ELD/Math Supporting full Implementation of CCSS. A review of CAASPP data included in the metrics section indicates that our English Learners continue to underperform in Math as compared to All Students. A needs assessment indicates that instructional staff of English learners require specialized professional development supporting language development in content instruction. The LEA will hire a FTE Math Coach to focus on the needs of these students and to provide a consistent approach in addressing discrepancies in content knowledge to close performance gaps in Math.

The addition of a Math Coach is aligned to the Allowable Uses for accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports: providing Professional Development and Coaching of the Math Framework K-12. If additional LREBG money becomes available, it will be used to support the position of the Math Coach in the future. The metric used to monitor the impact of this action is Math CAASPP for English learners although all students with low math performance will benefit.

Reflections: Technical Assistance

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

Washington Colony is eligible for Differentiated Assistance in two of the state priorities in the areas Pupil Engagement for Chronic Absenteeism and School Climate for Suspension Rate for Students with Disabilities (SWD) based on the Red status level in 2023 and 2024 or two consecutive years. Chronic Absenteeism for SWD students was 29.2% declining only -0.4% and the suspension rate was 4.4%. The district has partnered with the Fresno County Office of Education to receive Differentiated Assistance utilizing the principles from Improvement Science to develop change strategies addressing the identified performance for this student group. Administration has analyzed data and possible root causes, is determining a leadership team, and is identifying the focus for the improvement work to be done in 2025-2026.

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.

At this time Washington Colony ESD has not been identified as needing assistance through Comprehensive Support and Improvement (CSI) based on the status reflected on the State Performance ELA/MATH indicators as reported on the CA School Dashboard in Fall 2024. Therefore, this prompt is not applicable because the school is not eligible 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.

This prompt is not applicable because the school is not eligible for CSI.

Monitoring and Evaluating Effectiveness

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

This prompt is not applicable because the school is not eligible for CSI.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	When: April 2, 2025 How: Certificated staff was engaged through an in-person meeting. What: Reviewed CASSPP results and current positive growth, current LCAP Actions and Services, Dashboard metrics, and discussed current needs of WC. Results revealed maintaining services for students struggling with social, emotional, mental and behavior issues; reviewing discipline process; and the hiring of an EL Coordinator/Coach.
Principals	When: April 3, 2025 How: The Learning Director was engaged through an in-person meeting. What: Reviewed CASSPP results and current positive growth, current LCAP Actions and Services, Dashboard metrics, and discussed current needs of WC. Results revealed concerns relating to services for Newcomer students; maintaining services for students struggling with social, emotional, mental and behavior issues; updating discipline policies; and the search and hiring of an EL Coordinator/Coach remains as a priority.
Administrators	When: April 2, 2025 How: The Administrators were engaged through an in-person meeting. What: Reviewed CASSPP results and current positive growth, current LCAP Actions and Services, Dashboard metrics, and discussed

Educational Partner(s)	Process for Engagement
	current needs of WC. Results revealed concerns relating to services for Newcomer students; maintaining services for students struggling with social, emotional, mental and behavior issues; updating discipline policies; and the hiring of an EL Coordinator/Coach.
Other School Personnel	When: March 26, 2025 How: The WC Classified Staff was engaged through an in-person meeting. What: Reviewed CASSPP results and current positive growth, current LCAP Actions and Services, Dashboard metrics, and discussed current needs of WC. Results revealed the desire for classified staff training, recognition. office expansion, and a room designated for ELPAC testing. Hire a new English Learner Coordinator.
Certificated Local Bargaining Unit	When: June 2, 2025 How: The WCTA was engaged through an in-person meeting. What: Reviewed Metrics/Indicator updates for a 3-year plan; discussed Actions and services for LCAP Goals 1, 2, and 3; the hiring of a new EL Coordinator/Coach and an additional TK-8 Math Coach.
Classified Local Bargaining Unit	Washington Colony does not have a Classified Local Bargaining Unit.
Parents	When: April 24, 2025 How: In-person parent ed partner engagement meetings What: Reviewed CASSPP results and current positive growth, current LCAP Actions and Services, Dashboard metrics, and discussed current needs of WC. Parents discussed the PBIS program and Anti-Bullying programs. The needs for further support with student behavior and for more positive incentive programs were also discussed.
SAC	When: May 2, 2025 How: The Student Advisory Committee was engaged through an in-person meeting.

Educational Partner(s)	Process for Engagement
	What: The Draft of the LCAP Goals 1,2, &3 Actions and Services were presented to students and they completed the LCAP Survey. Written surveys from students revealed interests in adding more outdoor playing equipment and add offerings of more clubs such as Chess and Math/Science clubs including sports and leadership field trips. No comments or questions were provided to the Superintendent. No written feedback from the superintendent was necessary.
Students	When: April 25, 2025 How: The Middle School Student group was engaged through an in-person meeting. What: The Draft of the LCAP Goals 1,2, &3 Actions and Services were presented to students and they completed the LCAP Survey. Written surveys from students revealed interests in adding more AR books in the library with variety to read, have better PE equipment, improve lunch & breakfast menus, upgrade the outdoor playing equipment and add additional school events. The students' input influenced Goal 2 Action 5. No comments or questions were provided to the Superintendent. No written feedback from the superintendent was necessary.
PAC	When: April 3, 2025 How: The PAC Committee was engaged during an in-person meeting. What: Reviewed CASSPP results and current positive growth, current LCAP Actions and Services, Dashboard metrics, and discussed current needs of WC. Parents discussed the Counseling services Wellness Center Programs and the PBIS program and how the school can continue reduce school suspensions. Also discussed were the needs for further support in student behavior and for more positive incentive programs to continue to reduce Chronic Absenteeism. Keep the new Security Programs like ACTVNET. Hire a new English Learner Coordinator/Coach and Math Coach. No comments or questions were provided to the Superintendent. No written feedback from the superintendent was necessary.
PAC: Draft LCAP Presentation for Comments	When: June 3, 2025

Educational Partner(s)	Process for Engagement
	How: The PAC was engaged through an in-person meeting What: A complete draft LCAP was provided and the PAC had the opportunity to provide comments or questions and receive a written response from the Superintendent. The PAC engaged in dialogue with the Superintendent through this process specific to the extended opportunity programs and an interest in having Math Tutors and Math Coach available for grades TK-8 for next school year. No comments or questions were provided to the Superintendent. No written feedback from the superintendent was necessary.
DELAC	When: March 26, 2025 How: The DELAC was engaged through an in-person meeting. What: Reviewed CASSPP results and current positive growth, current LCAP Actions and Services, Dashboard metrics, and discussed current needs of WC. Parents discussed the Wellness Center Programs and the PBIS program and how they hope it can continue and the need for further support in student behavior and the need for more positive incentive programs to continue to reduce Chronic Absenteeism. Continue to have parent education workshops like PIQE and more Anti-Bullying programs. No comments or questions were provided to the Superintendent. No written feedback from the superintendent was necessary.
DELAC: Draft LCAP Presentation for Comments	When: May 14, 2025 How: The DELAC was engaged through an in-person meeting What: The draft LCAP was provided and the DELAC and had the opportunity to provide comments or questions and receive a written response from the Superintendent. No questions or comments were submitted to the Superintendent.
SELPA Consultation	When: 9/26/24; 10/31/24; 11/21/24; 2/27/25; 3/27/25; 4/24/25 and 5/15/25, How: SELPA Operations Committee Meeting What: The SELPA offered consultations on activities that align with a district's LCAP development and discussions. This will include the following: Special Education Plan: Targeted Monitoring and Intensive Monitoring Reviews Operations

Educational Partner(s)	Process for Engagement
	Committee Meetings Superintendent Governance Council FCSS LCAP and Compliance Workshops/Office Hour Meetings.
Public Comment	When: (June 6, 2025 - June 10, 2025) How: The public comment period is announced both through the board meeting and through the school's physical marquee, and is provided to parents and the community on the school website. What: The draft 2025-26 LCAP
Public Hearing	When: June 10, 2025 How: The Public Hearing was held to consider the draft of the LCAP. What: The draft of the 2025-26 LCAP
Board Adoption	When: June 24, 2025 How: 2025-26 LCAP was board adopted at the same meeting as the adoption of the Budget and the Local Indicators Report What: The 2025-26 LCAP
Midyear Report to Board	When: February 11, 2025 How: Presentation to the Governing Board What: The LEA presented the LCAP midyear report and Budget Overview for Parents to the board.

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

The three LCAP Goals, Actions and Services were discussed with Educational Partners. An LCAP Google survey was available on the school website and a hardcopy was sent out to all parents to offer input based on the needs of their children. The following represents the feedback that was given and how it influenced the current LCAP for 2025-2026.

Certificated staff, principals, and administration discussed and suggested the hiring of an EL Coordinator/Coach to oversee and orchestrate all aspects of our English Learner Program including the ELAC/DELAC, ELPAC administration, data analysis to monitor English language acquisition, Newcomers, LTELs, and coach instructional staff in both designated and integrated language development instruction with collaborative planning. This feedback was used in components of Goal 1, Actions 6, 8, and 10.

The Classified Employees and support staff responded with the desire to add the following to address the need to increase CAASPP achievement on ELA and Math assessments: extra support in classrooms, accommodations for those coming from the county, instructional

aide recognition, incentives for attendance, staff training opportunities, increase bilingual pay for aides, and a gym for middle school. Classified and support staff also responded with the desire for staff recognition, employee of the month, school dances, and equipment/Chromebooks for speech. The input from the classified and support staff influenced the decision to add or maintain the following in Goal 1, Actions 3, 4, 5, 6, and 10: paraprofessional training, aides for grades TK-2 plus an additional bilingual aide to serve grades 6-8; and Chromebooks for speech services.

Other school personnel recommended the offerings for training. This feedback was considered in the writing of Goal 1, Action 6 to address the paraprofessional training for early literacy for instructional aides and Reading Lab bilingual aides.

The Certificated Bargaining Unit (WCTA) discussed the hiring of the EL Coordinator/Coach and Temporary Math Coach (Goal 1, Action 6), and maintain the bilingual aide for grades 6-8, Goal 1, Action 3. The bilingual aide will assist throughout core instruction to provide integrated ELD and serve to reduce group size during designated ELD.

A range from 60% to 93.3% of all Educational Partners surveyed indicated a need for additional supplemental services to include focus on academic literacy or English language arts (ELA); academic intervention in the areas of ELA and Math; increase of and access to instructional technology; tutoring for extra support; and extended learning provided with a three-week summer school, winter and spring learning academies during breaks, and Saturday School. Goal 1, Actions 3, 4, and 7 were influenced by parent validation of the effectiveness of the Reading Lab, technology resources, and extended learning time. Goal 1, Actions 5, 6, and 8 influenced maintaining the Chromebooks in school and at home with Hot Spots and a data plan for connectivity (parents); and professional development with onsite coaching (instructional staff).

Both the PAC and Parent feedback suggested strong support of PBIS with added positive incentives. This feedback influenced and supported the writing of Goal 2, Actions 2 and 3 to provide engaging activities motivating students to engage in appropriate behaviors and offering activities and events for families after hours. The results of the survey show a range from 60% to 62.2% of Educational Partners supporting the continuation of retaining a FTE School Counselor and a FTE Licensed Vocational Nurse (LVN) as indicated in Goal 2 Action 8 to provide support services for students struggling with social, emotional, mental, or behavioral issues. After reviewing the draft of the LCAP, PAC parents recommended the addition of Math tutors for grades 6-8. This recommendation influenced the writing of Goal 1, Action 7.

The results of the survey reveal a range from 64.4% to 77.8% of Educational Partners supporting the continuation of Positive Behavior Intervention Supports (PBIS); incentives and recognition; anti-bullying program, Truancy Intervention Program (TIP); and sports, health, music, arts, and other co-curricular programs that are current offerings. Also indicated was the established maintenance standard for facilities in good repair including playground equipment; 21st Century classroom furniture; safe and secure campus; safe and clean facilities; and transportation. Educational Partners specified the need to continue Parent Communication in the established practices for translation services; newsletters; phone calls and Blackboard Connect, the Parent Liaison position; the updated marquee, the district's website, and student planners. Goal 2, Actions 3 and 9 reflect the desire to maintain a safe environment. Vaping Detectors and the ActVnet monitoring system will be added to reduce suspension rates and provide a positive school climate.

Students (SAC) responded with the desire to have better sports equipment, a science fair, languages classes, advanced classes, a printing STEM class, more projects, after school clubs, better computers, sports to include end of season game students vs. staff and parents, a

snack bar, more restrooms, water bottles, lockers, dances, and trash cans as indicated in Goal 2, Actions 2, 3, 5, and 6 to promote student engagement and decrease chronic absenteeism.

The WC Middle School students received a presentation on the Draft of the LCAP Goals 1,2, &3 Actions and Services and they completed the LCAP Survey. The written surveys from MS students revealed interests in adding more AR books in the library with variety to read, have better PE equipment, improve lunch & breakfast menus, upgrade the outdoor playing equipment and add additional school events. The students' input influenced Goal 2 Action 5: Learning Environment, and Improved facilities. By expanding and upgrading equipment supplies and recreational playground facilities offer a more engaging learning environment for low income students that supports co-curricular and extra-curricular high interest activities expected to increase student attendance and to reduce chronic absenteeism rates.

The DELAC parents responded with the possibility to add or hire an in-person speech therapist; continue with English Learner supports; more tutoring opportunities; PBIS incentives; more Anti-Bullying programs and maintaining the services provided by the MTSS team including the school counselor. Goal 1, Actions 3, 6, 8, 9, and 10 were influenced by parent and staff feedback to continue to hire an EL Coordinator/Coach, providing in-person speech, and an additional bilingual aide for LTELs provide supports for increasing ELA and Math performance on CAASPP. Goal 2, Actions 3 and 8 were also influenced by parent and staff input to provide PBIS incentives and maintaining the MTSS supports to decrease Chronic Absenteeism.

The SELPA discussions and comments included the percentage of students in districts eligible for special education; class size capacity in Fresno County Superintendent of Schools operated programs; the percentage of students served in county programs; and the AB 130 expenditure Report. As noted in Goal 1, Action 9, services for Students with Disabilities are implemented.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will increase achievement and proficiency levels in ELA, Math, and ELD; to increase levels of English Proficiency for English Learners.	Broad Goal

State Priorities addressed by this goal.
Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.
This goal was developed based on the analysis of the student achievement data across all grade levels. The Student Achievement data shows that Washington Colony needs to target and increase the academic achievement of all students and specific groups of students including Low-Income, English learners, and Foster Youth students with performance gaps in English Language Arts and Mathematics and increase levels of English Proficiency for English Learners. The Actions and Metrics associated with this Goal will target the academic performance gaps in ELA, Mathematics and increase the English Proficiency levels of all English Learners. These Actions and Metrics were identified to close the achievement gaps and were chosen specifically to target and improve academic performance of all students including Low-Income, English learners, and Foster Youth students. The Metrics will measure continuous year-to-year growth and targets improvement on student achievement gaps as specified in the desired outcomes.

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 and fully credentialed teachers	0% misassignments 0% vacancies Data Source: Credentials Review Data Year: 2023-2024	0% misassignments 0% vacancies Data Source: Credentials Review		0% misassignments 0% vacancies	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Year: 2024-2025			
1.2	Access to standards aligned instructional materials	100% Sufficiency Data Source: Resolution on September 2023 for "Sufficiency of Instructional Materials" Data Year: 2023-2024	100% Sufficiency Data Source: Resolution on September 2024 for "Sufficiency of Instructional Materials" Data Year: 2024-2025		100% Sufficiency	No Difference
1.3	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	State Standards Implemented Average Score of 3.6 out of 5 EL access to state standards/ELD standards Average Score 4.16 out of 5 Data Source: State Reflection Tool Data Year: 2023-2024	State Standards Implemented Average Score of 3.6 out of 5 EL access to state standards/ELD standards Average Score 4.16 out of 5 Data Source: State Reflection Tool Data Year: 2024-2025		Increase the Average Score by .5	No Difference
1.4	Smarter Balanced ELA Met or Exceeded Standard	All= 44% EL= 21.97% LI= 42% Data Source: Dataquest Data Year: 2022-2023	All= 43.57% EL= 6.7% LI= 42.44% Data Source: Dataquest		All= 50% EL=28% LI=48%	All= -0.43% EL= -15.27% LI= +4.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Year: 2023-2024			
1.5	Smarter Balanced Math Met or Exceeded Standard LREBG Metric for Action 1.6	All= 35.24% EL= 23.34% LI= 33.87% Data Source: Dataquest Data Year: 2022-2023	All= 27.7% EL= 16.67% LI= 27.31% Data Source: Dataquest Data Year: 2023-2024		All=41% EL=30% LI= 40%	All= -7.54% EL= -6.67% LI= -6.56%
1.6	California Science Test (CAST) Met or Exceeded Standard	All= 20.59% EL= 6.06% LI= 22.89% Data Source: Dataquest Data Year: 2022-2023	All= 14.59% EL= 0.0% LI= 13.97% Data Source: Dataquest Data Year: 2023-2024		All= 27% EL= 13% LI= 29%	All= -6.0% EL= -6.06% LI= -8.92%
1.7	EL students making progress toward English Proficiency (ELPI)	45.3% Data Source: CA Dashboard Data Year: 2023	51.0% Data Source: CA Dashboard Data Year: 2024		49%	+5.7%
1.8	EL Reclassification Rate	10.1% Data Source: Local data Data Year: 2023-2024	10.3% Data Source: Local data Data Year: 2024-2025		15%	+0.2%
1.9	Access to a broad course of study as	100%	100%		100%	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	measured by review of teacher schedules	Data Source: Local Data Date Year: 2023-2024	Data Source: Local Data Date Year: 2024-2025			
1.10	Other Pupil Outcomes as measured by average Grade Level Equivalent growth on STAR Assessment	(.41) Data Source: Local data: STAR Assessment Data Year: 2023-2024	(.48) Data Source: Local data: STAR Assessment Data Year: 2024-2025		(.75)	+.07

Goal Analysis [2024-25]

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

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

The LEA used the following rating scale to determine the LEAs progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

The actions outlined in Goal 1 supported the progress in meeting the goal to increase achievement and proficiency levels in ELA, Math and ELD; and to increase levels of English Proficiency for English Learners.

Action 1: Hire/Retain Properly Credentialed Teachers with no Misassignments for all core, elective, and special education classes
Implementation Status: 5

Action 1 supported the overall implementation of the goal by hiring or retaining properly credentialed teachers to provide instruction in the areas of ELA/ELD and Math. Educational resources, materials and supplies, books and services were provided as specified.

Action 2: Retain FTE Music and FTE PE teachers to provide release time Professional Learning Communities
Implementation Status: 5

Action 2 supported the overall implementation of the goal by providing weekly teacher release time for grade level collaboration to analyze student performance data focusing on Low Income, English learners, and Foster Youth and the academic progress of students. Teachers collaboratively designed instructional methodology to inform instruction focused on individual learning needs.

Action 3: Hire/Retain Instructional Support Personnel to strengthen the Early Literacy Program

Implementation Status: 4

Action 3 supported the overall implementation of the goal by hiring Instructional aides in the Early Literacy program for K-1st grades; the retaining of one FTE Credentialed Teacher and retaining 2 instructional aides, one of whom is bilingual, for the Reading Intervention Lab TK-5; and two bilingual instructional aides for English learners in grades 6-8 were hired/retained for reading and EL support. The district hired/retained a part-time library aide to support wide reading and the Accelerated Reading Program. This action was not fully implemented as planned as not all instructional aide positions were filled during the school year.

Action 4: Supplemental resources supporting standards aligned instruction

Implementation Status: 5

Action 4 supported the overall implementation of the goal by providing supplemental resources including SmartBoards for classrooms; Standard-Aligned Resources in ELA/MATH/SCIENCE STEM; Illuminate to monitor English learner progress; supplemental curriculum; computer software; materials and supplies for instructional programs; expanded the library book selections for the Accelerated Reading program and added culturally responsive and bilingual books in the school library; and replenished/replaced or updated educational resources, materials and supplies. These supplemental instructional resources were used to address various learning modalities and multiple opportunities to access content standards in ELA/MATH/SCIENCE STEM to increase achievement and English proficiency.

Action 5: Provide 21st Century Learning Skills, Environment, Technology Equipment, Programs, and Devices

Implementation Status: 5

Action 5 supported the overall goal by upgrading and replacing technology, e.g. network bandwidth and WiFi connectivity hardware and software, and Chromebook carts; and the purchase of HotSpots and Data plans were provided partially this year at the cost of the district to Low Income, English learners, Foster Youth and all students in a combination of Federal GEER/ ESSER/ELO-G funds and LCAP funds. There was full availability of student Chromebook and hotspots for home use extended learning opportunities to further meet the specific needs of individual students.

Action 6: Professional Development for ELA/ELD/Math supporting full Implementation of California Content Standards

Implementation Status: 4

Action 6 supported the overall implementation of the goal by providing teachers with professional development focused on ELA/ELD/MATH/Science. The district contracted PD and Instructional Coaching with the FCSS Curriculum and Instruction Department in order to provide learning services. Early in the fall of 2024, the Reading Intervention Lab paraprofessionals and classroom instructional aides received an overview of small group guided reading strategies and instruction to support early literacy centers. The Academic Program Consultant/Coach served in an advisory role for operations of the Reading Intervention Lab and the English Learner Program, as the position of the EL Coordinator/Coach was vacant, and supported Professional Development as liaison to the Fresno County Superintendent of Schools (FCSS) support providers to establish PD/Coaching schedules. The Learning Director focused on curriculum implementation and the alignment of supplemental programs to support student learning; analyze Dashboard and DataQuest assessment results for instructional planning; create assessment cycles with instructional staff with emphasis on grade level Blueprints; target SBAC IAB assessment implementation; facilitate weekly data chats with General Education, Special Education Teachers, and the ELD Coordinator; and design learning plans for struggling students exhibiting low achievement.

Action 7: Extended Time for Learning Opportunities

Implementation Status: 5

Action 7 supported the overall implementation of the goal by providing additional ELA/ELD/MATH tutoring opportunities before and after school; offering a 3-week Intervention Summer School; and, offering throughout the year, Saturday and Winter/Spring Learning Academies to increase achievement in core content areas and increase English proficiency. The LEA contracted with AMPACT, Americorp for math tutoring services. Each tutor delivered instruction for up to 90 minutes per week in grades 4-8. Services for extended time for learning opportunities focused on the needs of our Low Income, English learners, and Foster Youth as well as all students needing support.

Action 8: English Learner Language Acquisition

Implementation Status: 5

Action 8 provided English Learners with designated and/or integrated English language development instruction targeted to their English proficiency level and aligned it with the state content standards and curriculum framework based on sound instructional theory. Standards aligned instructional materials were used and assistance given to access the full educational program. Grades K-5 implemented the ELD component from McGraw-Hill, Wonders for a minimum of 30 minutes of daily designated instruction. Grades 6-8 utilizes Houghton Mifflin Harcourt and English 3D to guide designated ELD. Integrated ELD for grades K-8 is used throughout the day to access all content areas.

Action 9 Students with Disabilities

Implementation Status: 5

Action 9 provided specialized and targeted support to students with disabilities as outlined in their Individualized Education Plans (IEPs). All students with an IEP had access to specialized academic instruction and other designated instructional services as noted in their IEP to ensure equity and access to district programming and a free appropriate public education. Services provided were aligned with other district offerings in order to best support each student's individual academic and social-emotional needs.

Action 10 Long Term English Learners

Implementation Status: 5

Action 10 The district provided Long Term English learners (LTELs) with the strengthened support of smaller group instruction as they clearly have not made the expected progress in acquiring English to be reclassified as fluent English proficient. A period of designated English language development support is built into daily schedules. Students are enrolled in either of two classes according to higher or lower proficiency levels. Each class has two credentialed teachers and one bilingual aide each to meet the needs of the varying proficiency levels within the classes. Instruction is aligned with the state content standards and curriculum framework based on sound instructional theory and the use of standards-aligned instructional materials. These supports assist students in accessing the full educational program. Grades 6-8 utilizes Houghton Mifflin Harcourt Collections and English 3D to guide designated ELD. In addition, the two bilingual aides assist in integrated ELD in core content classes throughout the day.

Additionally, teachers of LTELs receive Professional Development from a Fresno County Superintendent of Schools ELD specialist. The specialist provided 6 days of professional learning and coaching support for the teachers to assist in planning with teachers to meet the specific needs of our LTELs.

Overall Implementation Successes: Throughout the school year, Washington Colony provided services for English Learners, Low Income Students, Foster youth and students with Disabilities; allocated daily time for designated English language development; and time for

teachers to address students exhibiting learning gaps with Expanded Learning Opportunity programs including After School Tutoring, AMPACT, Americorp Math Tutors, Winter Academy, Spring Academy and an extended 3-week Summer School Program. Washington Colony continued the implementation of effective intervention instruction with daily tutoring supporting Reading and Math with the after-school program throughout the year. Supplemental instructional supports continued with Reading Lab services and PE/Music. These supports have shown improvement in ELA, Math, and English Language Development achievement and reducing learning gaps for our low-income students, English Learners, and foster youth. Local standards-based assessments from Illuminate and the Renaissance STAR Reading/Math assessments continued throughout the year to monitor progress and inform instruction. The district also invested in a robust ELA/Math/ELD professional development plan for teachers and provided weekly PLC collaboration opportunities. The availability of Chromebooks for home use for extended learning opportunities further met the specific needs of individual students.

Overall Implementation Challenges: An evaluation of the actual application of the actions revealed that the district adjusted the full implementation in some areas. The hiring of a Principal to oversee all instructional programs and the hiring of the EL Coordinator/Coach position to support the instructional delivery of ELA/ELD grade level standards remained vacant after the start of the school year. There was a lack of candidates for these positions resulting in the district facing the challenge of the inability to hire qualified candidates. The EL Coordinator/Coach vacancy has had an impact on our English learners and professional learning for instructional staff. The turnover from tenured teachers, having explicit ELD training and experience, to hiring new teachers has impacted CAASPP ELA and Math scores for our English learner students. The positions for instructional aides in grades K-2 were filled on an inconsistent basis resulting in Grades 1 (two classrooms) sharing one aide during respective ELA times occasionally throughout the year until candidates were hired. The same was true for Grade 2. Further, the delivery of Professional Development release time was hindered by the lack of the availability of certificated substitutes to enable teachers to attend professional learning with content specialists.

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

There was a material difference between Budgeted Expenditures and Estimated Actual Expenditures for the Action 2: Retain FTE Music and FTE PE teacher to provide teacher release time for Professional Learning . This year the district over spent due to the cost increase in Salary Compensation and cost increase in Health & Welfare and all other Statutory benefits for these teaching positions.

There was a material difference between Budgeted Expenditures and Estimated Actual Expenditures for the Action 4: Clean Safe School and Facilities in Good Repair. Though the action was implemented as planned, maintenance and staffing did not cost as much as expected.

There was a material difference between Budgeted Expenditures and Estimated Actual Expenditures for the Action 6: Professional Development for ELA/ELD/Math supporting full Implementation of California Content Standards . This year the district spent less than planned due an inability to hire a qualified English Learner Coordinator/Coach position. There was a lack of qualified candidates for the position and therefore, the district faced the challenge of the inability to find a candidate. The district has posted for several months for this position.

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

The actions outlined in Goal One supported the progress in meeting the goal to increase student achievement and proficiency levels in ELA, Math and ELD and increase levels of English Proficiency for English Learners. The LEA used the following descriptors for levels of effectiveness of the actions to achieve the articulated goal. The level of effectiveness was based on an analysis of both inputs from educational partners and the metrics as follows: Effective, Somewhat Effective, or Not Effective

Washington Colony determined the level of effectiveness towards meeting the goal to increase student achievement and proficiency levels in ELA, Math and ELD and increase levels of English Proficiency by evaluating the metrics from the baseline to the intended outcomes as well as consideration of educational feedback.

Action 1: Hire/retain Properly Credentialed Teachers and no misassignments for all core, elective, and special education classes;
Replenish/replace or update educational resources, materials and supplies Effectiveness of Action: Effective

Metric: Properly Credentialed teachers with no misassignments nor vacancies as measured by Credentials or SARC review; Sufficient core instructional materials as measured by annual board resolution of 'Sufficiency of Instructional Materials'

- Hired/retained properly credentialed teachers; no misassignments

0% misassignments

0% vacancies Data Source: Credentials Review

- Annual School board adoption of "sufficiency of Instructional Materials" resolution

Analysis Statement: Washington Colony hired/retained Properly Credentialed Teachers and with no misassignments for all core, elective, and special education classes. The district also replenished/replaced or updated educational resources, materials and supplies; provided books, supplies services and capital outlay, including maintaining compliance with Individuals with Disabilities Education Act to support day to day operations.

Action 2: Retain FTE Music and FTE PE teacher to provide teacher release time for Professional Learning Communities

Action 5: Provide 21st Century Learning Skills, Environment, Technology Equipment, Programs, and Devices

Action 6: Professional Development for ELA/ELD/Math Supporting full Implementation of CCSS

Action 7: Extended Time for Learning Opportunities

Effectiveness of Actions: Somewhat Effective

Metrics: State Standardized Assessments as measured by ELA CAASPP scores; State Standardized Assessments as measured by MATH CAASPP scores; Other Pupil Outcomes as measured by average growth on STAR Assessment

Data Statement:

- 2024 Spring ELA CAASPP scores

All Students: Decreased 0.43%

English learners: Decreased 6.7%

Low Income: Increased .44%

- 2024 Spring Math CAASPP scores

All Students: Decreased 7.54%

English learners: Decreased 6.67%

Low Income: Decreased 6.56%

- 2024 Spring STAR/AR

Grade Reading Growth: Increased Average Growth .07

Analysis Statement: An in-depth analysis of Actions 2, 5, 6, and 7 reveals that the effectiveness is partially successful to meet the intended outcomes. The expectation was to increase the ELA and MATH results in CAASPP for low-income students and English learners. The desired outcome for 50% of All students is to Meet or Exceed standards. Comparing baseline data to current performance revealed the following: The 2024 Spring ELA CAASPP scores reflect All students decreased slightly from 44.0% to 43.57% Met or Exceeded. English learners have decreased from 21.97% to 6.7% Met or Exceeded and low-income students increased minimally from 42.0% to 42.57% Met or Exceeded.

The 2024 Spring MATH CAASPP scores reflect a downward trend for MATH with All students, English learners, and low-income students decreasing in percentages of Meeting or Exceeding standards. Comparing baseline data to current performance revealed the following: All students decreased from 35.24% in 2023 to 27.7% in 2024. English learners decreased from 23.34% in 2023 to 16.67% in 2024. Low-income students decreased from 33.87% in 2023 to 27.31% in 2024. Additionally, our Long Term English learners and Students with Disabilities performed at the Red level on the California Dashboard in both ELA and Math.

A comprehensive review of the data suggests that Actions 2, 5, 6, and 7 have been partially effective given some of the challenges faced by turnover of tenured teachers to new instructional staff. Barriers to accomplish full effectiveness are reflected in the Principal and EL Coordinator/Coach vacancies to provide programmatic support, professional learning, data conversations, and monitoring of instruction. We can conclude that these results indicate these actions were not fully effective.

Additional evidence supporting the partial effectiveness of these actions can be reflected in the STAR/Accelerated Reading program intended to close reading gaps. The Spring 2023 STAR/AR Grade Reading Growth Average was .41 and was increased slightly at .48 in 2024. The STAR/AR grade level reading score desired outcome is .75..

Educational Partners, parents and instructional staff surveyed, reflect positive evidence for Actions 2, 5, 6, and 7 for English learners and low-income students. Professional Development and coaching onsite was effective in ensuring consistent professional learning that builds a strong system throughout grades TK-8. Both parents and instructional staff found the availability of technology to be successful with the recommendation to continue the provision of 21st Century Learning Skills, Environment, Technology Equipment, Programs, and Devices and extended learning opportunities including tutoring, Summer School, Saturday School. and Winter/Spring Academies.

Action 3: Hire/Retain Instructional Support Personnel to strengthen Early Literacy Program

Action 4: Supplemental Resources Supporting Standards Aligned Instruction

Effectiveness of Actions: Somewhat Effective

Metric(s): State Standardized Assessments as measured by ELA CAASPP scores; State Standardized Assessments as measured by MATH

CAASPP scores EL annual growth as measured by ELPAC annual growth data; EL reclassification

Data Statement:

- 2024 Spring ELA CAASPP scores

All Students: Decreased 0.43%

English learners: Decreased 6.7%

Low Income: Increased .44%

- 2024 Spring Math CAASPP scores

All Students: Decreased 7.54%

English learners: Decreased 6.67%

Low Income: Decreased 6.56%

- EL Annual Growth

Proficient Level 4: Decreased 3.3%

- English learner Reclassification Rates

Reclassified: Increased 0.2%

Analysis statement: An in-depth analysis of Actions 3, Support Personnel, and 4, Supplemental Resources, reveals that they have been somewhat effective to meet the intended outcomes. Comparing baseline data to current performance revealed the following for our English learners on the ELA CAASPP: English Learners have decreased from 21.97% to 6.7% Met or Exceeded standards. English learners decreased from 23.34% to 16.67% on the Math CAASPP. We can conclude that Actions 3 and 4 are somewhat effective as data reveals the 2024 Spring ELA CAASPP scores for All students decreased slightly from 44.0% to 43.57% Met or Exceeded and low-income students increased minimally from 42.0% to 42.57% Met or Exceeded. The 2024 Spring Math CAASPP scores reflect All students decreased from 35.24% in 2023 to 27.7% in 2024 and low-income students decreased from 33.87% to 27.31% Met or Exceeded. Long Term English learners and Students with Disabilities performed at the Red level on the California Dashboard in both ELA and Math.

The data reflects decreased Annual Growth of 3.3% for English learners performing at Level 4 on the Summative ELPAC. Data from 2023 reveals 18.4% were at Level 4 and 15.1% were at Level 4 in 2024.

We believe these results indicate that with the provision of the hiring or retaining of instructional support personnel and providing varied supplemental instructional resources, these actions were somewhat effective

Further, 83.3% of Educational Partners responding to the LCAP input survey found the Reading Support to be successful or very successful with the recommendation to continue Early Literacy supports.

A comprehensive review of the data suggests that Literacy Skills and English language proficiency for English learners will increase given the supplemental instructional supports and resources. Local metrics and tiered systems of support provided the basis for services that address the barriers faced by students particularly Low-Income, English learners, and Foster Youth students. Meeting their needs in ELA, math and English language acquisition remains a priority for the district.

Action 8: English Learner Language Acquisition

Effectiveness of Action: Effective

Metric(s): CAASPP-ELPAC scores for EL students making progress toward English Proficiency (ELPI); EL reclassification

Data Statement:

- EL students making progress toward English Proficiency (ELPI)

Increased 5.7%

- English learner Reclassification Rates

Reclassified Increased: 0.2%

Analysis Statement: An in-depth analysis of Action 8 reveals that supports addressing the needs of English learners is effective. The data reflects an increase from 45.3% in 2023 to 51.0% in 2024. Further, the reclassification rate increased from 10.1% in 2023 to 10.3% in 2024. We have actually exceeded the desired outcome for EL progress of 49% for the course of the 3-year LCAP cycle. The number of EL students reclassified has been maintained.

The district provided English Learners with designated and/or integrated English language development instruction aligned with the state content standards and curriculum framework based on sound instructional theory using standards-aligned instructional materials. We believe this action has been effective and expect the trend of growth to continue.

Action 9: Students with Disabilities

Effectiveness of Action: Somewhat Effective

Metric(s): CAASPP ELA, CAASPP Math

Data Statement:

- Both the 2024 CAASPP ELA and CAASPP Math assessments revealed 0.0% Met and Exceeded for both areas for SWD.

Analysis Statement: The district is receiving Differentiated Assistance for our Students with Disabilities for Suspension. Addressing this area to ensure SWD are attending school without interruption due to suspension will assist with instructional engagement in the areas of ELA and Math.

The district provides specialized and targeted support to Students with Disabilities as per their Individualized Education Plans (IEPs) ensuring access to district programming and academic instruction as well as designated instructional services as noted in their IEPs. The district provides in-person speech services from TALK Team Speech Lessons with an onsite speech specialist for Pre-school through grade 8. The instructional aide continues to support services for Students with Disabilities. Services provided will be aligned with other district offerings in order to best support each student's individual academic and social-emotional needs. With the provision of these Special Education supports, we believe this action is Somewhat Effective.

Action 10: Long Term English Learners

Effectiveness of Action: Somewhat Effective

Metric(s): CAASPP ELA, CAASPP Math

Data Statement:

- Both the 2024 CAASPP ELA and CAASPP Math assessments revealed 0.0% Met and Exceeded for Long Term English Learners.

The district provided Long Term English learners (LTEs) with the strengthened support of smaller group instruction to make progress in

acquiring English proficiency to be reclassified as fluent English proficient. LTELs receive a period of designated English language development support that is built into daily schedules. Students are enrolled in either of two classes according to higher or lower proficiency levels. Each class has two credentialed teachers and one bilingual aide each to meet the needs of the varying proficiency levels within the classes. Instruction is aligned with the state content standards and curriculum framework based on sound instructional theory and the use of standards-aligned instructional materials. The two bilingual aides assist in integrated ELD in core content classes throughout the day.

Additionally, teachers of LTELs received Professional Development from a Fresno County Superintendent of Schools ELD specialist. The specialist provided 6 days of professional learning and coaching support for the teachers to meet the specific needs of our LTELs.

We believe that with these supports, this action is Somewhat Effective.

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

The goals planned and budgeted expenditures targeted the needs of Low-Income, English learners, and foster youth who are at greater risk. An adjustment was made to Action 1.6 to expend LREBG funding to address the specific math needs of English learners based on the 2024 CAASPP Math results.

Action 1.6: Professional Development for ELA/ELD/Math supporting full Implementation of CCSS reflects the identified need for a Math Coach to collaboratively guide instruction using best practices aligned to the needs of students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Credentialed Teachers and Basic Services	Hire/retain Properly Credential Teachers for all core, elective, and special education classes. Hire a FTE .25 Academic Program Consultant/Coach. Provide books, supplies, services and capital outlay, including maintaining compliance with Individuals with Disabilities Education Act to support day to day operations. Replenish/replace/update educational resources, materials and supplies as needed.	\$2,452,194.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Retain FTE Music and FTE PE teacher to provide teacher release time for Professional Learning Communities	Washington Colony will provide teachers with PLC meeting release time to review student data used to inform instruction focused on the unique needs of English learner students. To provide this release time, one additional FTE music teacher and one FTE PE teacher will be retained.	\$206,704.00	Yes
1.3	Hire/Retain Instructional Support Personnel to strengthen Early Literacy Program	To provide English Learner students with small group, focused instruction, Washington Colony will hire/retain support personnel to support the Early Literacy Program	\$245,260.00	Yes
1.4	Supplemental Resources Supporting Standards Aligned Instruction	Washington Colony will provide supplemental instructional resources to access core content standards to increase English Learner performance.	\$223,389.00	Yes
1.5	Provide 21st Century Learning Skills, Environment, Technology Equipment, Programs, and Devices	Washington Colony will provide 21st Century learning skills and environment, technology equipment, programs and devices to enhance well-rounded instruction and learning needed for the 21st Century.	\$161,025.00	Yes
1.6	Professional Development for ELA/ELD/Math Supporting full Implementation of CCSS.	Washington Colony will provide teachers with professional development focused on ELA/ELD, Math and Instructional Technology by contracting with Fresno County Superintendent of Schools for professional development and provide district onsite coaching support. Beginning in 2025-2026, this is a LREBG action supporting a Math Coach to provide ongoing professional development. The LEA has \$735,835 in LREBG funding to address the identified need in math to support a temporary position for a math coach. Effectiveness is to be measured by CAASPP Math results.	\$1,048,632.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Extended Time for Learning Opportunities	Washington Colony will provide additional ELA/ELD/MATH opportunities before and after school; an Intervention Summer School; and offer Saturday and Winter/Spring Learning Academies..	\$73,725.00	Yes
1.8	English Learner Language Acquisition	The district will provide English Learners with designated and/or integrated English language development instruction targeted to their English proficiency level and aligned with the state content standards and curriculum framework based on sound instructional theory, use standards-aligned instructional materials, and assist students in accessing the full educational program. Grades K-5 implement the ELD component from McGraw-Hill, Wonders for a minimum of 30 minutes of daily designated instruction. Integrated ELD is used throughout the day to access all content areas. Funding for this action will be allocated from federal funds. Additionally, all TK-5 teachers receive Professional Development from a Fresno County Superintendent of Schools ELA-ELD specialist and our onsite EL Coordinator/Coach. Professional learning and coaching support is provided to refine Designated and Integrated ELD. The specialist and the onsite EL Coordinator/Coach collaborate with teachers to assist in data analysis, lesson design, and planning to meet the specific language development needs of our ELs.	\$0.00	No
1.9	Students with Disabilities	The district will provide specialized and targeted support to students with disabilities as outlined in their Individualized Education Plans (IEPs). All students with an IEP will have access to this specialized academic instruction and other designated instructional services as noted in their IEP to ensure equity and access to district programming and a free appropriate public education. The district will provide in-person speech services from TALK Team Speech Lessons with an onsite speech specialist for Pre-school through grade 8. The instructional aide will be retained to support services for Students with Disabilities. Services provided will be aligned with other district offerings in order to best support each student's	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		individual academic and social-emotional needs. Funding for this action can be found in Action 1.1.		
1.10	Long Term English Learners	The district provides Long Term English learners (LTELs) with the strengthened support of smaller group instruction as they clearly have not made the expected progress in acquiring English to be reclassified as fluent English proficient. A period of designated English language development support is built into daily schedules. Students are enrolled in either of two classes according to higher or lower proficiency levels. Each class has two credentialed teachers and one bilingual aide each to meet the needs of the varying proficiency levels within the classes. Instruction is aligned with the state content standards and curriculum framework based on sound instructional theory and the use of standards-aligned instructional materials. These supports assist students in accessing the full educational program. Grades 6-8 utilizes Houghton Mifflin Harcourt Collections and English 3D to guide designated ELD. In addition, the two bilingual aides assist in integrated ELD in core content classes throughout the day. Additionally, teachers of LTELs receive Professional Development from a Fresno County Superintendent of Schools ELD specialist. The specialist provides 6 days of professional learning and coaching support for the teachers and collaborates with the onsite EL Coordinator/Coach to assist in planning with teachers to meet the specific needs of our LTELs. Funding for this action will be allocated from federal funds.	\$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase positive school climate and maintain facilities in good repair.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed based on the analysis of the progress made on improving the school climate, school facilities in good repair and the decrease of suspension data. The district also considered the high chronic absenteeism rate across all grade levels. The Chronic Absenteeism data shows that Washington Colony needs to target and increase the student engagement of all students and specific groups of students including Low-Income, English learners, and Foster Youth students with higher levels of Chronic Absenteeism. The Actions and Metrics associated with this Goal will target school climate connectedness, the Attendance rates, dropout rates, suspension rates and Chronic Absenteeism. These Actions and Metrics were identified to reduce the suspension data, increase attendance rates and target the high levels of chronic absenteeism chosen specifically to target and improve school climate and daily student engagement of all students including Low-Income, English learners, and Foster Youth students. The Metrics will measure continuous year-to-year rates and targets for improvement on student engagement as specified in the desired outcomes and maintain a positive school climate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facilities maintained in good repair	100% rated as "Exemplary" Data Source: FIT Data Year: 2023-2024	100% rated as "Exemplary" Data Source: FIT		100% site FITs scored "good" or higher	No Difference
2.2	Attendance Rate	93.14% Data Source: Local Data (P-2)	93.71% Data Source: Local Data (P-2)		95%	+0.57%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2023-2024	Data Year: 2024-2025			
2.3	Chronic Absenteeism	All= 23.6% EL= 21.6% LI=24.1% Data Source: CA Dashboard Data Year: 2023	All= 15.72% EL= 15.6% LI= 18.2% Data Source: CA Dashboard Data Year: 2024-2025		All= 18% EL= 16% LI = 19%	All= -7.88% EL= -6.0% LI= -5.9%
2.4	Middle School Dropout Rate	0% Data Source: CALPADS Data Year: 2023-24	0% Data Source: CALPADS Data Year: 2024-25		0%	No Difference
2.5	Suspension rate	All= 3.6% EL= 4% LI= 4.1% Hispanic= 3.3% Data Source: CA Dashboard Data Year: 2023	All= 1.87% EL= 1.58% LI= 1.07% Hispanic= 2.07% Data Source: CA Dashboard Data Year: 2024		Under 4% for all student groups	All= -1.73% EL= -2.72% LI= -3.03% Hispanic= -1.23%
2.6	Expulsion rate	0% Data Source: Local data-AERIES Data Year: 2022-2023	0% Data Source: Local data-AERIES Data Year: 2023-2024		0%	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	School Climate Survey- % responses high levels for school connectedness and School Climate Index (SCI) on the CHKS survey.	Sense of Safety Students (5th): 41% (6th-8th): 46% Parents: To be added in 2024-2025 Staff: To be added in 2024-2025 Sense of Connectedness: Students (5th): 45%, (6th-8th): 42.5% Parents: To be added in 2024-2025 Staff: To be added in 2024-2025 Data Source: Local Surveys CA Healthy Kids Survey Data Year: 2023-2024 To be added in 2024- 2025 Parent LCAP Survey Staff LCAP Survey	Sense of Safety Students (5th): <10 surveyed (6th-8th): 45% Parents: 86.5% Staff: 91.7% Sense of Connectedness: Students (5th): <10 surveyed (6th-8th): 44.5% Parents: 81.1% Staff: 84.0% Data Source: Local Surveys CA Healthy Kids Survey Data Year: 2024- 2025 Data Source: LCAP Survey Data Year: 2024- 2025		Sense of Safety Students (5th): 46% (6th-8th): 51% Parents: 88% Staff: 93% Sense of Connectedness: Students (5th): 50%, (6th-8th): 48% Parents: 83% Staff: 86%	Safety Students 5th= incomplete Results 6th-8th= -1.0% Connectedness Students 5th= Incomplete Results 6th-8th= +2.0%

Goal Analysis [2024-25]

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

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

The LEA used the following rating scale to determine the LEAs progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

The actions outlined in Goal 2 supported the progress in meeting the goal to increase positive school climate and maintain facilities in good repair.

Action 1: Truancy Intervention Program and Support Staff

Implementation Status: 4

Action 1 supported the overall implementation of the goal by contracting with Fresno County Superintendent of Schools for a Truancy Intervention Program (TIP) to implement the SARB process and increase individualized outreach to students and families. Maintaining the part-time Parent Liaison position supported a school-home connection with visitation or meetings with parents/families to increase attendance.

Action 2: Supplemental Activities Promoting Student Engagement

Implementation Status: 5

Action 2 supported the overall implementation of the goal by contracting with Fresno County Superintendent of Schools for supplemental support staff to implement Visual and Performing Arts, including; Family Literacy Night, Family Art/STEM Night, and associated materials and supplies. Supplemental LEA staff provided sports and music programs; and materials and supplies were provided. The VAPA support staff provided engaging activities that were utilized in classrooms during school hours, and at a Family Art/STEM Night after school hours. These activities promoted engagement and involvement of both students and parents to improve school connectedness and climate for our low income students and families.

Action 3: Behavior Intervention, Positive School Climate and Culture

Implementation Status: 5

Action 3 supported the overall implementation of the goal by providing positive behavior and attendance incentives through the Positive Behavior Intervention Support (PBIS) program; and by providing co-curricular and extra-curricular activities in support of the PBIS program. High-interest activities including educational field trips, clubs, and district-wide events were provided in the effort to reduce suspension rates.

Action 4: Clean Safe School and Facilities in Good Repair

Implementation Status: 5

Action 4 supported the overall implementation of the goal by providing a clean and safe school by maintaining the playground in good repair; providing noontime supervision to improve cafeteria/safety; adding part-time custodial staff to ensure sanitation and cleanliness of restrooms and other facilities, and to assist with operational services throughout the day.

Action 5: Learning Environment, and Improved Facilities

Implementation Status: 5

Action 5 supported the overall implementation of the goal by providing and purchasing, updating, or replacing playground equipment and supplies to provide an engaging learning environment for low income students that motivated attendance in school and in extracurricular activities.

Action 6: School Climate and Extra Curricular Activities

Implementation Status: 5

Action 6 supported the overall implementation of the goal by providing transportation to promote the participation and school connectedness for our low-income students, who lack access to learning experiences in extracurricular activities or educational-enrichment field trips. Students TK-8 attended a variety of extra-curricular field trips this year.

Action 7: Transportation

Implementation Status: 5

Action 7 supported the overall implementation of the goal by providing daily Home-To-School transportation to all students including our low income student population to travel to and from school safely, to ensure attendance, and engage in school related events including the 3-week summer school.

Action 8: Academic/ Social-Emotional Learning Support

Implementation Status: 5

Action 8 supported the overall implementation of the goal by providing services from a multi-tiered system of support (MTSS) to increase student attendance and reduce chronic absenteeism of our low-income students. The district provided a "Student Wellness Center" where a team of professionals including a school psychologist, school counselor, and All-4-Youth Mental health clinicians collaborated and coordinated a focus on the mental, physical, and behavioral needs of students. They identified and addressed barriers to learning and trained and guided staff to recognize and address student needs. Additionally, the team provided students and families with resources that supported social and emotional learning and implemented the Navigate 360 SEL intervention program.

Action 9: Safe School Environment

Implementation Status: 5

Action 9 provided a Campus Safety Monitor who ensured compliance with school and organizational rules and procedures and discouraged non-student or unauthorized persons from entering school grounds. To address the common need found within the low performance level for Suspension of the Hispanic subgroup, the district added Vaping Detectors to monitor student behaviors and ActVnet to monitor the campus.

Overall Implementation Successes: The LEA experienced success with the implementation of the "Student Wellness Center" where a team of professionals including a school psychologist, School Counselor, and All-4-Youth Mental health clinicians collaborated and coordinated a focus on the mental, physical, and behavioral needs of students; identified and addressed barriers to learning; and trained and guided staff to recognize and address student needs. Also, the hiring of the Parent liaison supported the school home connection with visitation or meetings with parents/families to encourage attendance and decrease Chronic Absenteeism. The PBIS Support Team provided incentives through the Positive Behavior Intervention Support (PBIS) program; and provided high interest activities including trips and districtwide events for

students in TK-8. The district held a successful Family Literacy Night, Family Art/STEM Night and purchased associated materials and supplies. The district feels that the reduced number of suspensions is partially attributed to the strong support of the Wellness Team and PBIS activities. The district hired/retained an additional part-time custodian that kept a clean safe environment all year round. The TK-5 and 6-8 outdoor learning Pavilions were completed to provide outdoor learning environments for student use. The district invested in the maintenance of a positive school climate and facilities in good repair. Daily home-to-school transportation was provided. The positions of full-time counselor and Licensed Vocational Nurse (LVN) were retained to strengthen available services on the multidisciplinary team.

Overall Implementation Challenges: Based on the analysis of the implementation of the actions, the district did not experience any barriers.

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

There was a material difference between Budgeted Expenditures and Estimated Actual Expenditures for the Action 8: Academic/ Social-Emotional Learning Support. This year the district over spent due to the cost increase in Salary Compensation and cost increase in Health & Welfare and all other Statutory benefits for these Social-Emotional Support and Services provided by LVN and Counselor positions.

There was a material difference between Budgeted Expenditures and Estimated Actual Expenditures for the Action 5: Learning Environment, and Improved Facilities . The district spent less than planned due to liquidation of the use of COVID-19 one time ESSER Federal Funds and ELO-P funds. The district multi-funded and spent in the area of Learning Environment, and Improved Facilities utilizing final ESSER funds and ELO-P funds concurrently.

There was a material difference between Budgeted Expenditures and Estimated Actual Expenditures for the Action 9: Safe School Environment. This year the district over spent due to the cost increase in Salary Compensation and cost increase in Health & Welfare and all other Statutory benefits for the campus security monitoring provided by the Campus Safety Monitor position.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating: Not Effective; Somewhat Effective; Effective

The actions outlined in Goal 2 supported the progress in meeting the goal to increase positive school climate and maintain facilities in good repair.

Action 1: Truancy Intervention Program and Support Staff

Action 2: Supplemental Activities Promoting Student Engagement

Action 4: Clean, Safe School and Facilities in Good Repair

Action 5: Learning Environment, and Improved Facilities

Action 6: School Climate and Extra Curricular Activities

Action 7: Transportation Action 8: Academic/ Social-Emotional Learning Support
Action 8: Academic/ Social-Emotional Learning Support

Effectiveness of Actions: Somewhat Effective

Metrics: CA School Dashboard-Chronic Absenteeism

Data Statement: Washington Colony observed progress toward decreasing Chronic Absenteeism for All Students including Low-income and English learners.

- Decreased Chronic Absenteeism

All students: decreased 7.88%

English learners: decreased 6.0%

Low-income: decreased 5.9%

Analysis Statement: The expectation was to decrease Chronic Absenteeism by 5%. The Chronic Absenteeism rates decreased from 23.6% in 2023 to 15.7% in 2024 for all students; 21.6% to 15.6% for English learners; and 24.1% to 18.2% for Low-income students. Although Chronic Absenteeism rates remain high for Students with Disabilities placing SWDs at the Red level on the California School Dashboard. The district exceeded in reducing the chronic absenteeism rates for All students by 7.88%; English learners by 6.0%; and low-income by 5.9%. Significant growth has been noted for Long Term English Learners who are Green on the dashboard. We can conclude that the results indicate these actions were somewhat effective and Students with Disabilities will benefit from the supports of these actions.

Student attendance slightly decreased from 93.14% in 2023 to 93% in 2024. The desired outcome is to increase attendance to 95.0%. Student attendance has been maintained and the district expects to continue the upward trend of growth next year. Opportunities for students and their parents to engage in activities were successful in increasing participation that fostered the home-school connection. The district maintained a clean and safe school keeping the playground in good repair and providing noontime supervision. Effectiveness of this action was significant based on the “Exemplary” rating for the metric of Facilities Maintained. Also successful, was the continued home-to-school transportation to encourage daily student attendance and the provision for transportation for school related events. Students were able to attend school on a regular basis in order to reduce Chronic Absenteeism and increase daily attendance. The district’s Truancy Intervention initiatives through the PBIS program were a contributing factor in reducing Chronic Absenteeism. We can conclude that the results indicate these actions were somewhat effective and the district will continue to increase attendance and reduce the Chronic Absenteeism rate given the supports of these actions.

Action 3 Behavior Intervention, Positive School Climate and Culture

Action 9: Safe School Environment

Effectiveness of Actions: Somewhat Effective

Metrics: CA School Dashboard: Suspension Rate Data Statement:

- Increased Suspension Rate

All students: decreased by 1.73%

English learners: decreased by 2.72%

Low-Income: decreased by 3.03%

Hispanic: decreased by 1.23%

Analysis Statement: The expectation was to decrease suspensions. The CA School Dashboard Suspension Rate results were 3.6%% in 2024 for All Students. Current local data reveals a decrease to 1.87% in the spring of 2025. English learner results in 2024 were 4.0% and decreased to 1.58% in 2025; Low-income students were 4.1% and decreased to 1.07%; and our Hispanic group was 3.3% and decreased to 2.07%. The district is continuing efforts to decrease suspensions with the support of the Differentiated Assistance Team from Fresno County Superintendent of Schools. Incentives through the Positive Behavior Intervention and Supports program have had a positive effect by providing co-curricular and extra-curricular activities in support of improved behavior. The district was able to provide the PBIS store with incentives for classrooms in support of recognizing and celebrating individual students' positive behavior during the school day. Staff implementation of the PBIS program encouraged and taught students about positive behaviors and supported student knowledge of coping strategies in place of behaviors leading to suspension. Although the district is Red on the CA School Dashboard for our Students with Disabilities and Orange for Low-income and Hispanic students, the number of students represented is small. This action has been effective in promoting improved behavior and reduced suspensions for the greater population of students.

The district administers the California Healthy Kids Survey (CAHKS) to measure School Climate and Culture for the sense of safety and connectedness of students in grade 5, and 6-8. Grade 5 data was minimally represented with less than 10 students participating in the survey. The majority of Grade 5 parents opted out for 2024-25. The 2023-24 data will continue to be our survey baseline for grade 5. The district will take steps to better inform parents regarding the rationale for the survey for the 2025-26 school year. Grades 6-8 results revealed a slight decrease of 1.0% for their sense of safety and an increase of 2.0% for connectedness. Grades 6-8 students are making progress toward the district's desired outcome for the sense of safety and connectedness.

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

The goals planned and budgeted expenditures targeted the needs of Low-Income, English learners, and foster youth who are at greater risk. An adjustment was made to Action 2.3 to further address the performance indicators on the 2024 Dashboard for Suspension Rates for Low Income students (Orange), Hispanic (Red), and SWD (Red).

Action 2.3: Behavior Intervention, Positive School Climate and Culture has been adjusted to include the Positivity Project to support PBIS and create a Positive School Climate through intentional modeling and instruction of positive character traits.

Action 2.4: Clean Safe School and Facilities in Good Repair; The shade structure for the elementary campus was completed and has been removed from the action.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Truancy Intervention Program and Support Staff	Washington Colony will contract with Fresno County Superintendent of Schools for a Truancy Intervention Program (TIP) and maintain the part-time Parent Liaison position.	\$31,600.00	Yes
2.2	Supplemental Activities Promoting Student Engagement	Washington Colony will continue to contract with Fresno County Superintendent of Schools for supplemental support staff to implement Visual and Performing Arts, Social-Emotional Learning (SEL) coaching, and associated materials and supplies. The LEA will provide sports and music programs and materials and supplies will be provided.	\$174,789.00	Yes
2.3	Behavior Intervention, Positive School Climate and Culture	Washington Colony will provide incentives through the Positive Behavior Intervention Support (PBIS) program; and provide cocurricular and extra-curricular activities in support of the PBIS program. The implementation of the Positivity Project will provide instruction and modeling of positive character traits. This action will address the following lowest-performance level (red) indicators on the 2023 Dashboard: Suspension for the English learner, Low-Income, and Hispanic subgroups.	\$50,654.63	Yes
2.4	Clean Safe School and Facilities in Good Repair	Washington Colony will continue to maintain a clean, safe school and maintain facilities in good repair. To create a positive school climate and maintain facilities in good repair, Washington Colony will maintain increased services for playground maintenance and additional noontime supervision and a part-time receptionist to improve facilities and services. This action is designed to maintain a clean and safe school by maintaining the playground in good repair; providing noontime supervision to improve cafeteria/safety; and to assist with operational services. The hiring of a part-time Receptionist assists with increased office activity. By providing a clean, safe environment, Low Income students have, in the past, responded with improved behavior, engagement, and a sense of pride regarding the school they attend. This action is being provided on an LEA-wide basis and we expect that all students, including English learners and students with disabilities, will benefit with a positive school climate.	\$782,434.00	No

Action #	Title	Description	Total Funds	Contributing
2.5	Learning Environment, and Improved Facilities	Washington Colony will upgrade equipment and supplies and add additional part-time custodial staff for both the Elementary and the Middle School playgrounds to expand on an engaging learning environment that will motivate attendance in school and in extracurricular activities, including sports during and after school, and to decrease Chronic Absenteeism.	\$75,000.00	Yes
2.6	Transportation for Access to Academic, Co-Curricular, and Extra-Curricular Activities	Washington Colony will provide transportation and staffing for extracurricular activities and educational-enrichment field trips for low income students.	\$50,911.00	Yes
2.7	Transportation	The district will continue to provide home-to-school transportation for students within district boundaries and to provide transportation for school related events. Daily transportation is provided for our low income student population to provide the means to travel to and from school safely, to ensure attendance, and engage in school related events. It is our expectation that these services will result in an increase in attendance and participation of our low income students in school and related educational events.	\$259,725.00	No
2.8	Academic/ Social-Emotional Learning Support	Washington Colony has developed a multidisciplinary team to improve attendance, engagement, and address barriers to learning, Washington Colony will hire/retain hire/retain 1 full time LVN and 1 full time school counselor to provide support services above and beyond what is required.	\$215,934.00	Yes
2.9	Safe School Environment	The 2023 CA Dashboard indicates that suspension rates for all students at Washington Colony Elementary School increased to 3.6% from 1.4% in 2022. Subgroup data further indicates a common need for the Hispanic subgroup in which suspension rates increased from 0.7% to 3.4% in that time.	\$75,965.00	No

Action #	Title	Description	Total Funds	Contributing
		Analysis of LEA-level and subgroup data revealed a common need for the all-student and Hispanic subgroups. As part of a needs assessment to determine root causes of the increase in suspension, educational partners indicated a need to provide a safe school climate for all students including our Hispanic subgroup. Further analysis of local data identifies that due to our relatively small class size enrollment, this increase can be attributed to a select few vaping incidents on campus that resulted in multiple suspensions. To address this common need following lowest-performance level (red) indicators on the 2023 Dashboard: Suspension for the All students and Hispanic subgroups, the district will add Vaping Detectors to monitor student behaviors and ActVnet to monitor the campus at all times. It is the expectation that these measures will provide a safe school environment and a positive school climate focused on student learning and associated educational activities. Furthermore, to address this common need, based on Educational Partner input and the need to provide a safe school climate, the district will hire/retain a Campus Safety Monitor. The Campus Safety Monitor will ensure compliance with school and organizational rules and procedures and discourage non-student or unauthorized persons from entering school grounds. The district will continue to purchase, update, and replace security and safety resources e.g. security cameras, monitors, surveillance iPads, surveillance patrol cart, alarm systems, and security gates as a means to prevent bullying activities and prevent incursion onto campus from individuals not authorized by the district.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase stakeholder engagement and provide parent education	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed based on the analysis and need for improving parental engagement. The district also considered that due to the COVID-19 pandemic year, a drop in parent participation and education programs in-person decreased during this school year. The Parent engagement data show that Washington Colony needs to target and increase the parent engagement of parents of all students and specific groups of students including Low-Income, English learners, and Foster Youth students with higher levels of Chronic Absenteeism. The Actions and Metrics associated with this Goal will target parent education offerings in-person and increase parent engagement. These Actions and Metrics were identified to improve the number of parents participating in educational workshops and survey completion rates. By increasing the parent educational offerings related to Chronic Absenteeism and engage parents of all students including Low-Income, English learners, and Foster Youth students, the Chronic Absenteeism rate will decrease steadily. The Metrics will measure continuous year-to-year rates and targets for improvement on parent engagement in education programs as specified in the desired outcomes and increase the percentage of stakeholder engagement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	28.6% of parents participated in the survey Data Source: Parent surveys collected Data Year: 2023-2024	59.5% of parents participated in the survey Data Source: Parent surveys collected Data Year: 2024-2025		45% of parents participate in the survey	+30.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Other Pupil Outcomes: Number of parent workshops offered	25 In-person workshops Data Source: Number of Parent Education Program Offerings Data Year: 2023-2024	25 In-person workshops Data Source: Number of Parent Education Program Offerings Data Year: 2024-2025		20 or more annual Parent Education Program Offerings	No Difference

Goal Analysis [2024-25]

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

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

The LEA used the following rating scale to determine progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

The actions outlined in Goal 3 supported the progress in Increase stakeholder engagement and provide parent education.

Action 1: Translation Services to Increase Parent Engagement

Implementation Status: 5

Action 1 supported the overall implementation of the goal by providing interpreter/translator services for district-wide activities to promote parent participation and encourage parent input on surveys.

Action 2, Action 3: Parent Engagement, Communication, and Awareness of Chronic Absenteeism

Implementation Status: 5

Action 2 and Action 3 supported the overall implementation of the goal by engaging parents in school related activities; creating open communication between school; and by hiring a Parent Liaison in order to bring awareness of the importance of attendance to decrease Chronic Absenteeism. Implementation of the goal was further supported by providing and/or contracting for parent education offerings with the Parent Institute for Quality Education (PIQE); parenting classes; English Rosetta Stone; and Educational Parent Conferences. The district provided materials, supplies, supplemental staff hours, and childcare for parent education activities.

Overall Implementation Successes: The district provided in-person parent/teacher conferences with translators in English and Spanish. The district was able to provide materials, supplies, supplemental staff hours, and childcare for parent education activities. All weekly communications were made in both English/Spanish. A great number of families attended all scheduled activities and offerings. Parent engagement and participation opportunities were increased during and after school to accommodate the work and family schedules associated with the needs of the parents of our low-income students. We were able to offer Parenting Partners. The district adopted Parent Square, a universal system to communicate forthcoming school activities and events with parents.

Overall Implementation Challenges: An evaluation of the actual application of the actions revealed that the district adjusted the full implementation in some areas. The position of Parent Liaison was vacant for half of the year.

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

There was a material difference between Budgeted Expenditures and Estimated Actual Expenditures for the Action 3: Parent Education Offerings. The district spent less than planned due to the use of one time ELO-P funds and Title I Funds. The district multi-funded and spent in the area of Parent Education Offerings with the ELO-P funds and Title I funds.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating: Not Effective; Somewhat Effective; Effective

The actions for Goal 3 supported the progress in meeting the goal to increase stakeholder engagement, provide parent education, and provide parent education to decrease Chronic Absenteeism.

Action 1: Translation Services to Increase Parent Engagement

Metric: Percentage of parent surveys collected

Effectiveness of Action: Effective

Data Statement: Parental Engagement

- Increased Percentage of Parent Surveys: 30.9%

Analysis Statement: LCAP input in-person and online surveys collected showed positive growth from 28.6% in the spring of 2024 to 59.5% in the spring of 2025. The desired outcome is to reach 39%. The district continues to increase the percentage of parents participating in the district LCAP input surveys. The percentage of surveys collected increased by 30.9%. The district provided interpreter/translator services for district-wide activities as planned. The increase in participation substantiates the effectiveness in providing parents with opportunities to participate in decision-making for the forthcoming LCAP's goals, actions, and services.

Action 2 and Action 3: Parent Engagement, Communication, and Awareness of Chronic Absenteeism Effectiveness of Action: Effective

Metrics: CA School Dashboard-Chronic Absenteeism

Data Statement: Washington Colony observed progress toward decreasing Chronic Absenteeism for All Students including Low-income and English learners.

- Decreased Chronic Absenteeism
- All students: decreased by 3.2%
English learners: decreased by 2.3%
Low-income: decreased by 3.6%

Analysis Statement: The expectation was to decrease Chronic Absenteeism by 5%. The Chronic Absenteeism rates decreased from 23.6% in 2023 to 20.4% in 2024 for all students; 21.6% to 19.3% for English learners; and 24.1% to 20.5% for Low-income students. Although Chronic Absenteeism rates remain high for Students with Disabilities placing SWDs at the Red level on the California School Dashboard. The district exceeded in reducing the chronic absenteeism rates for All students by 3.2%; English learners by 2.3%; and low-income by 3.6%. Significant growth has been noted for Long Term English Learners who are Green on the dashboard. The LEA continues to offer opportunities for involvement in activities to support and celebrate students. The LEA also provides Parent Education Program offerings through 25 in-person workshops. We can conclude that the results indicate these actions were somewhat effective and Students with Disabilities will benefit from the supports of these actions.

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

The target outcome for Action 1 was adjusted from 39% to 45% to reflect the 30.9% increase made in 2024-2025.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Translation Services to Increase Parent Engagement	Based on the school-home parent communication and translation needs as indicated by 81.3% of the surveys from Educational Partner parent and instructional staff input, Washington Colony will continue to increase parental engagement during school events with translation services. In order to address this need, Washington Colony will continue to provide interpreter/translator services for district-wide activities. Additionally, the district will adopt a universal system to communicate with parents. It is our expectation that these services will continue to improve parental engagement over the course of the next three years.	\$15,590.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Parent Engagement, Communication, and Awareness of Chronic Absenteeism	Washington Colony will increase District/Site parent communication and involvement in District-wide activities by contracting with the website provider for improved access to grading and attendance systems, purchasing student planners, and applying service costs for the digital messaging marquee.	\$22,500.00	Yes
3.3	Parent Education Offerings	Washington Colony will provide and/or contract for parent education offerings with the Parent Institute for Quality Education (PIQE); parenting classes; English instruction; and Educational Parent Conferences. The district will provide materials, supplies, supplemental staff hours, and childcare for parent education activities.	\$31,531.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,761,066	\$224,933

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
39.456%	2.571%	\$117,313.86	42.027%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	Action: Retain FTE Music and FTE PE teacher to provide teacher release time for Professional Learning Communities Need: A review of CAASPP data included in the metrics section indicates that our English Learners continue to underperform in ELA and Math as compared to All Students.	This action is designed to provide specific time each week to examine and analyze student performance data and academic progress in order to develop instructional plans that address the specific language needs making core content standards comprehensible for our English learner students. To provide this release time, one additional FTE music teacher and one FTE PE teacher will be retained. PLC meetings are designed to provide	Washington Colony expects that the academic achievement rates (CAASPP ELA/Math) for our English learner students will increase in comparison to all students. ELA CAASPP All Students English Learners

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Analysis of data and observed instruction reveals that one possible root cause for this is the need for specific time each week to plan for informed and focused instruction. English learner students have a greater need for focused instruction. A needs assessment reveals that English learner students require differentiated instruction. Providing time for teachers to analyze data and collaboratively design lessons implementing best practices is required to address discrepancies in content knowledge to close performance gaps in ELA and Math. Scope: LEA-wide	specific time each week for teachers to examine and analyze student performance data and academic progress in order to guide instruction that addresses the unique needs of English learners; identify and implement research-based best-practices for instruction; and collaboratively design instructional methodology that is specifically focused on meeting the learning needs, whether language or content, of English learner students. The ultimate goal is to close the performance gaps in ELA and Mathematics. This action provides PLC release time to analyze data and plan instruction for our English learner students. However, because we expect English learner students and All students below proficiency will benefit, this action is provided on an LEA-wide basis.	Math CAASPP All Students English Learners
1.3	Action: Hire/Retain Instructional Support Personnel to strengthen Early Literacy Program Need: A review of CAASPP data included in the metrics section indicates that our English Learners continue to underperform in ELA as compared to All Students. Our reclassification data further reveals a need to address ELA for our English Learners. Reclassification criteria for English learner students has not been met in the area of ELA for students who have met eligibility on all other criteria to be reclassified.	This action is designed to provide supplemental literacy support for our English learners who require additional support beyond core instruction in a small group setting and where primary language discourse assists in the learning process. In order to meet the small group, focused instructional needs of our English learner subgroup, Washington Colony will hire/retain: Instructional aides in the Early Literacy program for grades K-2; one FTE Credentialed Teacher, two bilingual instructional aides for the TK-5 Reading Intervention Lab, hire/retain two instructional aides for English learners in grades 6-	Washington Colony expects Reclassification rates for our English Learner students will increase and CAASPP ELA achievement for our English Learners will increase in comparison to all students. Reclassification Rate ELA CAASPP All Students English Learners

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	A needs assessment shows that English learners would benefit from smaller group early literacy instruction made possible with support personnel including assistance in the student's primary language. These supports provide a more individualized approach within core instruction with instructional aides or with supplemental instruction in the Reading Lab with a credentialed teacher supported by two bilingual aides. English learners also would benefit from wide-reading to increase vocabulary and improve comprehension skills with literacy selections including bilingual and culturally responsive literature made available with the hiring of a library aide to manage the library. A root cause analysis revealed that English learners face barriers with varying levels of language acquisition and background knowledge to support meaningful literacy comprehension. Collaborative intervention between teacher, reading lab, and library is needed to increase English learner ELA performance and provide a well-rounded and focused approach to early literacy instruction. Scope: LEA-wide	8 for additional reading and EL support; and one Library Aide to provide wide-reading opportunities. The additional support staff, including the library aide and instructional aides, will implement a collaborative intervention model focused on the needs of English Learners and Early Literacy. Focused small-group instruction and delivery of data-driven individualized reading strategies will be implemented to reduce the identified reading gaps. Under the instructional supervision of the Reading Lab teacher, two bilingual aides will provide early literacy support in the Reading Lab (grades TK-5) and two bilingual aides will serve in grades 6-8 providing support for newcomers and Long Term English Learners. This action provides focused, small group instruction for our English learner subgroup. However, because we expect all students requiring early literacy support may benefit, this action is provided on an LEA-wide basis.	
1.4	Action: Supplemental Resources Supporting Standards Aligned Instruction	To meet these needs, Washington Colony will provide the following resources to meet the needs of English learners, including but not limited to:	Washington Colony expects that the academic achievement rates

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
	Need: A review of CAASPP data included in the metrics section indicates that our English Learners continue to underperform in ELA and Math as compared to All Students. Our analysis examined possible reasons for the lower performance of our English learners. A root cause analysis revealed English learners may face the following barriers: limited access to technology and digital resources, language barriers and lack of access to high quality, content specific, reading materials, limited background knowledge, insufficient practice and application opportunities, and limited access to relevant and engaging materials. This indicates that our students would benefit from access to modern technology and digital resources to enhance learning experiences, interactive and multimedia resources that make learning more engaging and relevant, access to updated and relevant instructional materials that align with current standards and effectively support diverse learning needs, opportunities for targeted instruction that addresses specific gaps in knowledge and skills., Support to build foundational knowledge and fill gaps in understanding that affect ELA and Math performance, supplemental materials that offer additional exercises and problem-solving opportunities, more opportunities for practice and application of ELA and Math concepts to build proficiency,	• SmartBoards, Computer software and materials and supplies for instructional programs which enhances engagement and interactive learning opportunities, keeping students motivated and involved in lessons. • Standard- aligned resources in ELA/MATH/SCIENCE and STEM which ensures that ELs are exposed to grade-level content and can achieve proficiency in these subjects by using materials that match curriculum expectations and provides opportunities to engage in STEM content while simultaneously developing language skills, fostering interest and proficiency in STEM fields. • Illuminate database/program for English learner supports progress monitoring that provides timely data on student progress, allowing for targeted interventions and adjustments to instruction based on individual learning needs. • Supplemental curriculum that supports specialized content and practice opportunities, explicit instruction and practice in academic vocabulary and language structures, and address gaps in foundational knowledge and skills, ensuring students are prepared to meet grade-level standards in ELA and math. • Expand the library book selections for the Accelerated Reading program which provides English Learners with a wider range of reading materials that match their interests and reading levels. Add culturally responsive and bilingual	(CAASPP ELA/Math) for our English learner students will increase in comparison to all students. ELA CAASPP All Students English Learners Math CAASPP All Students English Learners

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	access to a diverse range of high-quality, culturally relevant, and engaging books, and resources that align with the interests and reading levels of English learners (ELs) to improve engagement and comprehension. Scope: LEA-wide	materials which ensures that reading materials are relevant and relatable for English Learners, and social-emotional learning (SEL) books which provides ELs with engaging, age-appropriate content that supports both academic and socio-emotional development. This action is being directed toward the specific needs of English learners with low academic achievement to increase access to content instruction. However, because we expect all students will benefit, this action is provided on an LEA-wide basis.	
1.5	Action: Provide 21st Century Learning Skills, Environment, Technology Equipment, Programs, and Devices Need: A review of CAASPP data included in the metrics section indicates that our English Learners continue to underperform in ELA and Math as compared to All Students. Results from analysis revealed that English learner students have a greater need for instruction that integrates 21st Century learning skills and environments, particularly having access to technology at home as well as at school, more than other student groups. Educational partner feedback from instructional staff, in addition to LEA experience, indicates that English learner	This action is designed to improve instruction and learning for English learners by providing access to interactive instruction and learning that integrates 21st Century skills and environments that our root cause analysis found to be lacking in many English learner homes. The district will: • Continue updating, upgrading, and replacing network bandwidth and WiFi connectivity hardware and software • Provide Chromebook carts with classroom furniture, computers, Interactive White Boards, wireless access and security • Provide Chromebook availability for home use with Hotspots and a data plan for connectivity The 21st Century learning skills and environments, including connectivity, computers, Smart Boards, and appropriate furniture,	Washington Colony expects that the academic achievement rates (CAASPP ELA/Math) for our English learner students will increase in comparison to all students. ELA CAASPP All Students English Learners Math CAASPP All Students English Learners

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students benefit from full access to educational technology, whether on campus or at home. A needs assessment indicates that English learners would likely benefit from access to current technology for 21st Century learning including computers, programs, and interactive whiteboards used in classroom instruction. English Learners would also likely benefit from extended opportunities to reinforce learning within their homes to reinforce learning received during the day. The 21st Century access to differentiated learning made possible with appropriate environments would likely benefit English Learners to address discrepancies in content knowledge to close performance gaps in ELA and Math. Scope: LEA-wide	are designed to enhance critical thinking and the use of research-based best practices in instruction. Availability of Chromebooks for home use extends learning opportunities to further meet the specific needs of identified students. The ultimate goal is to close the performance gaps in ELA and Mathematics. This action is directed towards the specific needs of English learners to increase CAASPP performance; however, it is being provided on an LEA-wide basis and we expect that all students with low academic achievement will benefit.	
1.6	Action: Professional Development for ELA/ELD/Math Supporting full Implementation of CCSS. Need: A review of CAASPP data included in the metrics section indicates that our English Learners continue to underperform in ELA and Math as compared to All Students. Data chats with instructional staff revealed that low assessment scores for the identified group is due to gaps in learning that may possibly	This action was designed to provide Professional Development to refine teaching strategies for English learner students who have a greater need for instruction that addresses learning gaps. Washington Colony provides a Professional Development system to support instructional staff by providing the following: Support from Content Specialists in the areas of ELA/ELD/MATH and Instructional technology	Washington Colony expects that the academic achievement rates (CAASPP ELA/Math) for our English learner students will increase in comparison to all students. ELA CAASPP All Students English Learners Math CAASPP

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
	have occurred as a result of learning loss with accelerated learning plans taught simultaneously with grade level standards. A needs assessment indicates that instructional staff of English learners require specialized professional development supporting language development in both ELA and Math content instruction. Release time to meet with content specialists, math coach, and leadership staff to examine data and design instruction is essential in supporting professional learning addressing instructional strategies to support English learners to meet the language demands existing in the delivery of content. The onsite system of Professional Development and support provide a consistent approach in addressing discrepancies in content knowledge to close performance gaps in ELA and Math. Educational Partners, specifically, Instructional staff and administration, indicated the need for specialized assistance and in-class support in the area of math. Scope: LEA-wide	• Paraprofessional training for early literacy instructional aides and Reading Lab bilingual aides • Hire/Retain .70 FTE EL Coordinator/Coach • Provide substitutes for teacher-release time • Retain the .25 FTE Academic Program Consultant/Coach • Retain .70 FTE Learning Director • Hire FTE Temporary Math Instructional Coach Professional development support is intended to consider the needs of English learner students in the areas of ELA/ELD/MATH and instructional technology by assisting teachers in promoting progress on (state and local) assessments; closing learning gaps in content areas; utilizing instructional design focused on content standards; and assisting teachers with technology applications. Paraprofessional training includes a focus on early literacy; reading strategies; and providing small group instruction within the classroom. The EL Coordinator/Coach manages the English learner program; monitors EL progress; demonstrates model lessons supporting instructional design, and observes/analyzes lessons to provide feedback on strategies specific to English Learners. The Academic Program Consultant/Coach advises operations in the Reading Intervention Lab, and supports Professional Development by	All Students English Learners

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		establishing PD/Coaching schedules and working directly with teachers to implement new learning focused on meeting the needs of English learner students. The Learning Director will focus on curriculum implementation and the alignment of supplemental programs to support student learning; analyze Dashboard and DataQuest assessment results for instructional planning; create assessment cycles with instructional staff with emphasis on grade level Blueprints; target SBAC IAB assessment implementation; facilitate weekly data chats with General Education, Special Education Teachers, and the ELD Coordinator; and design learning plans for struggling students exhibiting low achievement. The FTE Temporary Math Instructional Coach will focus on curriculum implementation and alignment for mapping Common Core Standards TK-8; participate in data chats with the Learning Director and math instructional staff; collaborate with teachers to design lessons appropriate to the needs of their students based on assessment data; demonstrate and model best practices; and guide the content academic language needed for mathematical oral discourse and written communication. LREBG funding will be expended for this temporary position. This action is being provided to target the learning gaps and needs associated with English learners to increase CAASPP performance; however, it is being provided on an LEA-wide basis and we expect that all students with low academic	

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
		achievement will benefit.	
1.7	Action: Extended Time for Learning Opportunities Need: A review of CAASPP data included in the metrics section indicates that our English Learners continue to underperform in ELA and Math as compared to All Students. A root cause was determined through data chats with instructional staff revealing low assessment scores for the identified group is due to gaps in learning that may have occurred as a result of learning loss with accelerated learning plans taught simultaneously with grade level standards. Educational Partner feedback from the PAC indicated the desire to provide math tutors. A needs assessment indicates that English learners would benefit from extended opportunities supporting smaller groups to address and reinforce ELA and Math with language supports. In our experience, additional learning opportunities outside of the school day are needed to meet the needs of students with gaps in learning. Further, English learners benefit from tutoring within the area of Math interventions to close learning gaps. Extended time is required to	This action was designed to extend instructional time to provide smaller group size and more individualized instruction to address the needs associated with English learner students who benefit from these supports. The extended opportunities focus on instruction implementing research-based practices to specifically meet the learning needs for the identified group. The ultimate goal is to increase performance in ELA/MATH. The district has contracted with AMPACT, AmeriCorps in Action to provide supplemental math tutoring for students in grades 6-8. The math tutors meet with small student groups for 90 minutes per week to deliver focused lessons to close gaps existing in foundational skills and build conceptual knowledge allowing access to grade level standards. This action is directed toward English learners to increase CAASPP performance; however, it is being provided on an LEA-wide basis and we expect that all students with low academic achievement will benefit.	Washington Colony expects that the academic achievement rates (CAASPP ELA/Math) for our English learner students will increase in comparison to all students. ELA CAASPP All Students English Learners Math CAASPP All Students English Learners

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	address discrepancies in content knowledge to close performance gaps in ELA and Math. Scope: LEA-wide		
2.1	Action: Truancy Intervention Program and Support Staff Need: A review of Chronic Absenteeism data included in the metric section indicates that our Low-income students are chronically absent at a higher rate as compared to All Students. A needs assessment of our Low-income families revealed one root cause for Chronic Absenteeism is due to the lack of communication to build the awareness of the importance of school attendance and the consequences for not attending school. The needs assessment further concludes that Low-income parents and families require communication educating them of attendance requirements and Chronic Absenteeism and the effects on learning. Through district outreach efforts to build a home-school connection with Low-income families, parents are educated by addressing the understanding of and the accountability of the Importance of School Attendance. They are made aware of the effects that Chronic Absenteeism has on	This action is designed to address the needs associated with Low-income students and to educate parents and families of Chronic Absenteeism and the importance of attendance requirements to increase attendance rates and reduce chronic absenteeism rates for Low-income and English learner students by providing a school-home connection. This action includes a TIP Officer to implement the SARB process and increase individualized outreach to students and families. Visitation or meetings with parents/families occur to encourage attendance by the TIP officer increasing collaboration and communication in support of attendance. Meetings are attended by additional school staff, e.g. the Parent Liaison, and existing school staff, including the Counselor or an administrator. The Parent Liaison increases communication to families, monitors attendance and truancy data identifying and communicating about students at-risk of developing chronic absenteeism. These attendance supports take place at student homes and at the school site, during and after school to take consideration of the times that work best for parents. Communication with students and	We expect that Chronic Absenteeism rates will decrease for Low-income students in comparison to all students. Chronic Absenteeism Rates All students Low-Income

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
	learning to reduce Chronic Absenteeism for Low-income students. Scope: LEA-wide	parents include phone calls, letters, emails, in-person meetings, and other forms of communication that work best for each family. This action is directed to address the root causes of Chronic Absenteeism most associated with Low-income students. However, because this action will benefit all students, this is being provided on an LEA-wide basis.	
2.2	Action: Supplemental Activities Promoting Student Engagement Need: A review of Chronic Absenteeism data included in the metric section indicates that our Low-income students are chronically absent at a higher rate as compared to All Students. Analysis of educational partner feedback indicates Low-income students have a need for increasing engaging activities during school and activities or events for families after hours throughout the year promoting regular attendance and engagement in school to reduce Chronic Absenteeism. A needs assessment indicates that our Low-income students and their families need additional offerings of engaging activities to become more involved in school prompting	This action is designed to offer engaging activities for Low-income students and their families who have less access to music, sports, or the arts outside of the school environment to motivate participation and attendance. The LEA will implement engaging activities that are utilized in classrooms during school hours and provide a Family Art Night, a Literacy Night, and Music Programs after school hours that enhances engagement and involvement for both students and parents to foster home-school interactions resulting in better attendance. Engaging activities associated with classroom instruction of Social-Emotional Learning (SEL) and with the implementation of Navigate 360 encourages participation in lessons aligned to student interests motivating the desire to attend school. Support staff oversees/organizes engaging activities and events, including sports and music, that take place throughout the school year, during	We expect that Chronic Absenteeism rates will decrease for Low-income students in comparison to all students. Chronic Absenteeism Rates All students Low-Income

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
	attendance on a regular basis in order to reduce Chronic Absenteeism. Scope: LEA-wide	and after school hours, that involve parent and student attendance, and positive interaction with school staff. Materials and supplies are provided to implement these events and activities. This action is provided to address the root causes of Chronic Absenteeism most associated with Low-income students. However, because this action will benefit all students, this is being provided on an LEA-wide basis.	
2.3	Action: Behavior Intervention, Positive School Climate and Culture Need: A review of Suspension data included in the metric section indicates that our Low-income students and English Learners are suspended at a higher rate as compared to All Students. A needs assessment including educational partner feedback from parents and staff indicates that co-curricular, high-interest activities help to motivate students to engage in appropriate behaviors. These student groups have a need for increased awareness of positive behavior expectations and being informed enough to make positive decisions. Scope: LEA-wide	This action is designed to meet the behavior needs most associated with our Low-Income and English learner students. PBIS provides incentives to classrooms in support of recognizing and celebrating individual students' positive behavior during the school day. The culture of the school for the identified student groups is promoted by campus behavior expectations for all activities that occur during the school day, inside and outside the classroom and across the wider campus. Incentives such as the PBIS Student Store, awards, Passport Day, and recognition increases awareness of positive behavior, encourages positive decisions, and decreases the likelihood of suspension. The implementation of the Positivity Project provides modeling and instruction of character traits throughout the year building the foundation for a positive school culture and climate. This action is principally directed towards Low-Income and English learners; However because we expect that all students at Washington Colony	We expect that Suspension rates will decrease for Low-income students and English Learners in comparison to all students. Suspension Rate All students Low-income English learners

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		will benefit from this action, it will be provided on an LEA-wide basis.	
2.5	Action: Learning Environment, and Improved Facilities Need: A review of Chronic Absenteeism data included in the metric section indicates that our Low-income students are chronically absent at a higher rate as compared to All Students. An analysis of local attendance data, and educational partner feedback from students and parents, indicated that a contributing factor reducing the desire to attend school regularly stems from Low-income students lacking access to recreational facilities and sporting events in their homes or neighborhoods and have indicated that they regularly attend school in order to participate. Educational Partner feedback indicates a need for access to recreational facilities that provide an engaging learning environment for students who are Chronically Absent. Scope: LEA-wide	This action is designed to meet the attendance needs most associated with Low-income students and to motivate the identified groups in school. and in extracurricular activities, including sports during and after school to decrease Chronic Absenteeism. Expanding and upgrading equipment and supplies and recreational playground facilities offers a more engaging learning environment for Low-income students that supports co-curricular and extra-curricular high interest activities including clubs and district wide events not available to the identified student groups. Adding part-time custodial staff ensures the sanitation and cleanliness of restrooms and other facilities by providing services associated with additional events and activities to maintain an inviting school learning environment. This action is directed towards the needs most associated with our Low-income students; however, because this action will benefit all students, this is being provided on an LEA-wide basis.	We expect that Chronic Absenteeism rates will decrease for Low-income students in comparison to all students. Chronic Absenteeism Rates All students Low-Income
2.6	Action: Transportation for Access to Academic, Co-Curricular, and Extra-Curricular Activities	This action is designed to provide needed transportation that is associated with Low-income students participating in extracurricular activities	We expect that Chronic Absenteeism rates will decrease for Low-income

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
	Need: A review of Chronic Absenteeism data included in the metric section indicates that our Low-income students are chronically absent at a higher rate as compared to All Students. Analysis of educational partner feedback indicates Low-income students have a need for an increase in engaging activities during school and activities or events for families after hours throughout the year promoting regular attendance and engagement in school to decrease Chronic Absenteeism. A root cause analysis further indicates that our Low-income students face socio-economic barriers to attending extracurricular, educational-enrichment, and after hours family engagement activities, including transportation limitations. A needs assessment indicates that Low-income students and their families need offerings of engaging activities, and transportation options to attend these activities, to become more involved in school and increase attendance on a regular basis which supports a decrease in Chronic Absenteeism. Scope: LEA-wide	and educational-enrichment field trips outside of school that encourages school connectedness. Transportation ensures that Low-income students are able to participate in extracurricular activities and educational-enrichment field trips. These activities take place within and beyond school hours, locally in the Fresno area, out of town for competitions, or for the purpose of visiting locations linked to areas of study. Transportation requires appropriate staffing including drivers and buses to and from events as well as supervision personnel to guide learning experiences in extracurricular activities or educational-enrichment field trips. Low-income students are more likely to engage in and attend school regularly when these opportunities to participate are made available to them.	students in comparison to all students. Chronic Absenteeism Rates All students Low-Income

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.8	Action: Academic/ Social-Emotional Learning Support Need: A review of Chronic Absenteeism data included in the metric section indicates that our Low-income students are chronically absent at a higher rate as compared to All Students. Feedback from parents and staff on the Educational Partners Survey indicates that these student groups have an increased need for services for those students struggling with social, emotional, mental, and behavioral problems preventing full participation in school. Further analysis indicates Low-income students require access to professionals to provide services to remove barriers preventing full participation in learning and promote attendance to reduce Chronic Absenteeism. Scope: LEA-wide	This action is designed to provide services from a multi-tiered system of support to increase student attendance and reduce chronic absenteeism of our Low-income students. The multidisciplinary team includes professionals who collaboratively coordinate a focus on the mental, physical, and behavioral needs of students; identify and address barriers to learning; train and guide staff to recognize and address student needs; and provide students and families with resources that will support social and emotional learning. Additionally, the LVN will support physical wellness and provide resources to parents such as access to meal programs, vision referrals, or hearing referrals and other services promoting wellness. These services are provided within classrooms, individually on a one-to-one basis, or in the home to support Low-income students and their families, during and after school. This action is designed to address the social-emotional, physical and mental needs of our Low-income students: however, because this action will benefit all students, this is being provided on an LEA-wide basis.	We expect that Chronic Absenteeism rates will decrease for Low-income students in comparison to all students. Chronic Absenteeism Rates All students Low-Income
3.2	Action: Parent Engagement, Communication, and Awareness of Chronic Absenteeism Need: A review of Chronic Absenteeism data included in the metric section indicates that	This action is designed to engage parents in school-related activities; create open communication between school and home; and bring awareness of the importance of attendance to decrease Chronic Absenteeism for low-income students.	We expect that Chronic Absenteeism rates will decrease for Low-income students in comparison to all students.

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
	our Low-income students are chronically absent at a higher rate as compared to All Students. Feedback from parents and instructional staff on the Educational Partners Survey indicate that parents are not always aware of the need for regular attendance in support of learning, and often prioritize other perceived personal or family needs. Feedback further indicates that various channels to provide information to parents are needed to ensure that all families are able to access information and resources related to the importance of attending school regularly. Scope: LEA-wide	The goal of the district is to offer multiple ways for parents to be informed or participate in activities focused on attendance and the role it plays in achievement by providing in-person opportunities or securing a means to participate in activities or meetings through technology to develop an awareness of the importance of school attendance. Activities and meetings are scheduled to meet at the most convenient times, during and after school, for parent participation or provide written communication with information regarding attendance. This action is designed to address the root causes of Chronic Absenteeism associated with Low-Income students, however, because this action will benefit all students, this is being provided on an LEA-wide basis.	Chronic Absenteeism Rates All students Low-Income
3.3	Action: Parent Education Offerings Need: A review of Chronic Absenteeism data included in the metric section indicates that our Low-income students are chronically absent at a higher rate as compared to All Students. Additionally, a review of the parent participation survey data indicates a need for increased parent participation. Providing opportunities increases parent involvement and promotes the education of	This action is designed to provide opportunities for parents of low-income students to be involved in the education of their children and to educate them regarding the importance of their involvement. These opportunities educate parents regarding the educational process, how to become involved, how to assist their student at home, and includes the importance of attendance, understanding state testing and achievement; home-school communication, including Parent-teacher Conferences; and required subject content areas. Participation is made available at in-person meetings at the school site. These opportunities	We expect that Chronic Absenteeism rates will decrease for Low-income students in comparison to all students. Chronic Absenteeism Rates All Students Low-income

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
	attendance topics resulting in the understanding and accountability of attending school regularly. Feedback from Educational Partners indicates the need to improve school-parent communication and the rates of parental engagement of our low income students. In the LEA's experience, these parents are some of the least involved in the education of their children because of conflicting work schedules, and lack of awareness of the importance of their participation in educational decision-making. The needs assessment indicates that parents require education topics and offerings to be accessible to them. Scope: LEA-wide	are available during and after school to accommodate the work and family schedules associated with the needs of the parents of our low-income students. This action is directed towards our Low-Income students, however, because this action will benefit all students, this is being provided on an LEA-wide basis.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
-------------------	--------------------	---	------------------------------------

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

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.

LEAS that have a high concentration of students who are English learners, foster youth and/or low-income received an additional 15% increase in funding from the Local Control Funding Formula concentration grant. Additional concentration add-on funding will be utilized to increase the number of staff providing direct services to students at all school sites in the LEA. The determination of how these funds were utilized was based on a comprehensive needs assessment and educational partner input to identify the most significant staffing needs by the site to support our most at-risk students.

These actions are outlined in the Goals and Actions sections of the LCAP as follows:

Staff positions that will be increased at each school include:

- o Goal 1, Action 3: Hire 1 Instructional Aide for the Reading Intervention Lab to provide support in the upper grades to Newcomers and English Language Learners (grades 6th- 8th)
- o Goal 1, Action 3: Hire 2 Instructional Aides for the 2nd-grade classes to provide support in strengthening the Early Literacy program
- o Goal 1, Action 6: Hire 0.7 FTE EL Coordinator Coach
- o Goal 1, Action 6: Hire a .25 FTE Academic Program Consultant/Coach
- o Goal 2, Action 5: Hire a Supplemental Support Part-Time Custodian

The direct increased/improved services that the additional positions will provide to students include:

The district will add two additional aides for Grade 2 and 1 Reading Lab (for English Learners' support in grades 6-8). Instructional Aides will provide instructional small group support in early literacy for the primary grade English learner and low-income students. For the Reading Intervention Lab, 1 additional Bilingual Instructional Aide will be hired for additional small group reading and/or language development instruction for English learner support in grades 6-8 to address learning gaps preventing reclassification. The FTE Reading Lab credentialed teacher (coach) will provide Reading Intervention support for grades K-5 and ELD instruction for the district's long-term English Learners in grades 6-8. The Reading Intervention Lab teacher and the new Reading Lab Instructional aide will collaborate with Special Ed and General Ed. teachers using the Collaborative Intervention Model to examine reading strategies, intervention materials, and student data to develop targeted plans appropriate for individual English learners and low-income students exhibiting learning gaps or not meeting standards that result in lack of or slower academic progress.

The district will add a Supplemental Support part-time custodian to provide increased services to the English learner and low-income students to ensure a clean and engaging environment associated with extra-curricular events and activities.

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$4,463,385	1,761,066	39.456%	2.571%	42.027%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$5,446,137.63	\$735,835.00	\$0.00	\$15,590.00	\$6,197,562.63	\$4,347,229.00	\$1,850,333.63

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	Credentialed Teachers and Basic Services	All	No				three years	\$2,369,887.00	\$82,307.00	\$2,452,194.00				\$2,452,194.00	0.00%
1	1.2	Retain FTE Music and FTE PE teacher to provide teacher release time for Professional Learning Communities	Low Income	Yes	LEA-wide	Low Income	All Schools	three years	\$206,704.00	\$0.00	\$206,704.00				\$206,704.00	0.00
1	1.3	Hire/Retain Instructional Support Personnel to strengthen Early Literacy Program	English Learners	Yes	LEA-wide	English Learners	All Schools	three years	\$245,260.00	\$0.00	\$245,260.00				\$245,260.00	0.00
1	1.4	Supplemental Resources Supporting Standards Aligned Instruction	English Learners	Yes	LEA-wide	English Learners	All Schools	three years	\$0.00	\$223,389.00	\$223,389.00				\$223,389.00	0.00
1	1.5	Provide 21st Century Learning Skills, Environment, Technology Equipment, Programs, and Devices	Low Income	Yes	LEA-wide	Low Income	All Schools	three years	\$0.00	\$161,025.00	\$161,025.00				\$161,025.00	0.00
1	1.6	Professional Development for ELA/ELD/Math Supporting full Implementation of CCSS.	Low Income	Yes	LEA-wide	Low Income	All Schools	three years	\$501,925.00	\$546,707.00	\$312,797.00	\$735,835.00			\$1,048,632.00	0.00
1	1.7	Extended Time for Learning Opportunities	Low Income	Yes	LEA-wide	Low Income	All Schools	three years	\$73,725.00	\$0.00	\$73,725.00				\$73,725.00	0.00
1	1.8	English Learner Language Acquisition	All	No				three years	\$0.00	\$0.00	\$0.00				\$0.00	0.00
1	1.9	Students with Disabilities	All	No				three years	\$0.00	\$0.00	\$0.00				\$0.00	0.00
1	1.10	Long Term English Learners	All	No				three years	\$0.00	\$0.00	\$0.00				\$0.00	0.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	Truancy Intervention Program and Support Staff	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	three years	\$0.00	\$31,600.00	\$31,600.00				\$31,600.00	0.00
2	2.2	Supplemental Activities Promoting Student Engagement	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	three years	\$59,392.00	\$115,397.00	\$174,789.00				\$174,789.00	0.00
2	2.3	Behavior Intervention, Positive School Climate and Culture	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	three years	\$35,901.00	\$14,753.63	\$50,654.63				\$50,654.63	0.00
2	2.4	Clean Safe School and Facilities in Good Repair	All	No				three years	\$386,097.00	\$396,337.00	\$782,434.00				\$782,434.00	0.00
2	2.5	Learning Environment, and Improved Facilities	Low Income	Yes	LEA-wide	Low Income	All Schools	three years	\$0.00	\$75,000.00	\$75,000.00				\$75,000.00	0.00
2	2.6	Transportation for Access to Academic, Co-Curricular, and Extra-Curricular Activities	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	three years	\$0.00	\$50,911.00	\$50,911.00				\$50,911.00	0.00
2	2.7	Transportation	All	No				three years	\$172,349.00	\$87,376.00	\$259,725.00				\$259,725.00	0.00
2	2.8	Academic/ Social-Emotional Learning Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	three years	\$215,934.00	\$0.00	\$215,934.00				\$215,934.00	0.00
2	2.9	Safe School Environment	All	No				three years	\$75,965.00	\$0.00	\$75,965.00				\$75,965.00	0.00
3	3.1	Translation Services to Increase Parent Engagement	All	No				three years	\$4,090.00	\$11,500.00				\$15,590.00	\$15,590.00	0.00%
3	3.2	Parent Engagement, Communication, and Awareness of Chronic Absenteeism	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	three years	\$0.00	\$22,500.00	\$22,500.00				\$22,500.00	0.00%
3	3.3	Parent Education Offerings	Low Income	Yes	LEA-wide	Low Income	All Schools	three years	\$0.00	\$31,531.00	\$31,531.00				\$31,531.00	0.00%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$4,463,385	1,761,066	39.456%	2.571%	42.027%	\$1,875,819.63	0.000%	42.027 %	Total:	\$1,875,819.63
								LEA-wide Total:	\$1,875,819.63
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Retain FTE Music and FTE PE teacher to provide teacher release time for Professional Learning Communities	Yes	LEA-wide	Low Income	All Schools	\$206,704.00	0.00
1	1.3	Hire/Retain Instructional Support Personnel to strengthen Early Literacy Program	Yes	LEA-wide	English Learners	All Schools	\$245,260.00	0.00
1	1.4	Supplemental Resources Supporting Standards Aligned Instruction	Yes	LEA-wide	English Learners	All Schools	\$223,389.00	0.00
1	1.5	Provide 21st Century Learning Skills, Environment, Technology Equipment, Programs, and Devices	Yes	LEA-wide	Low Income	All Schools	\$161,025.00	0.00
1	1.6	Professional Development for ELA/ELD/Math Supporting full Implementation of CCSS.	Yes	LEA-wide	Low Income	All Schools	\$312,797.00	0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Extended Time for Learning Opportunities	Yes	LEA-wide	Low Income	All Schools	\$73,725.00	0.00
2	2.1	Truancy Intervention Program and Support Staff	Yes	LEA-wide	English Learners Low Income	All Schools	\$31,600.00	0.00
2	2.2	Supplemental Activities Promoting Student Engagement	Yes	LEA-wide	English Learners Low Income	All Schools	\$174,789.00	0.00
2	2.3	Behavior Intervention, Positive School Climate and Culture	Yes	LEA-wide	English Learners Low Income	All Schools	\$50,654.63	0.00
2	2.5	Learning Environment, and Improved Facilities	Yes	LEA-wide	Low Income	All Schools	\$75,000.00	0.00
2	2.6	Transportation for Access to Academic, Co-Curricular, and Extra-Curricular Activities	Yes	LEA-wide	English Learners Low Income	All Schools	\$50,911.00	0.00
2	2.8	Academic/ Social-Emotional Learning Support	Yes	LEA-wide	English Learners Low Income	All Schools	\$215,934.00	0.00
3	3.2	Parent Engagement, Communication, and Awareness of Chronic Absenteeism	Yes	LEA-wide	English Learners Low Income	All Schools	\$22,500.00	0.00%
3	3.3	Parent Education Offerings	Yes	LEA-wide	Low Income	All Schools	\$31,531.00	0.00%

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$5,966,676.34	\$5,718,103.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Credentialed Teachers and Basic Services	No	\$2,452,087.00	\$2,255,258
1	1.2	Retain FTE Music and FTE PE teacher to provide teacher release time for Professional Learning Communities	Yes	\$159,249.00	\$221,153.00
1	1.3	Hire/Retain Instructional Support Personnel to strengthen Early Literacy Program	Yes	\$328,359.00	\$306,785.00
1	1.4	Supplemental Resources Supporting Standards Aligned Instruction	Yes	\$477,028.67	\$371,319.00
1	1.5	Provide 21st Century Learning Skills, Environment, Technology Equipment, Programs, and Devices	Yes	\$409,386.67	\$390,000.00
1	1.6	Professional Development for ELA/ELD/Math Supporting full Implementation of CCSS.	Yes	\$406,825.00	\$376,489.00
1	1.7	Extended Time for Learning Opportunities	Yes	\$73,725.00	\$73,725.00
1	1.8	English Learner Language Acquisition	No	\$0.00	\$0.00
1	1.9	Students with Disabilities	No	\$0.00	\$0.00
1	1.10	Long Term English Learners	No	\$0.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Truancy Intervention Program and Support Staff	Yes	\$31,600.00	\$31,600.00
2	2.2	Supplemental Activities Promoting Student Engagement	Yes	\$183,867.00	\$192,605.00
2	2.3	Behavior Intervention, Positive School Climate and Culture	Yes	\$35,901.00	\$35,901.00
2	2.4	Clean Safe School and Facilities in Good Repair	No	\$743,529.00	\$725,100
2	2.5	Learning Environment, and Improved Facilities	Yes	\$75,000.00	\$35,000.00
2	2.6	Transportation for Access to Academic, Co-Curricular, and Extra-Curricular Activities	Yes	\$75,000.00	\$65,000.00
2	2.7	Transportation	No	\$220,820.00	\$239,078.00
2	2.8	Academic/ Social-Emotional Learning Support	Yes	\$139,486.00	\$215,641.00
2	2.9	Safe School Environment	No	\$62,554.00	\$105,171
3	3.1	Translation Services to Increase Parent Engagement	No	\$15,590.00	\$15,590.00
3	3.2	Parent Engagement, Communication, and Awareness of Chronic Absenteeism	Yes	\$22,500.00	\$22,500.00
3	3.3	Parent Education Offerings	Yes	\$54,169.00	\$40,188.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$1,742,749	\$2,472,096.34	\$2,377,906.00	\$94,190.34	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Retain FTE Music and FTE PE teacher to provide teacher release time for Professional Learning Communities	Yes	\$159,249.00	\$221,153.00	0.00%	0
1	1.3	Hire/Retain Instructional Support Personnel to strengthen Early Literacy Program	Yes	\$328,359.00	\$306,785.00	0.00%	0
1	1.4	Supplemental Resources Supporting Standards Aligned Instruction	Yes	\$477,028.67	\$371,319.00	0.00%	0
1	1.5	Provide 21st Century Learning Skills, Environment, Technology Equipment, Programs, and Devices	Yes	\$409,386.67	\$390,000.00	0.00%	0
1	1.6	Professional Development for ELA/ELD/Math Supporting full Implementation of CCSS.	Yes	\$406,825.00	\$376,489.00	0.00%	0
1	1.7	Extended Time for Learning Opportunities	Yes	\$73,725.00	\$73,725.00	0.00%	0
2	2.1	Truancy Intervention Program and Support Staff	Yes	\$31,600.00	\$31,600.00	0.00%	0
2	2.2	Supplemental Activities Promoting Student Engagement	Yes	\$183,867.00	\$192,605.00	0.00%	0
2	2.3	Behavior Intervention, Positive School Climate and Culture	Yes	\$35,901.00	\$35,901.00	0.00%	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.5	Learning Environment, and Improved Facilities	Yes	\$75,000.00	\$35,000.00	0.00%	0
2	2.6	Transportation for Access to Academic, Co-Curricular, and Extra-Curricular Activities	Yes	\$75,000.00	\$65,000.00	0.00%	0
2	2.8	Academic/ Social-Emotional Learning Support	Yes	\$139,486.00	\$215,641.00	0.00%	0
3	3.2	Parent Engagement, Communication, and Awareness of Chronic Absenteeism	Yes	\$22,500.00	\$22,500.00	0.00%	0
3	3.3	Parent Education Offerings	Yes	\$54,169.00	\$40,188.00	0.00%	0

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$4,563,195	\$1,742,749	16.49%	54.681%	\$2,377,906.00	0.000%	52.111%	\$117,313.86	2.571%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024