# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Willows Unified School District
CDS Code: 11-62661-0000000
School Year: 2025-26
LEA contact information:

Emmett Koerperich
Superintendent
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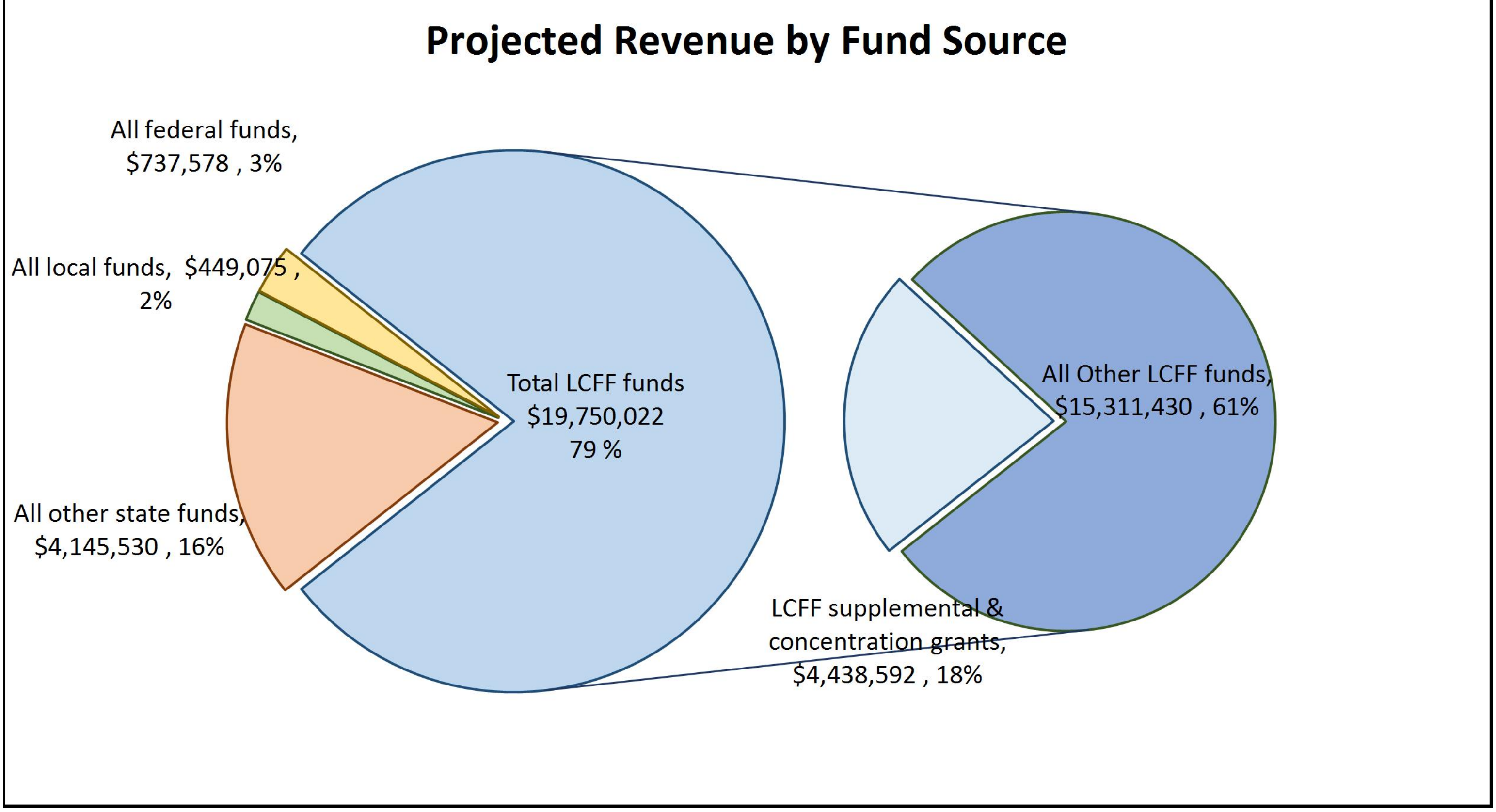
530-934-6600

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

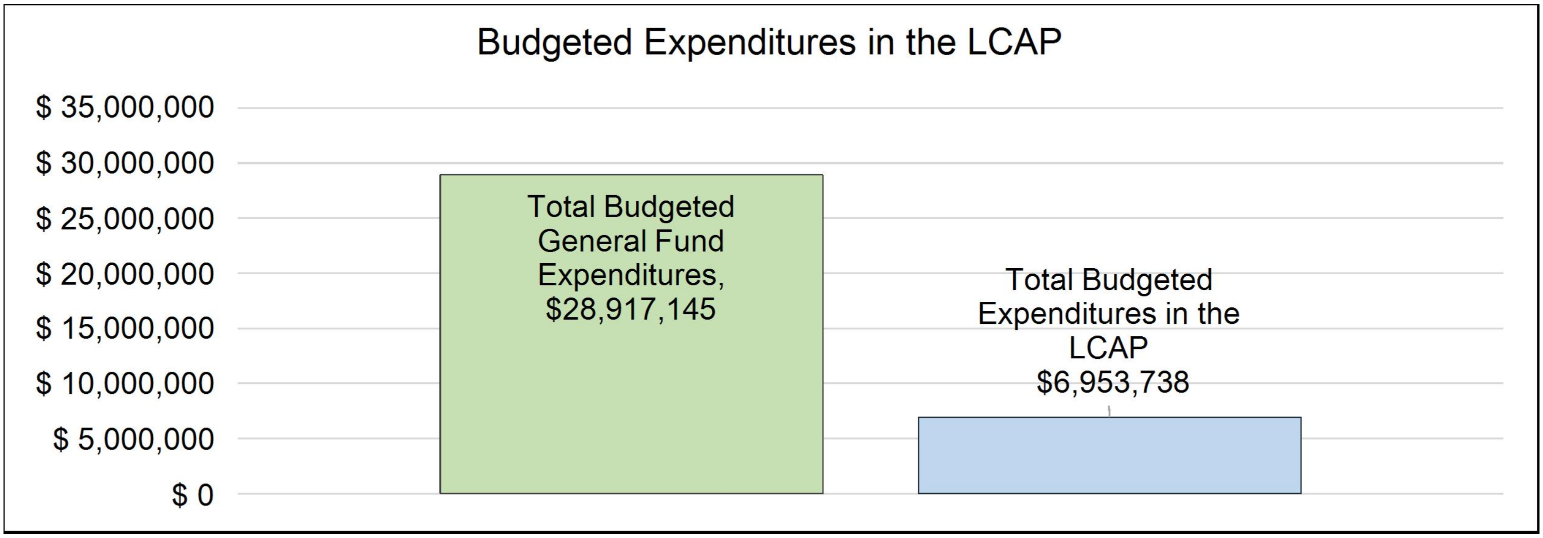



This chart shows the total general purpose revenue Willows Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Willows Unified School District is $25,082,205, of which $19750022 is Local Control Funding Formula (LCFF), $4145530 is other state funds, $449075 is local funds, and $737578 is federal funds. Of the $19750022 in LCFF Funds, $4438592 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 Willows Unified 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: Willows Unified School District plans to spend $28917145 for the 2025-26 school year. Of that amount, $6953738 is tied to actions/services in the LCAP and $21,963,407 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Teaching, clerical, transportation, maintenance and admin salaries/benefits; utilities, debt servicing, materials and supplies, repair and maintenance, special education services

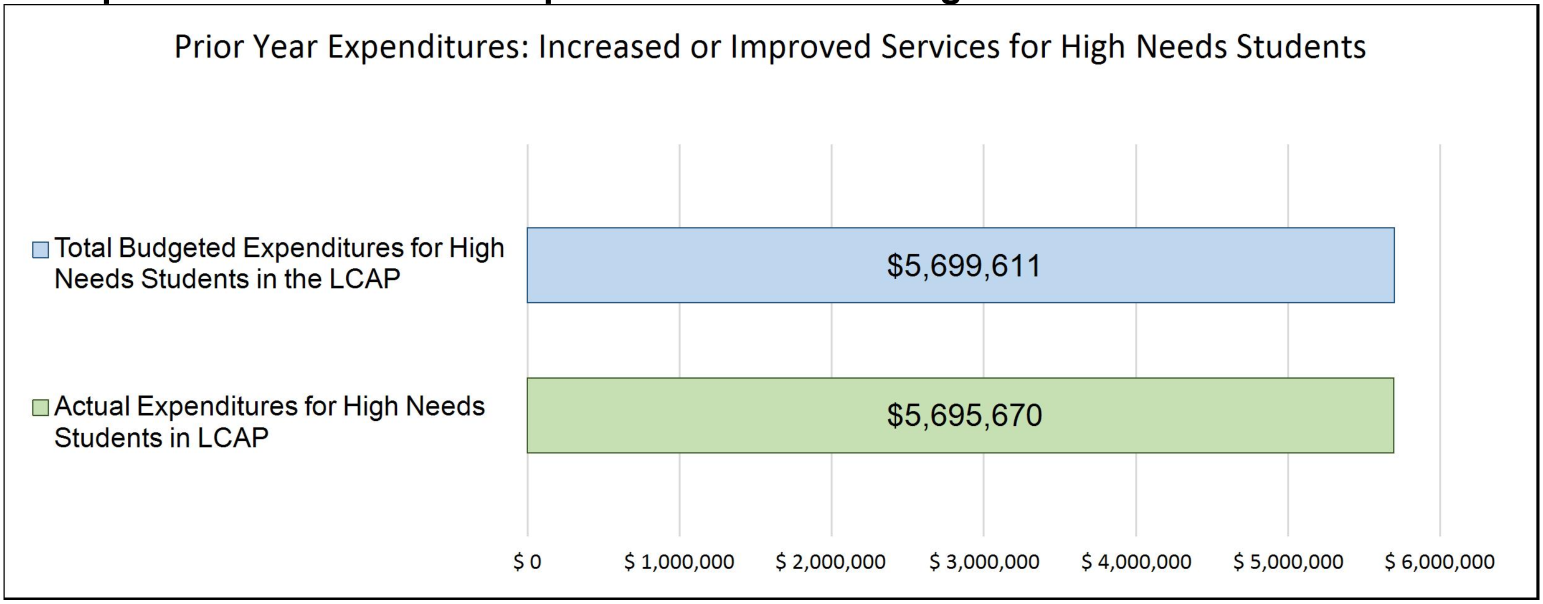
## Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Willows Unified School District is projecting it will receive $4438592 based on the enrollment of foster youth, English learner, and low-income students. Willows Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Willows Unified School District plans to spend $4273370 towards meeting this requirement, as described in the LCAP.

The district underwent a thorough fiscal review and determined that to remain fiscally solvent, certain expenses would need to be diverted from unrestricted (LCFF) to restricted funding sources. Services for high needs students will not be impacted.

# LCFF Budget Overview for Parents

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




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

The text description of the above chart is as follows: In 2024-25, Willows Unified School District's LCAP budgeted $5699611 for planned actions to increase or improve services for high needs students. Willows Unified School District actually spent $5695670 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $3,941 had the following impact on Willows Unified School District’s ability to increase or improve services for high needs students:

This difference is not substantial and made no impact on the delivery of services for 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 |
|---|---|---|
| Willows Unified School District | Emmett Koerperich<br>Superintendent | ekoerperich@willowsunified.org<br>530-934-6600 |

# 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.

Willows Unified School District (WUSD) is a small, rural district located in the agricultural heartland of Northern California. The district serves a diverse student population of 1,366 across four campuses: Murdock Elementary School (TK–4), Willows Intermediate School (5–8), Willows High School (9–12), and Willows Community High School (10–12), an alternative education site receiving Equity Multiplier funding. Though facing a multi-year trend of declining enrollment, WUSD remains focused on increasing equity, innovation, and continuous academic improvement.

With an unduplicated pupil percentage of 75.3%, WUSD is deeply committed to serving all students, including our English Learners (17.7%), Foster Youth (.6%), Homeless Youth (.7%), and socioeconomically disadvantaged students (74.3%). These populations benefit from dedicated programs, supports, and interventions designed to improve educational outcomes and expand access to post-secondary pathways.

WUSD strives to offer a high-quality, standards-aligned TK–12 instructional program that integrates rigorous academics with hands-on learning. High school students participate in Career Technical Education (CTE) pathways in Agriculture and Natural Resources, Health Science and Medical Terminology, Food Services & Hospitality, and Transportation. Dual Enrollment partnerships with local community colleges have enabled over half (60.5%) of Willows High School students to earn college credit during the 2024–25 academic year.

College and career readiness remains a central district priority. A–G and Dual Enrollment course access has expanded, while counseling services and student supports are targeted to reduce barriers for historically underserved student groups. WUSD students also thrive in co-curricular opportunities, including athletics, music, Associated Student Body (ASB), Family, Career and Community Leaders of America (FCCLA), and Future Farmers of America (FFA).

The district's strategic goals align with state-mandated accountability under LCFF and focus on maintaining fiscal health, ensuring high-quality staffing, supporting safe and inclusive campuses, and expanding technology and curriculum that meet the evolving needs of all learners. Moreover, these are in alignment with WUSD's educational mission is guided by a clear vision, as well as districtwide goals.

Vision Statement:

Willows Unified School District provides a safe, engaging, student-focused learning environment where each student:

- Realizes their full potential
- Develops respect and tolerance for self and others
- Becomes a productive member of our global society

Districtwide Goals:
1. Adhere to the state mandated accountability criteria related to the Local Control Funding Formula (LCFF) and the Learning Continuity Plan.
2. Be financially capable of supporting all of the District's obligations.
3. Provide clear, concise, and current District policies.
4. Ensures safe, clean, orderly, and drug-free campuses that promote a positive learning environment.
5. Recruit and retain the highest-quality personnel.
6. Provide and maintain adequate facilities to house students and support all program needs.
7. Develop and maintain a TK-12 curriculum that is aligned with State Standards and supports the needs of all students.
8. Implement effective online instruction to engage all students through independent study.
9. Collaborate with students, parents, and the community in developing greater cultural awareness, tolerance, and understanding.
10. Develop and maintain good communication between the District, parents, and the community.
11. Integrate student and staff members' use of technology to improve achievement and performance in all subject areas.
12. Promote and support programs and coursework leading to all students becoming career and/or college ready.

# Reflections: Annual Performance

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

Willows Unified School District (WUSD) remains resolute in its mission of "Preparing today's students for tomorrow's challenges." A review of the 2024 California School Dashboard and local data sources, including CAASPP, NWEA Map Growth Benchmark assessments, and AERIES Analytics, highlights several successes, as well as significant areas of concern that will shape our goals and actions in this LCAP.

Academic Achievement & College/Career Readiness

WUSD continues to outperform the state in graduation rates, maintaining a 91.4% rate compared to the state average of 86.7%. Career Technical Education (CTE) completion is strong, with 60% of graduates completing at least one pathway with a grade of C- or better in the capstone course.

Dual Enrollment (DE) has expanded significantly: in 2024–25, 60% of Willows High School students participated in a junior college program, a substantial increase from 48.7% in 2023–24 and just 8.5% in 2020–21. Advanced Placement (AP) passage rates also improved, with 28.3% of students passing with a score of 3 or higher in 2024, up from 27.5% in 2023.

Attendance and Chronic Absenteeism

WUSD has prioritized reducing chronic absenteeism through schoolwide implementation of the School Status program. The chronic absenteeism rate has declined from 32.1% in 2021–22 to 20.5% in 2023–24. According to AERIES Analytics, a further decrease to 11.5% is anticipated for 2024–25.

However, while we celebrate our growth, we must acknowledge the challenges we face, for it is through overcoming these obstacles that WUSD will achieve true progress.

Identified Challenges – California Schools Dashboard

The 2024 Dashboard identifies WUSD and multiple schools in the red performance category in the following areas:
1. ELA Achievement (Writing Domain): WUSD and MES, WIS, and WHS, across subgroups including All Students, Hispanic, LTEL, SWD, SED, White, and EL.
2. Mathematics (Concepts & Procedures Domain): MES and WIS, particularly for SWD and EL students.
3. ELPI (Reading Domain): WHS, specifically among EL and LTEL students.
4. Suspension Rate: WHS (including EL, Hispanic, and LTEL students), and WUSD overall for American Indian and LTEL groups.
5. Chronic Absenteeism: WUSD Homeless students are identified in the red category.

Identified Challenges – Local Assessment Trends

2024/25 NWEA Map Growth
Willows Unified School District (WUSD) utilizes the NWEA MAP Growth assessment system as a districtwide benchmark tool to monitor academic progress and inform instruction in English Language Arts (ELA) and Mathematics. Administered multiple times per year, MAP Growth provides timely, standards-aligned data that helps educators identify individual student learning needs, track growth over time, and tailor interventions accordingly. This system is valuable for monitoring growth for all students, especially for our unduplicated groups (English Learners, Socioeconomically Disadvantaged, Homeless/Foster, and Students with Disabilities).

Map Growth-Nationally Norm-Based Percentiles

- 2024/25 Overall ELA median of 58th percentile and distribution = 23% scored in >80th percentile
- 2024/25 Overall ELA median and distribution = 18% scored in 61st-80th percentile
- 2024/25 Overall Math median 50th percentile and distribution = 30% scored in >80th percentile.
- 2024/25 Overall Math median and distribution = 18% scored in 61st-80th percentile.

2024 CAASPP results reveal additional needs:

- In 2024 ELA, WUSD scored 75 points below standard, declining by 4 points. Only 4% of ELs met or exceeded standards (a slight increase from 3.66%), while 20.17% of SED students and 0% of SWD met standards—representing declines from 2023.
- In 2024 Mathematics, WUSD dropped 11 points to 82.1 points below standard. Only 6% of ELs met standards (down from 9.15% in 2023), 15.04% of SED (down from 16.10%), and 1.16% of SWD (down from 4.93%).

These data sets reflect a persistent inequity that requires intensified interventions.

WUSD-Strategic Response and Equity Commitments

In response, WUSD has expanded equity-based initiatives including:

- Professional learning communities (PLCs) aligned with state standards
- Targeted EL instructional strategies and first-best instruction
- Continued fidelity to curriculum pacing guides and formative assessments
- Development of a comprehensive counseling program
- Commitment to low student-to-teacher ratios for intervention support

WUSD also recognizes its obligation under the Equity Multiplier designation for Willows Community High School (WCHS), which received funds in 2023–24 due to socioeconomic and non-stability factors. Goal 4 addresses targeted supports for these students.

School Climate and Student Engagement

Chronic absenteeism continues to disproportionately affect unduplicated pupils:

- 17.2% of ELs
- 20.5% of SED students
- 61.1% of Homeless students
- 26.2% of SWD

Suspension rates have also increased. WHS, identified in the red category, reports a 7.7% overall suspension rate with higher rates among EL (12.2%), Hispanic (10.2%), and LTEL (11.8%) students. Planned implementation of PBIS and Restorative Practices aims to address this.

Family Engagement and Systems of Support

A cornerstone of our community, WUSD continues to build on the cultural values of our families; stressing personal contact with families (reinforcing with all staff the significance of building strong relationships with parents), fostering communication with families (all-call, online communication, two-way supportive communication, etc.), creating an engaging environment for families, and facilitating accommodations for family involvement, including translators, transportation, and other similar services. The adjunct position of a Director of Student Attendance provides the needed support to work in collaboration with district and local resources to develop, enhance, and ensure objective, equitable, and fidelity to systematic processes that promote positive student engagement and attendance.

WUSD values family partnerships. Efforts to build trust include:

- Personalized contact and culturally relevant communication
- Use of translators and transportation to support access
- Maintain the role of the Director of Student Attendance to ensure equitable engagement

While celebrating our successes, Willows Unified School District also recognizes our challenges and continue to endeavor in continuous improvement in “Preparing today’s students for tomorrow’s challenges.”

LREBG Addendum to the Reflections
In compliance with EC Section 52064.4, regarding the Learning Recovery Emergency Block Grant (LREBG), Willows Unified School District (WUSD) has a remaining, unexpended LREBG allocation of $1,438,268.78. Planned use of this allocation is provided through this addition to the LCAP-Reflections: Annual Performance.

- Goal 2/Action 2.5: Murdock Elementary - Maintain staffing and class sizes at levels to ensure First-Best Instruction.

As part of its learning recovery strategy, Willows Unified School District is utilizing LREBG funds to sustain reduced class sizes in key grade levels and content areas. This approach aligns with Education Code Section 32526(c)(2)(A), which allows for actions that increase or stabilize instructional time and decrease staff-to-pupil ratios based on pupil learning needs.

In analysis of the California School Dashboard and CAASPP data, Murdock Elementary served students in TK-5 (for the 2023/24 school year), serving as a critical foundation within the WUSD. Analysis of the 2024 Dashboard and CAASPP results reveal that student achievement has declined since 2019; identified as “red” categories for ELA and Math for the following student groups: MES ELA (all students), MES ELA (Hispanic), MES ELA (SED), MES ELA (SWD), MES ELA (white), MES-Math (EL), MES-Math (Hispanic), and MES-Math (SWD). This stagnation of growth is also seen through current 2024/25 local assessment data (NWEA Map Growth, where Spring assessment data for grades 2-4 indicate students are performing in ELA at the 43rd percentile and Math at the 32nd percentile. Further, these data sets indicate significant equity gaps with our Hispanic, White, EL, SED, and SWD students.

Smaller class sizes directly decrease the staff-to-pupil ratio, enabling teachers to provide more individualized and targeted instruction. In classrooms with high numbers of English Learners, Students with Disabilities, or socioeconomically disadvantaged students, this structure allows educators to identify and respond to learning gaps more efficiently, adjust instruction in real-time, and support differentiated learning strategies without removing students from core instructional time.

Moreover, the district's needs assessment identified persistent disparities in academic performance, particularly in ELA and mathematics, where large class sizes may limit a teacher's ability to address individual challenges. By maintaining low class sizes, WUSD increases the quality and effectiveness of instructional time, creates a more engaging and supportive learning environment, and strengthens classroom climate—all of which are critical to academic recovery and long-term student success.
This investment in class-size stability not only meets the criteria for allowable LREBG uses but also reflects WUSD's commitment to equity and access for all students.

- Goal 2/Action 2.11: Maintain a District Long Term Independent Study (LTIS) teacher to provide instructional alternatives for students requiring a different learning model.

Willows Unified School District maintains a dedicated Long Term Independent Study (LTIS) teacher to serve students whose academic, medical, social-emotional, or family circumstances prevent them from succeeding in traditional classroom settings. This role directly aligns with allowable LREBG uses under EC Section 32526(c)(2)(A), which authorizes actions that increase or stabilize instructional time or services, or reduce staff-to-pupil ratios based on pupil needs.

The LTIS teacher ensures that students with attendance challenges, chronic health conditions, or other qualifying barriers maintain continuous access to standards-aligned instruction. Without this position, such students may disengage or miss significant instructional time, widening learning gaps. By offering a structured, monitored, and flexible alternative, the LTIS model stabilizes the amount of instructional time available to these students, even when they cannot attend in person.

Additionally, the LTIS program supports classroom learning by relieving pressure on general education teachers who might otherwise be required to develop individualized packets or supervise asynchronous learning. This helps preserve reasonable staff-to-pupil ratios and instructional consistency within site-based classrooms.
Ultimately, the LTIS teacher provides a responsive pathway that meets diverse learner needs while supporting district-wide instructional equity and engagement.

- Goal/Action 2.15: Increase Instructional Aide staffing to provide greater support to ELD / bilingual programs.

Increasing Instructional Aide staffing in support of WUSD's ELD and bilingual programs directly aligns with the allowable use of LREBG funds under Education Code Section 32526(c)(2)(A), which supports actions that increase or stabilize instructional time and reduce staff-to-pupil ratios based on pupil needs.

In analysis of the 2024 California School Dashboard and CAASPP data, Willows Unified School District (WUSD) results reveal that student achievement continues to decline for our most vulnerable of student groups, English Learners; identified as "red" categories for ELA and Math for the following English Learners (EL) and Long Term English Learners (LTEL) groups: WUSD ELA (all students), WUSD ELA (LTEL), MES ELA (all students), WIS ELA (EL), WIS ELA (LTEL), WHS ELA (all students), WUSD-Math ( EL), MES-Math (EL), and WIS-Math (EL). In addition, the English Learner Progress Indicator indicates as "red" categories for the following: WHS-ELPI (all students), WHS-ELPI (EL), and WHS-ELPI (LTEL). Furthermore, for suspension rates, the following "red" categories remain persistent: WHS-SUS (EL), and WHS-SUS (Hispanic), and WUSD-SUS (LTEL). These data sets indicate significant equity gaps with our historically underserved populations; Hispanic, EL, LTEL, Homeless and Foster Youth, SED, and SWD students.

By adding qualified aides, the district can expand the amount of small-group and individualized instructional support provided to English Learners (ELs), particularly during designated and integrated ELD instruction. These aides assist with language scaffolding, comprehension strategies, and academic vocabulary development—services that are critical for ELs to access core content and make progress toward reclassification.

This investment also stabilizes staff-to-pupil ratios in classrooms with high EL enrollment, allowing teachers to differentiate instruction more effectively while aides provide supplemental support. This model reduces the instructional load on classroom teachers and helps ensure that EL students receive consistent, equitable instructional time within both mainstream and bilingual learning environments.

Ultimately, increased aide staffing supports learning recovery, accelerates language development, and ensures that all EL students benefit from targeted, high-impact instruction tailored to their linguistic and academic needs.

- Goal/Action 2.34: At MES; adopt, train, and implement an approved diagnostic assessment and screening program as part of the comprehensive instructional program to identify student who are at-risk of reading difficulties, inform instruction, measure student progress, and enable parents and educators to discuss student needs in a more informed way.

At Murdock Elementary School, adopting, training, and implementing an approved diagnostic assessment and screening program—targeted at identifying students at risk of reading difficulties—directly supports the allowable uses of LREBG funds under Education Code Section 32526(c)(2)(A). This section authorizes evidence-based actions that increase or stabilize instructional time or services provided to students based on identified learning needs.

In analysis of the California School Dashboard and CAASPP data, Murdock Elementary served students in TK-5 (for the 2023/24 school year), serving as a critical foundation within the WUSD. Analysis of the 2024 Dashboard and CAASPP results reveal that student achievement has declined since 2019; identified as “red” categories for ELA and Math for the following student groups: MES ELA (all students), MES ELA (Hispanic), MES ELA (SED), MES ELA (SWD), MES ELA (white), MES-Math (EL), MES-Math (Hispanic), and MES-Math (SWD). This stagnation of growth is also seen through current 2024/25 local assessment data (NWEA Map Growth, where Spring assessment data for grades 2-4 indicate students are performing in ELA at the 43rd percentile and Math at the 32nd percentile. Further, these data sets indicate significant equity gaps with our Hispanic, White, EL, SED, and SWD students.

This diagnostic tool serves as a core element of MES’s multi-tiered system of supports (MTSS). It allows educators to efficiently identify early literacy gaps, enabling timely intervention without reducing core instructional minutes. Instead of relying solely on teacher observation or delayed summative assessments, the screening program provides real-time, actionable data that informs instructional planning and accelerates the response to student needs.

By proactively identifying at-risk students, MES can optimize the use of instructional aides, intervention teachers, and small-group supports, thereby stabilizing staff-to-pupil ratios during Tier 2 and Tier 3 services. The data also enhances communication between educators and families, making student support more collaborative and focused.

Ultimately, this investment increases instructional effectiveness, prevents future learning loss, and supports a system where instructional time is more targeted, responsive, and equitable, particularly for unduplicated pupils.

- Goal 2/Action 2.35: Develop and implement a high-quality, after-school tutoring program at all school sites, utilizing Learning Recovery Emergency Block Grant (LREBG) funds. The program will provide academic support in core subjects aligned to grade-level standards, prioritizing students identified as at-risk through academic assessments and teacher recommendations. Each session will also integrate Attendance Recovery opportunities, allowing students to make up instructional time lost due to absences. The program will include credentialed staff, with resources including standards-aligned instructional materials, small group formats, and coordination staff to support equitable participation, especially for foster youth, English learners, and low-income students.

The development and implementation of a high-quality, after-school tutoring program across all school sites—funded through the Learning Recovery Emergency Block Grant (LREBG)—is directly aligned with the allowable uses under Education Code Section 32526(c)(2)(A), which authorizes evidence-based actions that increase or stabilize the amount of instructional time or services provided to pupils based on their learning needs.

District data indicates persistent academic gaps for unduplicated pupils, exacerbated by post-pandemic learning loss and chronic absenteeism. Educational partners—including site administrators and parent advisory groups—have consistently prioritized academic recovery and attendance interventions. This action addresses both needs by providing direct instruction and targeted re-engagement strategies, ensuring students have access to academic support and opportunities to recover missed instructional time.

2023/24 student outcome and engagement metrics across all grade spans emphasize the urgent need for targeted academic support and expanded learning time—especially for unduplicated pupils who face persistent challenges in both achievement and attendance. In 2023–24, only 5.2% of English learners, 19.4% of socioeconomically disadvantaged (SED) students, and 0% of students with disabilities (SWD) in grades 3–8 met or exceeded standards in English Language Arts. Math performance was similarly low, with just 5.2% of ELs and 13.8% of SED students meeting standards. These gaps continue at the secondary level, where only 25% of SED 11th graders and 0% of SWDs met standards in Math, with EL proficiency equally concerning. These results highlight a clear need for structured academic interventions beyond the regular school day.

In addition, attendance-related challenges compound these academic gaps. WUSD’s overall chronic absenteeism rate remains high at 20.5% in 2023–24, with subgroup rates significantly exceeding state thresholds—60% for homeless youth, 37.5% for foster youth, and 29.9% for students with disabilities. These rates are well above the district’s 2026–27 goal of less than 10% for unduplicated groups. Missed instructional time contributes directly to learning loss, especially among the most vulnerable students.

District data indicates persistent academic gaps for unduplicated pupils, exacerbated by post-pandemic learning loss and chronic absenteeism. Educational partners—including site administrators and parent advisory groups—have consistently prioritized academic recovery and attendance interventions. This action addresses both needs by providing direct instruction and targeted re-engagement strategies, ensuring students have access to academic support and opportunities to recover missed instructional time.

To address these interconnected needs, WUSD will implement a districtwide, high-quality after-school tutoring program using Learning Recovery Emergency Block Grant (LREBG) funds. This action will provide standards-aligned academic support in core subjects, prioritize students identified as at-risk through local assessments and teacher referrals, and integrate Attendance Recovery strategies to recapture lost instructional minutes. Credentialed staff and trained paraprofessionals will offer tutoring in small groups, using district-vetted resources and schedules that support equitable access across sites.

This action is intentionally designed to support the academic recovery and engagement of unduplicated pupils—English learners, foster youth, low-income students, and students experiencing homelessness—who are disproportionately represented in the district's achievement and absenteeism data.

- Goal 3/Action 3.2: Investigate hiring (1) additional part time classified Career Technicians, while maintaining current Career Tech, to promote and track career exploration, plan development and CTE pathway completion.

Willows Unified School District's plan to investigate the hiring of an additional part-time classified Career Technician, while maintaining the current Career Tech role, directly supports the allowable uses of LREBG funds under Education Code Section 32526(c)(2)(A). This section permits investments in evidence-based actions that increase or stabilize instructional time or services and decrease staff-to-pupil ratios based on student needs.

Career Technicians play a critical support role in expanding student access to Career Technical Education (CTE) pathways and postsecondary readiness opportunities. By assisting with individualized career planning, pathway enrollment, and ongoing tracking of student progress, additional staffing would allow more students to benefit from structured, standards-aligned CTE experiences—particularly students who are underserved or at risk of disengagement.

2023/24 student outcome and engagement metrics across all grade spans emphasize the urgent need for targeted academic support and expanded learning time—especially for unduplicated pupils who face persistent challenges in both achievement and attendance. In 2023–24, only 5.2% of English learners, 19.4% of socioeconomically disadvantaged (SED) students, and 0% of students with disabilities (SWD) in grades 3–8 met or exceeded standards in English Language Arts. Math performance was similarly low, with just 5.2% of ELs and 13.8% of SED students meeting standards. These gaps continue at the secondary level, where only 25% of SED 11th graders and 0% of SWDs met standards in Math, with EL proficiency equally concerning. These results highlight a clear need for structured academic interventions beyond the regular school day. In addition, the following groups are identified on the 2024 California School Dashboard as an "orange" category for the College and Career Indicator; Hispanic (declining 34.3%), White (declining 24.2%), and SED (declining 17.5%). In a deeper analysis of the CCI, only 23.8% of Hispanic we identified as "prepared), 16.7% of EL students were identified as prepared, 7.7% of LTEL students were identified as prepared, 30.5% of SED students were identified as prepared, and 4.5% of SWD students were identified as prepared. Thus, theses data sets present a substantiation of existing equity gaps and the necessity for a responsive pathway that meets diverse learner needs while supporting district-wide instructional equity and engagement.

The expanded staffing would also allow for more individualized support and progress monitoring, effectively reducing the student-to-staff ratio for career and college readiness services. This enables more direct, tailored planning support for English Learners, foster youth, and socioeconomically disadvantaged students—ensuring they have equitable access to CTE completion and dual enrollment opportunities.

Ultimately, this action stabilizes and expands access to future-focused instruction and advising services that directly support pupil learning needs and long-term success.

- Goal 3/Action 3.13: Maintain Behavioral Intervention Aide at MES, to support SEL, counseling and PBIS services to “at-promise” students.

Maintaining a Behavioral Intervention Aide at Murdock Elementary School supports the allowable use of LREBG funds under Education Code Section 32526(c)(2)(A) by stabilizing the delivery of critical student services and reducing staff-to-pupil ratios, particularly for those identified as “at-promise.”

In analysis of the California School Dashboard and CAASPP data, Murdock Elementary served students in TK-5 (for the 2023/24 school year), serving as a critical foundation within the WUSD. Analysis of the 2024 Dashboard and CAASPP results reveal that student achievement has declined since 2019; identified as “red” categories for ELA and Math for the following student groups: MES ELA (all students), MES ELA (Hispanic), MES ELA (SED), MES ELA (SWD), MES ELA (white), MES-Math (EL), MES-Math (Hispanic), and MES-Math (SWD). This stagnation of growth is also seen through current 2024/25 local assessment data (NWEA Map Growth, where Spring assessment data for grades 2-4 indicate students are performing in ELA at the 43rd percentile and Math at the 32nd percentile. In addition, according to the 2024 Dashboard, suspension rates for MES have increased 1.5% in 2023/24, which is almost a 100% increase from 2022 rate of suspensions. Overall, these data sets indicate significant equity gaps with our Hispanic, White, EL, SED, and SWD students.

This role directly contributes to expanded access to behavioral and social-emotional supports during the school day, targeting students with elevated needs related to trauma, chronic absenteeism, or behavior. The aide works in coordination with school counselors and PBIS teams to deliver consistent Tier 2 supports, SEL skill-building, and positive behavior interventions—services that, if left unaddressed, could result in lost instructional time due to disengagement or exclusionary discipline.

By providing dedicated, on-site intervention capacity, this position increases the ratio of adult support to at-risk students, freeing up credentialed staff (e.g., counselors, psychologists, teachers) to focus on broader instructional responsibilities. This ensures that students receive timely and sustained interventions, minimizing disruption to learning and reinforcing a positive, inclusive school climate.

Overall, this action maintains the district’s commitment to integrated SEL and behavioral frameworks while ensuring that instructional time is preserved and equitably supported for MES’s most vulnerable students.

- Goal 3/Action 3.18: Maintain a part-time Director of Student Attendance position to provide attendance oversight, outreach, and facilitation of truancy mitigation.

Maintaining a part-time Director of Student Attendance supports the allowable use of LREBG funds under EC Section 32526(c)(2)(A) by stabilizing and increasing the amount of instructional time accessed by students, particularly those at risk of chronic absenteeism or truancy.

In review of chronic absenteeism data, provided through the 2024 California School Dashboard and CDE Dataquest, WUSD continues to battle a high rate of chronic absenteeism that directly relates to decreasing and/or stagnated student achievement. The 2023/24 WUSD rate of chronically absent students is 18.5% on the Dashboard, while a deeper dive through Dataquest for 2023/24 reveals a higher overall rate of 20.5% and the rates by subgroups as; (19.6%) Hispanic, (22.6%) White, (37.2%) American Indian, (18.3%) EL, (22.4%) SED, (29.9%) SWD, (37.5%) Foster Youth, and (60%) Homeless Youth.

Relevant to the analysis, reviewing student achievement data reveals a correlating affect of a lack of growth. Reviewing all available WUSD 2023/24 CAASPP data for those students scoring meets or exceeds in ELA: All Students (21.59%), EL (4%), SED (20.17%), SWD (0%), and Homeless (0%). Reviewing all available WUSD 2023/24 CAASPP data for those students scoring meets or exceeds in Math: All Students (17.43%), EL (6%), SED (15.04%), SWD (1.16%), Homeless (0%). Undoubtedly, there remains a strong nexus between attendance and student achievement.

By intervening early and connecting students to supports (e.g., transportation, counseling, or academic help), the Director role helps prevent chronic absenteeism from becoming a long-term barrier to academic progress. This increases the total amount of instructional time available to those most at risk of falling behind.
Additionally, centralized attendance oversight allows site-level administrators and teachers to focus more directly on instruction, rather than attendance management, indirectly stabilizing staff-to-pupil instructional capacity at the classroom level.

In sum, this role is a key component in WUSD’s strategy to maintain access to equitable learning opportunities and ensure students benefit from the full scope of available services.

## Reflections: Technical Assistance

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

Willows Unified School District and Willows High School continue to collaborate with the Glenn County Office of Education to implement a well-developed plan aligned with ESSA requirements, this LCAP, and related federal, state, and local programs. WHS, identified for Additional Targeted Support and Improvement (ATSI) in 2022 and continuing under that designation, receives support to address the academic and behavioral needs of English Learners, including high suspension rates.

The WHS School Plan for Student Achievement (SPSA) integrates state and local assessments to guide instruction and identify students needing intervention. Targeted professional development supports instructional improvement and school climate, with a focus on PBIS/Restorative Justice, anti-bias training, and implementation of UDL and GLAD strategies to ensure a safe, equity-driven learning environment.

## 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.

Not Applicable

### *Support for Identified Schools*

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

| |
|---|
| Not Applicable |

### *Monitoring and Evaluating Effectiveness*

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

| |
|---|
| Not Applicable |

# 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 | As part of the LCAP Advisory (Analysis and feedback activities on 11/21/24, 1/22/25, 2/26/25, 3/27/25, and 5/15/25), Curriculum, Instruction, and Assessment Advisory (Analysis, feedback, and action planning activities on 9/24/24, 10/22/24, 12/4/24, 1/21/25, 2/25/25, 3/25/25, 4/29/25, and 5/29/25), MES Site Council (Analysis and feedback activities on 9/25/24, 11/20/24, 2/12/25, and 4/9/25), WIS Site Council (Analysis and feedback activities on 9/26/24, 11/21/24, 1/30/25, and 4/10/25), WHS Site Council (Analysis and feedback activities on 9/18/24, 10/23/24, 11/13/24, 1/8/25, 2/12/25, and 3/12/25), and WCHS Open House on 5/15/25 (Analysis, feedback and action planning activities for Equity Multiplier ). Staff survey April 3-11. |
| Principals | As part of the LCAP Advisory (Analysis and feedback activities on 11/21/24, 1/22/25, 2/26/25, 3/27/25, and 5/15/25); Curriculum, Instruction, and Assessment Advisory (Analysis, feedback, and action planning activities on 9/24/24, 10/22/24, 12/4/24, 1/21/25, 2/25/25, 3/25/25, 4/29/25, and 5/29/25); MES Site Council (Analysis and feedback activities on 9/25/24, 11/20/24, 2/12/25, and 4/9/25); WIS Site Council (Analysis and feedback activities on 9/26/24, 11/21/24, 1/30/25, and 4/10/25); WHS Site Council (Analysis and feedback activities on 9/18/24, 10/23/24, 11/13/24, 1/8/25, 2/12/25, and 3/12/25); and WCHS Open House on 5/15/25 (Analysis, feedback and action planning activities for Equity Multiplier ). MES ELAC (Analysis, feedback and action planning activities on 10/18/24, 11/15/24, 2/7/25, and 4/4/25; WIS ELAC (Analysis, feedback and action planning activities on 10/29/24, 12/10/24, 2/5/25, and 5/7/25; WHS ELAC |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | (Analysis, feedback and action planning on 10/28/24, 2/3/25, 3/3/25, and 5/5/25; DELAC (Analysis, feedback, action planning activities on 8/28/24, 12/5/24, 1/15/25, 3/31/25, and 5/19/25); and Management Meetings (Discussion, feedback, metric, and action planning on 7/29/24, 8/19/24, 8/28/23, 9/9/24, 9/23/24, 10/7/24, 10/21/24, 11/4/24, 11/18/24, 12/2/23, 12/16/24, 1/13/25, 1/27/25, 2/10/25, 2/24/25, 3/24/25, 4/7/25, 4/28/25, 5/12/25, and 5/27/25). Staff survey April 3-11. |
| Administrators | As part of the LCAP Advisory (Analysis and feedback activities on 11/21/24, 1/22/25, 2/26/25, 3/27/25, and 5/15/25); Curriculum, Instruction, and Assessment Advisory (Analysis, feedback, and action planning activities on 9/24/24, 10/22/24, 12/4/24, 1/21/25, 2/25/25, 3/25/25, 4/29/25, and 5/29/25); MES Site Council (Analysis and feedback activities on 9/25/24, 11/20/24, 2/12/25, and 4/9/25); WIS Site Council (Analysis and feedback activities on 9/26/24, 11/21/24, 1/30/25, and 4/10/25); WHS Site Council (Analysis and feedback activities on 9/18/24, 10/23/24, 11/13/24, 1/8/25, 2/12/25, and 3/12/25); and WCHS Open House on 5/15/25 (Analysis, feedback and action planning activities for Equity Multiplier ). MES ELAC (Analysis, feedback and action planning activities on 10/18/24, 11/15/24, 2/7/25, and 4/4/25; WIS ELAC (Analysis, feedback and action planning activities on 10/29/24, 12/10/24, 2/5/25, and 5/7/25; WHS ELAC (Analysis, feedback and action planning on 10/28/24, 2/3/25, 3/3/25, and 5/5/25; DELAC (Analysis, feedback, action planning activities on 8/28/24, 12/5/24, 1/15/25, 3/31/25, and 5/19/25); and Management Meetings (Discussion, feedback, metric, and action planning on 7/29/24, 8/19/24, 8/28/23, 9/9/24, 9/23/24, 10/7/24, 10/21/24, 11/4/24, 11/18/24, 12/2/23, 12/16/24, 1/13/25, 1/27/25, 2/10/25, 2/24/25, 3/24/25, 4/7/25, 4/28/25, 5/12/25, and 5/27/25). Staff survey April 3-11.. |
| Other School Personnel | As part of the LCAP Advisory (Analysis and feedback activities on 11/21/24, 1/22/25, 2/26/25, 3/27/25, and 5/15/25); Curriculum, Instruction, and Assessment Advisory (Analysis, feedback, and action planning activities on 9/24/24, 10/22/24, 12/4/24, 1/21/25, 2/25/25, 3/25/25, 4/29/25, and 5/29/25); MES Site Council (Analysis and feedback activities on 9/25/24, 11/20/24, 2/12/25, and 4/9/25); WIS Site Council (Analysis and feedback activities on 9/26/24, 11/21/24, |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | 1/30/25, and 4/10/25); WHS Site Council (Analysis and feedback activities on 9/18/24, 10/23/24, 11/13/24, 1/8/25, 2/12/25, and 3/12/25); and WCHS Open House on 5/15/25 (Analysis, feedback and action planning activities for Equity Multiplier ). Staff survey April 3-11. |
| Certificated Bargaining Unit | Consultation offered and conducted on May 1st with the WUTA President. |
| Classified Bargaining Unit | Consultation offered on May 1st and conducted on May 28, 2025 with the CSEA President. |
| Parents | As part of the LCAP Advisory (Analysis and feedback activities on 11/21/24, 1/22/25, 2/26/25, 3/27/25, and 5/15/25); Curriculum, Instruction, and Assessment Advisory (Analysis, feedback, and action planning activities on 9/24/24, 10/22/24, 12/4/24, 1/21/25, 2/25/25, 3/25/25, 4/29/25, and 5/29/25); MES Site Council (Analysis and feedback activities on 9/25/24, 11/20/24, 2/12/25, and 4/9/25); WIS Site Council (Analysis and feedback activities on 9/26/24, 11/21/24, 1/30/25, and 4/10/25); WHS Site Council (Analysis and feedback activities on 9/18/24, 10/23/24, 11/13/24, 1/8/25, 2/12/25, and 3/12/25); and WCHS Open House on 5/15/25 (Analysis, feedback and action planning activities for Equity Multiplier ). MES ELAC (Analysis, feedback and action planning activities on 10/18/24, 11/15/24, 2/7/25, and 4/4/25; WIS ELAC (Analysis, feedback and action planning activities on 10/29/24, 12/10/24, 2/5/25, and 5/7/25; WHS ELAC (Analysis, feedback and action planning on 10/28/24, 2/3/25, 3/3/25, and 5/5/25; DELAC (Analysis, feedback, action planning activities on 8/28/24, 12/5/24, 1/15/25, 3/31/25, and 5/19/25). Parent, Staff, and Community survey conducted April 3-11. |
| Students | As part of the LCAP Advisory (Analysis and feedback activities on 11/21/24, 1/22/25, 2/26/25, 3/27/25, and 5/15/25); Curriculum, Instruction, and Assessment Advisory (Analysis, feedback, and action planning activities on 9/24/24, 10/22/24, 12/4/24, 1/21/25, 2/25/25, 3/25/25, 4/29/25, and 5/29/25); MES Site Council (Analysis and feedback activities on 9/25/24, 11/20/24, 2/12/25, and 4/9/25); WIS Site Council (Analysis and feedback activities on 9/26/24, 11/21/24, 1/30/25, and 4/10/25); WHS Site Council (Analysis and feedback activities on 9/18/24, 10/23/24, 11/13/24, 1/8/25, 2/12/25, and 3/12/25); and in addition to the WCHS Open House on 5/15/25 (Analysis, feedback and action planning activities for Equity Multiplier |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | ), a student survey was conducted on April 9, 2025. MES ELAC (Analysis, feedback and action planning activities on 10/18/24, 11/15/24, 2/7/25, and 4/4/25; WIS ELAC (Analysis, feedback and action planning activities on 10/29/24, 12/10/24, 2/5/25, and 5/7/25; WHS ELAC (Analysis, feedback and action planning on 10/28/24, 2/3/25, 3/3/25, and 5/5/25; DELAC (Analysis, feedback, action planning activities on 8/28/24, 12/5/24, 1/15/25, 3/31/25, and 5/19/25). Parent, Staff, and Community survey conducted April 3-11. WHS Student Leadership meeting for feedback and action planning and WIS Student Leadership meeting for feedback and action planning (5/22/25). Student survey April 3-April 30. |
| SELPA | Consultation and review of the LCAP was completed on June 3, 2024. |

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

Willows Unified School District (WUSD) has established a robust approach to assessing and gathering feedback from our educational partners. We have incorporated the Local Control Accountability Plan (LCAP) and its related goals into the agendas of school events, programs, numerous committee meetings, and annual surveys. From Back-to-School Night events to ELAC and DELAC meetings, Site Councils, CIA advisories, and LCAP advisories, WUSD has prominently featured the LCAP to engage stakeholders and solicit input for the strategic development of the 2025/26 LCAP. In addition, meetings and survey data to develop our Community Schools Grant yielded a tremendous amount of feedback. Additional Student Leadership meeting at Willows Intermediate School and Willows High School provide significant and unique feedback to shape the LCAP. Furthermore, at Willows Community High School (WCHS), the open-house event was utilized to expand participation, allowing both students and parents to engage in discussions and provide valuable insights into the planning for the awarded Equity Multiplier funding. In addition, a student survey was utilized, specifically for WCHS students, to gather further feedback for the Equity Multiplier funding.

Throughout the 2024-2025 academic year, Willows Unified School District (WUSD) has actively engaged with educational partners to gather input and feedback for the development of the Local Control Accountability Plan (LCAP), as well as other relevant plans. While site English Learner Advisory Committee (ELAC) meetings offered valuable opportunities for discussion and feedback during quarterly sessions, the District English Learner Advisory Committee (DELAC) meetings held in August, December, January, March, and May provided essential additional insights for making progress with our EL students and families. This feedback identified key attributes for the LCAP, including development of a Multilingual Learner “Shadowing” program at each site, as well as the need for ongoing professional development in consistent use of “Glad-type” instructional strategies throughout the district, to support English Learning students, as well as all students.

Moreover, Site Council meetings held quarterly at each school site from September 2024 to April 2025 served as crucial forums for gathering additional input directly related to enhancing student learning, performance, and engagement. Additionally, the LCAP Advisory convened throughout the year on November 21, January 22, February 26, March 27, and May 15; allowed for a more in-depth exploration of the LCAP, achievement data, school culture, and ongoing engagement strategies. These sessions involved a diverse group of educational partners, including certificated and classified staff members, administration, parents, and community members; whose feedback focused on the continued need for PBIS and Restorative practices to decrease suspension rates (reduce Chronic Absenteeism). In addition, identifying the urgency of reaching the academic needs of unduplicated populations (EL, socio-economically disadvantaged, foster/homeless, and students with disabilities), input gathered echoed the call for continued PBIS and Restorative practices, while also culling-out a focus for continued professional development, increased academic supports for students such as tutoring, and continued SEL supports.

Furthermore, efforts were made to engage with bargaining units, including the California School Employees Association (CSEA), with a consultation meeting held on May 28, 2025; following a brief consultation with the Willows Unified Teachers Association (WUTA) on May 1, 2025. In addition to these engagements, consultations were conducted with the Curriculum, Instruction, and Assessment (CIA) Advisory (certificated members throughout the district) on September 24, October 22, December 4, January 21, February 25, March 25, April 29, and May 29; focusing on data review, root cause analysis, and a survey of the Local Performance Indicators. The data analysis and other activities from the CIA, provided not only root-cause determinations and a focus on first-best instruction, but brought forth the focus on training and implementation of high-quality PLCs, districtwide.

Furthermore, discussions with the Special Education Local Plan Area (SELPA) took place on May 31, 2024, contributing to a comprehensive understanding of the needs and priorities across the district.

Key aspects of this LCAP, reflecting input from educational partners, include a strong emphasis on enhancing EL services and curriculum, development of high-quality PLCs, a continued look towards alternatives to the block schedule, and need for increased student engagement in grade-level content. Student input, collected through surveys and meetings with student leadership groups, has provided valuable corroboration and direction for supporting engaging lessons and instructional methods, while fostering a positive school culture rooted in respect and inclusion. Additionally, a continued focus on professional development in standards alignment, implementation of high-quality Professional Learning Communities (PLCs), first-best instruction, equitable grading practices, and cultural understanding emerged from various engagement forums and is clearly represented in this LCAP.

These collaborative efforts underscore WUSD's commitment to inclusivity, transparency, and stakeholder engagement in shaping the LCAP to best meet the needs of all students and communities served by the district.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | Conditions of Learning – Establishing a High Performing District Culture with Quality Teaching and Learning | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The continuous pursuit of a high-performing district culture with quality teaching and learning at WUSD is essential for fostering an environment where all students will thrive academically and personally. A strong district culture ensures consistent implementation of best practices, promotes continuous professional development, and encourages collaboration among educators. This focus on excellence in teaching and learning helps us meet the diverse needs of our students, prepares them for future challenges, and supports their overall success. By prioritizing a high-performing culture, we commit to upholding the highest standards of education and empowering every student to reach their full potential.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | Local Indicator/Teacher Credentialing | At WUSD, 97% of teachers and staff are appropriately assigned and credentialed and/or authorized to teach in their subject areas as indicated by the School Accountability Report Card (SARC) and/or Williams Report. | At WUSD, 94% of teachers and staff are appropriately assigned and credentialed and/or authorized to teach in their subject areas as indicated by the School Accountability Report Card | | At WUSD, 100% of teachers and staff are appropriately assigned and credentialed and/or authorized to teach in their subject areas as indicated by the School Accountability Report Card | -3% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | (SARC) and/or Williams Report. | | (SARC) and/or Williams Report. | |
| 1.2 | Local Indicator/Instructional Materials | 100% of students have access to State Standards-aligned materials. | 100% of students have access to State Standards-aligned materials. | | 100% of students have access to State Standards-aligned materials. | 0% |
| 1.3 | Local Indicator/Facilities in good repair | Based on FIT reports, the average of WUSD facilities is 97.79% safe and clean with equipment maintained in good repair when utilized by students and staff members. | Based on FIT reports, the average of WUSD facilities is 97.25% safe and clean with equipment maintained in good repair when utilized by students and staff members. | | Based on FIT reports, the average of WUSD facilities is 99% safe and clean with equipment maintained in good repair when utilized by students and staff members. | -0.54% |
| 1.4 | Local Indicator/Implementation of State Standards | Local indicator rating is a 3-Initial Implementation of state standards, as indicated on the LPI indicator tool. | Local indicator rating is a 3-Initial Implementation of state standards, as indicated on the LPI indicator tool. | | The desired outcome for WUSD is to achieve a level 5 - Full Implementation and Sustainability for state standards. | 0% |
| 1.5 | Local Indicator/Implementation of State Standards | As indicated on the 2022/23 CAASPP database for ELA, WUSD EL students scored:<br><br>Met or Exceeded = 3.66%<br>Nearly Met = 16.46%<br>Not Met = 79.88% | As indicated on the 2023/24 CAASPP database for ELA, WUSD EL students scored:<br><br>Met or Exceeded = 4.00%<br>Nearly Met = 16.67% | | The desired outcome for WUSD, as indicated by the CAASPP database for ELA, is to have EL students achieve the following scores: | Met or Exceeded = +0.34%<br>Nearly Met = +0.21%<br>Not Met = -0.55% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | Not Met = 79.33% | | • Met or Exceeded : 30%<br>• Nearly Met: 40%<br>• Not Met: 30% | |
| 1.6 | Local Indicator/Implementation of State Standards | As indicated on the 2022/23 CAASPP database for Math, WUSD EL students scored:<br><br>Met or Exceeded = 9.15%<br>Nearly Met = 16.46%<br>Not Met = 74.39% | As indicated on the 2023/24 CAASPP database for Math, WUSD EL students scored:<br><br>Met or Exceeded = 6.00%<br>Nearly Met = 20.00%<br>Not Met = 74.00% | | The desired outcome for WUSD, as indicated by the CAASPP database for Math, is to have EL students achieve the following scores:<br><br>• Met or Exceeded : 30%<br>• Nearly Met: 40%<br>• Not Met: 30% | Met or Exceeded = -3.5%<br>Nearly Met = +3.54%<br>Not Met = -0.39% |
| 1.7 | State Indicator/College and Career Indicator | As indicated on the CA Dashboard for 2023, WUSD is 58.6% college/career prepared.<br>Additional data for College/Career indicating percentage Prepared: | As indicated on the CA Dashboard for 2024, WUSD is 32.3% college/career prepared.<br>Additional data for College/Career indicating percentage Prepared: | | The desired outcome for WUSD, as indicated on the CA Dashboard for college/career prepared, is to have:<br><br>WUSD Total = 75% | -26.3% are college/career prepared<br><br>WUSD Total = -26.3% (+13)<br>Hispanic = -34.3% (-59)<br>White = -17.5% (+2) |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | WUSD Total = 58.6% (140)<br>Hispanic = 58.1% (74)<br>White = 56% (50)<br>SED = 54.7% (128)<br>Homeless = 14.3% (14)<br>SWD = 10% (20) | WUSD Total = 32.3% (127)<br>Hispanic = 23.8% (15)<br>White = 38.5% (52)<br>SED = 30.5% (118)<br>Homeless = N/A (9)<br>SWD = 2.4% (22) | | Hispanic = 75%<br>White = 75%<br>SED = 75%<br>Homeless = 50%<br>SWD = 50% | SED = -24.2% (-10)<br>Homeless = NA (-5)<br>SWD = -7.6% (+2) |
| 1.8 | Local Indicator/A broad course of study | 100% of WUSD students are enrolled in a broad course of study, dependent upon the grade-level, as defined by Education Code 51210 and 51220 | 100% of WUSD students are enrolled in a broad course of study, dependent upon the grade-level, as defined by Education Code 51210 and 51220 | | The desired outcome for WUSD is to have 100% of our students enrolled in a broad course of study, dependent upon grade-level, as defined in the Education Code 51210 and 51220. | 0% |
| 1.9 | Local Indicator/Programs and/or services developed and provided to unduplicated pupils | 100% of our students have access to nutrition and food services meeting the guidelines of the USDA Healthy, Hunger-Free Kids Act of 2010 and SB 250 | 100% of our students have access to nutrition and food services meeting the guidelines of the USDA Healthy, Hunger-Free Kids Act of 2010 and SB 250 | | The desired outcome for WUSD is to have 100% of our students with access to nutrition and food services, meeting the guidelines of the USDA Healthy, Hunger-Free Kids | 0% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | Act of 2010 and SB 250. | |
| 1.10 | Local Indicator/Programs and/or Services developed and provided to individuals with exceptional needs | As indicated on the 2022/23 CAASPP database for ELA, WUSD students with disabilities scored:<br><br>Met or Exceeded = 6.17%<br>Nearly Met = 13.58%<br>Not Met = 80.25% | As indicated on the 2023/24 CAASPP database for ELA, WUSD students with disabilities scored:<br><br>Met or Exceeded = 0%<br>Nearly Met = 13.95%<br>Not Met = 86.05% | | The desired outcome for WUSD, as indicated by the CAASPP database for ELA, is to have students with disabilities achieve the following scores:<br><br>• Met or Exceeded: 25%<br>• Nearly Met: 40%<br>• Not Met: 35% | Met or Exceeded =-6.17%<br>Nearly Met = +0.37%<br>Not Met = +5.8% |
| 1.11 | Local Indicator/Programs and/or Services developed and provided to individuals with exceptional needs | As indicated on the 2022/23 CAASPP database for Math, WUSD students with disabilities scored:<br><br>Met or Exceeded = 4.93%<br>Nearly Met = 9.88%<br>Not Met = 85.19% | As indicated on the 2023/24 CAASPP database for Math, WUSD students with disabilities scored:<br><br>Met or Exceeded = 1.16%<br>Nearly Met = 12.79%<br>Not Met = 86.05% | | The desired outcome for WUSD, as indicated by the CAASPP database for Math, is to have students with disabilities achieve the following scores:<br><br>• Met or Exceeded: 20%<br>• Nearly Met: 40% | Met or Exceeded = -3.77%<br>Nearly Met = +2.91%<br>Not Met = -0.86% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | • Not Met: 40% | |

# 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.

1.1 Ongoing collective development in curricular alignment and vertical articulation, supported by first-best instructional pedagogy. - Partially Implemented - Increasing the number of meetings to 8 meetings throughout the year, leading to increased data analysis and curricular and instructional planning. Further emphasis to be placed on use of data and PLC development.

1.2 First and Second Year Teachers in CA Induction Program - Partially Implementented - Partial implementation due to shortage of highly qualified candidates and reliance on intern/PIP/STP personnel.

1.3 Coaching for First-Best Instructional Practices and Literacy - Partially Implemented - First year implementation with ongoing development of program, including targeted feedback cycles.

1.4 Fostering of Learning-Focused Grading Policies - Partially Implemented - Ongoing need for continued PD centered on SBG grade-levels, as well as traditional models.

1.5 Strengthen the District Formative Assessment Model - Partially Implemented - Largely due to teacher turnover and movement, continuing development of PLC models that includes work on common formative assessments by grade-level.

1.6 Develop Strategies to Improve Access to Technology and Project Based Learning (PBL) - Partially Implemented - Need to expand from PBL trainings, to including focus on technology scope and sequence districtwide.

1.7 Adopted Instructional Materials - Fully Implemented - Within the state cycle for adoptions, WUSD is prepping for the mathematics adoption through our CalCurriculum team.

1.8 Safety Committee Team - Fully Implemented - The safety committee continues to meet throughout the year to address risks and proactive needs.

1.9 Nutrition - Fully Implemented - WUSD ensures access to healthy food and nutrition, including PD and scratch meals.

1.10 Professional Development for Student Information System - Partially Implemented - Ongoing training is provided, but hampered by consistent turnover of personnel.

1.11 Student Services-Library - Fully Implemented - WUSD continues to employ Library Media Techs.

1.12 GCOE TREE Services - Fully Implemented - WUSD continues to partner with GCOE Tree services for our libraries.

1.13 Professional Development - Partially Implemented - WUSD maintains a focus on high-quality instructional practices through PD. Although PD is extensive, more targeting to needs is required to support high rates of turnover.

1.14 Professional Development - Partially Implemented - Greater emphasis is needed for consistent fidelity to the inclusion of ELD instructional strategies throughout, as evidenced by the declining rates of achievement for EL students.

1.15 Student Services for Technical Skill/CTE Development - Partially Implemented - With the struggles throughout the state to find qualified teachers, WUSD continues to develop our CTE courses at WIS. WIS did have a team participate in the PBL Leadership Academy to promote more hands-on learning.

1.16 Inspiring Writers: Strategies for Enhancing ELA Writing Instruction - Partially Implemented - Despite some limited PD, WUSD continues to focus on the value of literacy, to enhance academic progress.

1.17 Mastering Math: Effective Strategies for Strengthening Concepts and Procedures - Partially Implemented - With limited PD and focusing on the new frameworks, this will be a continued focus for WUSD through the adoption cycle.

1.18 Empowering English Learners: Enhancing Problem-Solving Proficiency in Mathematics - Ongoing Implementation - As with all content areas, but specifically for math, WUSD continues to have a significant need for PD in ELD instructional strategies. High turnover and allotted time for districtwide training has been a challenge.

1.19 Ongoing Professional Development and Coaching for Professional Learning Communities (PLCs) - Planned - As a key foundational element for growth, development and implementation of high-quality PLCs is instrumental. Especially critical for new, inexperienced instructional staff.

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.

1.1 Ongoing collective development in curricular alignment and vertical articulation, supported by first-best instructional pedagogy. - No material differences.

1.2 First and Second Year Teachers in CA Induction Program - No material differences.

1.3 Coaching for First-Best Instructional Practices and Literacy - No material differences.

1.4 Fostering of Learning-Focused Grading Policies - No material differences.

1.5 Strengthen the District Formative Assessment Model - No material differences.

1.6 Develop Strategies to Improve Access to Technology and Project Based Learning (PBL) - No material differences.

1.7 Adopted Instructional Materials - No material differences.

1.8 Safety Committee Team - No material differences.

1.9 Nutrition - No material differences.

1.10 Professional Development for Student Information System - No material differences.

1.11 Student Services - No material differences.

1.12 GCOE TREE Services - No material differences.

1.13 Professional Development - No material differences.

1.14 Professional Development - No material differences.

1.15 Student Services for Technical Skill/CTE Development - No material differences.

1.16 Inspiring Writers: Strategies for Enhancing ELA Writing Instruction - No material differences.

1.17 Mastering Math: Effective Strategies for Strengthening Concepts and Procedures - No material differences.

1.18 Empowering English Learners: Enhancing Problem-Solving Proficiency in Mathematics - No material differences.

1.19 Ongoing Professional Development and Coaching for Professional Learning Communities (PLCs) - No material differences.

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

1.1 Ongoing collective development in curricular alignment and vertical articulation, supported by first-best instructional pedagogy. - Effective – Continued growth of the Curriculum, Instruction, and Assessment Advisory (CIA) meets throughout the year to analyze data, identify achievement gaps and develop a districtwide focus for instructional expectations, academic rigor, and curricular planning (to include alignment to standards). Associated metrics include 1.2, 1.4, and 1.8.

1.2 First and Second Year Teachers in CA Induction Program - Ineffective – Beyond compliance, our CTI program facilitates mentorship and quality learning for all first and second year, teachers with a preliminary certificate; supporting growth for metric(s) 1.1 and 1.4. Continued decline in 1.1 is characteristic of the statewide teacher shortage.

1.3 Coaching for First-Best Instructional Practices and Literacy - Not Evaluated – This is the initial year of having a certificated staff member in the role of an Instructional Coach (TK-6) to collaborate closely with classroom teachers can significantly support unduplicated students in multiple ways. Associated metric(s): 1.5, 1.6, 2.1 and 2.2 provide baseline data from 2024.

1.4 Fostering of Learning-Focused Grading Policies - Ineffective – Inability to provide targeted PD due to limited scheduled PD. Ongoing implementation of Standards-Based Grading and high-quality PLCs will provide time for data analysis, discussion of root-cause, identification of problem areas, and strategies for improvement in this area. Associated metric(s): 1.2, 1.4, 1.5, 1.6, 1.7, 1.10, and 1.11.

1.5 Strengthen the District Formative Assessment Model - Effective – Ongoing collaboration and relevant advisories utilize data analysis from our local formative benchmark assessment (Map Growth). Ongoing development of high-quality PLCs will provide time for data analysis, discussion of root-cause, identification of problem areas, and strategies for improvement in this area. Associated metric(s): 1.2, 1.4, 1.5, 1.6, 1.7, 1.10, and 1.11.

1.6 Develop Strategies to Improve Access to Technology and Project Based Learning (PBL) - Effective – Emerging this year through intensive PD and lesson development through the PBLLA. This training is planned to be ongoing. Associated metric(s): 1.2, 1.4, 1.5, 1.6, 1.7, 1.10, and 1.11.

1.7 Adopted Instructional Materials - Effective – While ensuring all current curriculum meets state alignment with the standards, the current adoption calendar includes preparation for the new mathematics adoption, through the CalCurriculum team spearheading this effort. This effort, in itself, provides significant PD for instructional staff. Associated metric(s): 1.2, 1.4, 1.5, 1.6, 1.7, 1.10, and 1.11.

1.8 Safety Committee Team - Effective – Through regularly scheduled meetings that include staff, bargaining unit representation, and community partners; the WUSD Safety Committee addresses safety concerns and needs, liability concerns, workplace injuries, and compliance related requirements. Associated metric(s): 1.3 and 1.9.

1.9 Nutrition - Effective – To ensure student access to healthy and nutritious food, serves as a cornerstone of academic achievement. Associated metric(s): 1.9.

1.10 Professional Development for Student Information System - Effective – Providing ongoing training in the use and accuracy of our SIS, is increasingly paramount for the wide-breadth of detail and accuracy in meeting the needs of students and their families. Associated metric(s): 1.1, 1.8, and 1.9.

1.11 Student Services - Effective – Providing library services to support students, teachers with equitable access to support academic achievement, literacy, and school climate. Associated metric(s): 1.5, 1.6, 1.10, 1.11, 2.1, 2.2, 2.7, and 2.8.

1.12 GCOE TREE Services - Effective – Providing compliance to ensure library services that support students, teachers with equitable access to support academic achievement, literacy, and school climate. Associated metric(s): 1.5, 1.6, 1.10, 1.11, 2.1, 2.2, 2.7, and 2.8.

1.13 Professional Development - Effective – Despite limited PD opportunities within the school calendar, professional development has been targeted towards identified needs to improve standards-alignment, instructional strategies, literacy, and SEL and UDL implementation. Continued growth with emphasize this action through development of high-quality PLCs. Associated metric(s): 1.2, 1.5, 1.6, 1.7, 1.10, and 1.11.

1.14 Professional Development - Ineffective – WUSD has provided limited PD, to emphasize the area od ELD standards-alignment, to this point, due to limited scheduled PD. Gains have been made within the specific ELD area, with the adoption of a formal curriculum. Associated metric(s): 1.5, 1.6, 2.3, 2.4, and 2.5.

1.15 Student Services for Technical Skill/CTE Development - Effective – Initial growth in CTE development at WIS has taken place, with plans to continue through 2025/26. Associated metric(s): 1.7 and 1.8.

1.16 Inspiring Writers: Strategies for Enhancing ELA Writing Instruction - Effective – With limited PD and beginning development and implementation, this action will be embedded within ongoing efforts, including the development of high-quality PLCs with association of common formative assessments. Associated metric(s): 1.2, 1.5, 1.7, and 1.10.

1.17 Mastering Math: Effective Strategies for Strengthening Concepts and Procedures - Effective – Challenged with the coordination of a new frameworks and state adoption; while providing limited PD specific to concepts and procedures, ongoing adoption training through CalCurriculum capitalizes on research-based strategies for all domains. Associated metric(s): Metrics: 1.2, 1.6, 1.7, and 1.11

1.18 Empowering English Learners: Enhancing Problem-Solving Proficiency in Mathematics - Effective – Challenged with the coordination of a new frameworks and state adoption; ongoing PD through CalCurriculum capitalizes on research-based strategies for instruction, as well as fostering mathematical discourse. Associated metric(s): Metrics: 1.2, 1.6, 1.7, 1.8, and 1.11.

1.19 Ongoing Professional Development and Coaching for Professional Learning Communities (PLCs) - Not Evaluated – This is a new action for 2025/26

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.

As a result of implementation reflection and mid-year monitoring, the following adjustments will be made for 2025-2026:

- Action 1.13, 1.14, and 1.19: Professional Development on State Standards

Within these actions, WUSD will emphasize the scope of PD offerings to include structured support for inclusive instructional practices and greater integration of English Language Development (ELD) into core content, to reflects the district's focus on addressing CAASPP performance gaps for English Learners and students with disabilities.

- Action 1.3: Instructional Coaching

As is expected in this action, instructional coaching will include classroom modeling and targeted observation cycles for early-career teachers, with a stronger emphasis on feedback and data use in PLCs.

- Action 1.19: PLC Development

WUSD will intensify support for high-functioning Professional Learning Communities (PLCs), with a focus on using common formative assessment data to guide instruction, promote equity, and monitor implementation fidelity.

**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** | Ongoing collective development in curricular alignment and vertical articulation, supported by first-best instructional pedagogy. | Maintain a K-12 advisory committee convened on a monthly basis to perpetuate the vertical alignment and articulation of curriculum, while concurrently fostering the development and dissemination of optimal instructional practices. Members of the committee consist of lead teachers and administrators. | $2,500.00 | No |
| **1.2** | First and Second Year Teachers in CA Induction Program | The District will provide a culturally responsive Teacher Induction Program for all new first and second year teachers to ensure that they meet the necessary requirements to become appropriately credentialed. | $32,400.00 | No |
| **1.3** | Coaching for First-Best Instructional Practices and Literacy | Hire a certificated staff member in the role of an Instructional Coach (TK-6), who will collaborate closely with classroom teachers to enhance both student learning outcomes and instructional methodologies. Emphasis will be placed on fostering both individual and collective growth, aimed at enriching educators' comprehension of and practices with evidence-based instructional techniques (First-Best Instruction). | $113,501.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **1.4** | Fostering of Learning-Focused Grading Policies | Provide PD for staff and administration on grading practices. | $5,000.00 | No |
| **1.5** | Strengthen the District Formative Assessment Model | Supporting professional growth and fidelity in the use of Formative assessments through professional development in data analysis, intervention planning, and instructional guidance. | $10,023.00 | No |
| **1.6** | Develop Strategies to Improve Access to Technology and Project Based Learning (PBL) | WUSD will enhance technology access and project-based learning through the development and implementation of the TK-12 WUSD Technology Scope and Sequence. | $15,000.00 | No |
| **1.7** | Adopted Instructional Materials | Maintain a curriculum calendar and purchase curriculum materials aligning with the state's adopted calendar. | $222,628.00 | No |
| **1.8** | Safety Committee Team | WUSD's Safety Committee will continue to meet to identify safety risks and purchase what is necessary in order to provide safety equipment for all schools. | $45,000.00 | No |
| **1.9** | Nutrition | Ensure access to healthy food and nutrition - General Fund support to the District Food Service program | $150,000.00 | No |
| **1.10** | Professional Development for Student Information System | Provide training for staff to increase proficiency with instructional and support services practices and resources (e.g. Aeries). | $10,000.00 | No |
| **1.11** | Student Services | Continue to employ Library Media Techs to support our teachers and students and provide resources to improve our library services (e.g purchase library books, resource materials, etc.). | $224,135.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.12** | GCOE TREE Services | Continue to support our teachers and libraries by providing services and resources from GCOE. | $3,600.00 | No |
| **1.13** | Professional Development | Tailor the comprehensive professional development program to target identified needs, ensuring those needs are met, and is accessible; which supports effective standards-aligned instruction with a focus towards improving literacy across disciplines, strategies for the acceleration of learning, SEL, UDL, and first-best instructional approaches for at-promise pupils and those with exceptional needs. | $72,475.00 | Yes |
| **1.14** | Professional Development | Ensure fidelity to the inclusion within the comprehensive teacher professional development program, which provides support for effective ELD standards-alignment and instructional practices that bolster academic literacy, effective language acquisition, and use of strategies that support raising the achievement levels of EL students; as indicated on the CAASPP ELA and Math assessments. | $5,000.00 | Yes |
| **1.15** | Student Services for Technical Skill/CTE Development | Allocate additional Full-Time Equivalents (FTE) to expand opportunities for engagement in Project-Based Learning focused on technical skills and Career and Technical Education (CTE) development at WIS. | $36,163.00 | No |
| **1.16** | Inspiring Writers: Strategies for Enhancing ELA Writing Instruction | Provide targeted professional development for instructional staff on effective writing instruction which includes writing across different genres (expository, persuasive, narrative, descriptive, and creative), incorporating writing process strategies, and providing meaningful feedback to students; implementing school-wide writing assessments on a quarterly/trimester basis. | $10,000.00 | Yes |
| **1.17** | Mastering Math: Effective Strategies for Strengthening | Provide targeted professional development for instructional staff on strengthening mathematical concepts and procedures (review of key math concepts, research-based strategies for teaching, reinforcing, and | $10,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | Concepts and Procedures | differentiation, as well as the importance of fostering mathematical discourse and promoting a growth mindset in the classroom. | | |
| **1.18** | Empowering English Learners: Enhancing Problem-Solving Proficiency in Mathematics | Provide specialized training for instructional staff on effective strategies for teaching problem-solving in mathematics (modeling, think-alouds, visual representations, language scaffolding, real-world and culturally relevant contexts and other differentiation strategies that is supported by explicit instruction) and coupled with consistent integration of language development activities within the ELD program that supports the math instruction. | $20,000.00 | No |
| **1.19** | Ongoing Professional Development and Coaching for Professional Learning Communities (PLCs) | The LEA will provide ongoing professional development and coaching to support high-functioning Professional Learning Communities (PLCs) at all school sites. This initiative will focus on ensuring all students learn at high levels by supporting teacher teams to (1) identify essential standards, (2) develop site-wide pacing guides, (3) design and use common formative assessments, and (4) analyze results to guide instructional decisions. Training and coaching will emphasize a shared focus on learning, collaboration, and accountability for student outcomes. | $30,000.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| **2** | All students have access to grade level classes and high school students are enrolled in college or academic/CTE aligned course sequences. At-risk students will be identified by certificated staff using various assessments to provide academic support at each site. | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

All students should have access to grade-level classes and high school students should be enrolled in college or academic/CTE-aligned course sequences to ensure equitable educational opportunities and to prepare them for future success. Providing these opportunities promotes academic rigor, helps students meet state standards, and equips them with the skills needed for college and career readiness. Furthermore, identifying at-risk students through various assessments allows certificated staff to provide targeted academic support, ensuring that every student receives the necessary resources and interventions to succeed. This comprehensive approach fosters an inclusive learning environment where all students can achieve their full potential.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | State Indicator/Academic Indicator/ELA SBAC Results | As indicated on the CAASPP database and CERS for 2022/23, WUSD students (grades 3-8) scoring meets or exceeds standards in ELA:<br><br>All students = 20.2%<br>EL = 3.10%<br>SED = 17.30%<br>SWD = 6.7% | As indicated on the CAASPP database and CERS for 2023/4, WUSD students (grades 3-8) scoring meets or exceeds standards in ELA:<br><br>All students = 19.7%<br>EL = 5.2%<br>SED = 19.4% | | The desired outcome for WUSD, as indicated on the CAASPP database and CERS for students (grades 3-8) scoring meets or exceeds standards in ELA:<br><br>All students = 47% or higher | All students = -0.3%<br>EL = +2.1%<br>SED = +2.1%<br>SWD = -6.7% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | SWD = 0% | | EL = 25% or higher<br>SED = 35% or higher<br>SWD = 25% or higher | |
| 2.2 | State Indicator/Academic Indicator/Math SBAC Results | As indicated on the CAASPP database and CERS for 2022/23, WUSD students (grades 3-8) scoring meets or exceeds standards in mathematics:<br><br>All students = 17.20%<br>EL = 9%<br>SED = 15.5%<br>SWD = 9.8% | As indicated on the CAASPP database and CERS for 2023/24, WUSD students (grades 3-8) scoring meets or exceeds standards in mathematics:<br><br>All students = 15.6%<br>EL = 5.2%<br>SED = 13.8%<br>SWD = N/A | | The desired outcome for WUSD, as indicated on the CAASPP database and CERS for students (grades 3-8) scoring meets or exceeds standards in mathematics:<br><br>All students = 40% or higher<br>EL = 25% or higher<br>SED = 30% or higher<br>SWD = 25% or higher | All students = -1.6%<br>EL = -3.8%<br>SED = -1.7%<br>SWD = -9.8% |
| 2.3 | State Indicator/Academic Indicator/English Language Progress Indicator | As indicated on the 2022/23 CA Dashboard, WUSD EL students scored at 47.5% making progress towards English language proficiency. The 2022/23 Summative | As indicated on the 2023/24 CA Dashboard, WUSD EL students scored at 49.8% making progress towards English language | | The desired outcome for WUSD EL students making progress towards English language proficiency as 55%, and as | +2.3%<br><br>1's = +2.8%<br>2's = -3.84%<br>3's = +1.43%<br>4's = +0.39% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | ELPAC scores for (238) ELs indicate:<br><br>1's = 17.28%<br>2's = 35.66%<br>3's = 34.93%, and<br>4's = 12.13% | proficiency. The 2023/24 Summative ELPAC scores for (227) ELs indicate:<br><br>1's = 20.08%<br>2's = 31.82%<br>3's = 36.36%, and<br>4's = 11.74% | | indicated on the CA School Dashboard, :<br><br>1's = 15.5%<br>2's = 29%<br>3's = 35.5%<br>4's = 20% | |
| 2.4 | State Indicator/Academic Indicator/Summative ELPAC proficiency rates | Utilizing the 2022/23 CAASPP/ELPAC database, WUSD ELs (272) taking the Summative ELPAC scored:<br><br>4/Well Developed = 12.13%<br>3/Moderately Developed = 34.93%<br>2/Somewhat Developed = 35.66%<br>1/Beginning to Develop = 17.28% | Utilizing the 2023/24 CAASPP/ELPAC database, WUSD ELs (227) taking the Summative ELPAC scored:<br><br>4/Well Developed = 20.08%<br>3/Moderately Developed = 36.36%<br>2/Somewhat Developed = 31.82%<br>1/Beginning to Develop = 20.08% | | Utilizing the CAASPP/ELPAC database, the desired outcome for WUSD EL students scoring is:<br><br>4/Well Developed = 25%<br>3/Moderately Developed = 35%<br>2/Somewhat Developed = 30%<br>1/Beginning to Develop = 10% | -45 students took the Summative ELPAC<br><br>4/Well Developed = +7.95%<br>3/Moderately Developed = +1.43%<br>2/Somewhat Developed = -3.84%<br>1/Beginning to Develop = +2.8% |
| 2.5 | State Indicator/Academic Indicator/Reclassification rates | As indicated using the CALPADS 2.16 and 2.9 for calculation of the 2022/23 EL RFEP rate, the WUSD reclassification rate for ELs was 6.6% | As indicated using the CALPADS 2.16 and 2.9 for calculation of the 2023/24 EL RFEP rate, the WUSD reclassification | | The desired outcome for WUSD, as indicated using the CALPADS 2.16 and 2.9 for calculation of the | +2.5% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | rate for ELs was 11.8% | | EL RFEP rate is 20.1% or higher. | |
| 2.6 | State Indicator/Academic Indicator/College and Career Indicator/AP pass rate | As indicated on the 2022/23 College Board report, the percentage of WUSD students passing with a 3, 4, or 5 on an Advanced Placement exam was 27.5% | As indicated on the 2023/24 College Board report, the percentage of WUSD students passing with a 3, 4, or 5 on an Advanced Placement exam was 28.3% | | As indicated on the annual College Board testing reports, the desired outcome for WUSD students scoring a 3, 4, or 5 on an Advanced Placement exam is 55%. | +0.8% |
| 2.7 | State Indicator/College and Career Indicator/11th grade SBAC results | As indicated in the 2022/23 CAASPP test results for ELA, WUSD 11th grade students scored met or exceeded standards:<br><br>-All students = 42.37%<br>-EL = 8.33%<br>-RFEP = 47.06%<br>-EO = 43.48%<br>-SED = 38.71%<br>-SWD = 4.55% | As indicated in the 2023/24 CAASPP test results for ELA, WUSD 11th grade students scored met or exceeded standards:<br><br>-All students = 34.05%<br>-EL = no data available<br>-RFEP = 42.86%<br>-EO = 33.92%<br>-SED = 31.58%<br>-SWD = 0% | | As indicated in the 2022/23 CAASPP test results for ELA, for 11th grade students scoring met or exceeded standards, the desired outcome for WUSD is:<br><br>-All students = 58%<br>-EL = 20%<br>-RFEP = 70%<br>-EO = 60%<br>-SED = 50%<br>-SWD = 20% | -All students = -8.32%<br>-EL = no change from baseline<br>-RFEP = -4.2%<br>-EO = -9.56%<br>-SED = -7.13%<br>-SWD = -4.55% |
| 2.8 | State Indicator/College and Career Indicator/11th grade SBAC results | As indicated in the 2022/23 CAASPP test results for mathematics, WUSD 11th grade | As indicated in the 2023/24 CAASPP test results for mathematics, WUSD 11th grade | | As indicated in the 2022/23 CAASPP test results for ELA, for 11th grade students | -All students = +8.73%<br>-EL = +13.3% (+18)<br>-RFEP = +8.62% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | students scored met or exceeded standards:<br><br>-All students = 22.03%<br>-EL = 8.33<br>-RFEP = 23.53%<br>-EO = 23.19%<br>-SED = 19.36%<br>-SWD = 4.55% | students scored met or exceeded standards:<br><br>-All students = 30.76%<br>-EL = no data available<br>-RFEP = 32.15%<br>-EO = 32.07%<br>-SED = 25%<br>-SWD = 0% | | scoring met or exceeded standards, the desired outcome for WUSD is:<br><br>-All students = 45%<br>-EL = 20%<br>-RFEP = 45%<br>-EO = 35%<br>-SED = 35%<br>-SWD = 20% | -EO = +8.88%<br>-SED = +5.64%<br>-SWD = -4.55% |
| 2.9 | State Indicator/Academic Indicator/Career pathway completion | As indicated in the CALPADS database (3.19), 77 WUSD students graduated having completed a CTE pathway sequence in 2022/23. | As indicated in the CALPADS database (3.19), 60 WUSD students graduated having completed a CTE pathway sequence in 2023/24. | | As indicated in the CALPADS database (3.19), the desired outcome for WUSD students graduating having completed a CTE pathway sequence is 100 students | -17 students |
| 2.10 | State Indicator/Academic Indicator/College and Career Indicator/Dual Enrollment completion rate | As indicated by class rosters, 48.7% (231) WHS students are participating in a junior college program. | As indicated by class rosters, 60.5% (256) WHS students are participating in a junior college program. | | As indicated by class rosters, the desired outcome for WHS students participating in a junior college program, is 80% | 11.8% (25) |
| 2.11 | State Indicator/Academic Indicator/College and Career Indicator/A-G course completion | Utilizing the 2023 four-year adjusted grad cohort in Dataquest, the WUSD students who graduated having met A-G requirements: | Utilizing the 2024 four-year adjusted grad cohort in Dataquest, the WUSD students who graduated | | Utilizing the four-year adjusted grad cohort in Dataquest, the desired outcome for WUSD of | 0%<br><br>-All students = -2.4% (111)<br>-EL = +13.3% (+18) |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | 25.6% of WUSD students graduated having met A-G requirements in 2023.<br>-All students (136) = 25.6%<br>-EL = n/a<br>-Foster = n/a<br>-Homeless (12) = 16.7%<br>-SWD (16) = 0%<br>-SED (124) = 21.4% | having met A-G requirements:<br>25.6% of WUSD students graduated having met A-G requirements in 2024.<br>-All students (125) = 23.2%<br>-EL (18) = 13.3%<br>-Foster = n/a<br>-Homeless = n/a<br>-SWD (21) = 0%<br>-SED (116) = 22.6% | | students graduating having met A-G requirements is:<br><br>-All students = 60%<br>-EL = 35%<br>-Foster = 25%<br>-Homeless = 25%<br>-SWD (16) = 20%<br>-SED (124) = 45% | -Foster = NA<br>-Homeless = -16.7% (-12)<br>-SWD (16) = 0% (-5)<br>-SED (124) = % |
| 2.12 | Local Indicator/Other student outcomes (Local Assessments, Interims, Maps, etc.) | As indicated on Dataquest's report in 2023, the SBAC participation rate for WUSD was:<br><br>ELA testing = 98%<br>Math testing = 98%<br>CAST testing = 95.6% | As indicated on Dataquest's report in 2024, the SBAC participation rate for WUSD was:<br><br>ELA testing = 98%<br>Math testing = 97%<br>CAST testing = 95% | | As indicated on Dataquest's report, the desired outcome for participation rates for WUSD is:<br><br>ELA testing = 100%<br>Math testing = 100%<br>CAST testing = 100% | ELA testing = 0%<br>Math testing = -1%<br>CAST testing = -0.6% |
| 2.13 | State Indicator/Academic Indicator/ELA SBAC Results | As indicated on the CAASPP database and CERS for 2022/23, WUSD students (grades 5, 8, and high school) scoring meets | As indicated on the CAASPP database and CERS for 2023/24, WUSD students (grades 5, 8, and high | | The desired outcome for WUSD, as indicated on the CAASPP database and CERS for | WUSD Overall: +0.91%<br>5th Grade: +4.79%<br>8th Grade: +1.29%<br>High School: -3.05% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | or exceeds standards in CAST:<br><br>WUSD Overall: 14.61%<br>5th Grade: 15.62%<br>8th Grade: 11.58%<br>High School: 16.24% | school) scoring meets or exceeds standards in CAST:<br><br>WUSD Overall: 15.52%<br>5th Grade: 20.41%<br>8th Grade: 12.87%<br>High School: 13.19% | | students scoring meets or exceeds standards in CAST:<br><br>WUSD Overall: 50%<br>5th Grade: 35%<br>8th Grade: 40%<br>High School: 50% | |

# 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.

2.1 ELD Students - Fully Implemented - Implementing a new, formal curriculum, reliance and use of this supplementary resource has been minimal.

2.2 Strategic Support for At Risk Students - ELA and Math - Partially Implemented - Use of these supplementary assessment resources through MES intervention has provided additional key data, but largely has yielded little positive return to this point.

2.3 Training for all Test Site Administrators - Partially Implemented - WUSD continues to provide training and support for CAASPP and ELPAC to all site coordinators. In addition to high staff turnover, this has been a mainstay for successful testing administration.

2.4 Strategic Support for At-Promise Students - ELA and Math - Fully Implemented - Continued purchase and use of these and other supplementals has yielded little to no increase in student achievement.

2.5 Strategic Support for At-Promise Students - ELA and Math - Fully Implemented - Maintaining class sizes to accommodate First-Best instruction has allowed for cultivating better school climate, while we expect increased student achievement.

2.6 Strategic Support for At-Promise Students - ELA and Math - Fully Implemented While funding Tier II Interventions at MES for several years, the result of increased student achievement has not materialized.

2.7 Strategic Support for At Risk Students - ELA and Math  -  Fully Implemented  -  Coinciding with modernization of new facility spaces, new furniture has been purchased and installed.

2.8 Willows High School Schedule  -  Ongoing Implementation  -  Despite continued feedback from key partners, very little progress or study for an alternative bell schedule has taken place. More strategic emphasis is required.

2.9 Strategic Support for At Risk Students - ELA and Math  -  Partially Implemented  -  Saturday School efforts were implemented throughout the district in this Spring semester, providing a significant impact.

2.10 Strategic Support for At Risk Students - ELA and Math  -  Ongoing Implementation  -  To this point, WUSD has been unable to secure staffing for a Back-to-School intervention at WIS.

2.11 Strategic Support for At Risk Students - ELA and Math  -  Fully Implemented  -  WUSD maintains a certificated position to staff a district LTIS position.

2.12 Strategic Support for At Risk Students - ELA and Math  -  Fully Implemented  -  WUSD continues to maintain the Edgenuity platform for credit recovery and LTIS services.

2.13 Strategic Support for At Risk Students - ELA and Math Ongoing Implementation To this point, WUSD has been unable to secure staffing for a Back-to-School intervention at WHS.

2.14 ELD Students-Supplemental Materials  -  Partially Implemented  -  WUSD continues to provide this allocation for supplementary resources for EL students.

2.15 ELD Students-Aide Staffing  -  Partially Implemented  -  While increasing instructional aide staffing to support the ELD program has demonstrated positive local assessment gains, more additional bilingual aide support is planned.

2.16 Foster/Homeless Youth Services  -  Ongoing Implementation  -  WUSD has continued to provide essential clothing and hygiene supplies, while providing transportation services to Foster/Homeless students.

2.17 Implement College and Career Readiness Curriculum  -  Ongoing Implementation  -  Some initial progress has been made, with the CDE collaboration at PBL Leadership Academy (WIS) and implementation of CCGi (WIS and WHS).

2.18 Implement College and Career Readiness Curriculum  -  Partially Implemented  -  CCGi has been implemented and maintained throughout the Spring. 2025/26 will offer the first full-year. More PD is needed.

2.19 Continued Strengthening of College and Career Readiness Curriculum  -  Partially Implemented  -  WUSD counselors continue to benefit from PD through Hatching Results and CCGi, leading to more sustainable growth in CCI.

2.20 Student Support Services - Fully Implemented - After multiple years, these additional positions did not positively impact student achievement. Due to significant budget deficit, these positions were eliminated at the end of 2024/25.

2.21 CTE Pathways - Partially Implemented - WUSD continues to investigate additional options for CTE pathway development. However, this action has been impacted due to the shortage in qualified teachers and budget constraints.

2.22 Opportunity Program - Fully Implemented - WUSD has continued to provide staffing and instructional materials for the Opportunity programs. Budgetary constraints may impact this program, going forward.

2.23 Support for After-School Program - Partially Implemented - WUSD has provided support of our after-school programs, which has been additionally supported through ELOP.

2.24 Support for After-School Program - Fully Implemented - Increased accessibility to extended day programs, including intercessions, has been supported through ELOP.

2.25 Support of Technology Access - Fully Implemented - WUSD has continued to invest in enhanced technology and services. Due to budget constraints, at the end of 2024/25, the annual replenishment cycle has been suspended for 2025/26.

2.26 Strategic Support for At-Promise Students - ELA and Math - Fully Implemented - WUSD provided instructional Aide I support through 2024/25. Due to budgetary constraints and lack of impact on student achievement, the Aide I positions were eliminated at the end of the 2024/25 school year.

2.27 Strategic Support for At Promise Students - ELA and Math - Fully Implemented - WUSD implemented Tier II intervention support at WIS, while continuing to face the logistical challenges of a pull-out program.

2.28 Strategic Support for At Promise Students - ELA and Math - Fully Implemented - WUSD continues to provide support for instructional and assessment materials to support Tier I and II intervention, while working to increase PD for high-quality Tier I strategies.

2.29 Strategic Support for Improved Student Literacy - Ongoing Implementation - WUSD continues to provide resources to support the literacy initiative and instructional outcomes. More of an emphasis towards unduplicated students is required.

2.30 ELD Students-Instructional Strategies - Ongoing Implementation - Challenged by two scheduled districtwide PD days, limited PD has been provided for instructional strategies to support EL students.

2.31 ELD Students-Formal Curriculum - Partially Implemented - WUSD has adopted and implemented a formal ELD curriculum, however, the overall fidelity to the use of that program varies by site.

2.32 Ongoing Professional Development for Vista ELD Program Implementation - Planned - Planned for 2025/26

2.33 Multilingual Learner Shadowing Program (MES, WIS, WHS) - Planned - Planned for 2025/26

2.34 Implement Reading Diagnostic Assessment and Screening Program at MES - Planned - Planned for 2025/26

2.35 Implement Districtwide After-School Tutoring with Attendance Recovery (LREBG) - Planned - Planned for 2025/26

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

2.1 ELD Students - No material differences for 2024/25, however, due to budget constraints the allocation for this action has been reduced 88%.

2.2 Strategic Support for At Risk Students - ELA and Math - No material differences

2.3 Training for all Test Site Administrators - No material differences

2.4 Strategic Support for At-Promise Students - ELA and Math - No material differences for 2024/25, however, these supplemental programs have been eliminated for 2025/26, as they have not supported increased academic achievement. This will yield and opportunity to increase instructional expectations and fidelity to the state standards.

2.5 Strategic Support for At-Promise Students - ELA and Math - No material differences for 2024/25, however, the allocation for this action has been increased 17.3%

2.6 Strategic Support for At-Promise Students - ELA and Math - No material differences for 2024/25, however, Tier II intervention services at MES have been eliminated for 2025/26 as they have not resulted in increased academic achievement. Focus will shift to building and strengthening Tier I services to reduce pull-out time for students, increasing the effectiveness by 20%

2.7 Strategic Support for At Risk Students – ELA and Math - No material differences for 2024/25, however, with all areas provided with new and/or adequate furniture, this action has been completed for the following years.

2.8 Willows High School Schedule - No material differences

2.9 Strategic Support for At Risk Students – ELA and Math - No material differences for 2024/25, however, due to budget constraints the allocation for this action has been reduced 15.8%.

2.10 Strategic Support for At Risk Students - ELA and Math - No material differences for 2024/25, however, due to budget constraints the allocation for this action has been reduced 50%.

2.11 Strategic Support for At Risk Students - ELA and Math - No material differences for 2024/25, however, due to budget constraints the allocation for this action has been reduced 4.9%.

2.12 Strategic Support for At Risk Students - ELA and Math  -  No material differences for 2024/25, however, the allocation for this action has been increased 22.8%

2.13 Strategic Support for At Risk Students - ELA and Math  -  No material differences for 2024/25, however, due to budget constraints the allocation for this action has been reduced 18.2%.

2.14 ELD Students-Supplemental Materials  -  No material differences for 2024/25, however, due to budget constraints the allocation for this action has been reduced 4.7%.

2.15 ELD Students-Aide Staffing  -  No material differences for 2024/25, however, the allocation for this action has been significantly increased 321.8%

2.16 Foster/Homeless Youth Services  -  No material differences

2.17 Implement College and Career Readiness Curriculum  -  No material differences for 2024/25, however, due to budget constraints the allocation for this action has been reduced 66.6%.

2.18 Implement College and Career Readiness Curriculum  -  No material differences

2.19 Continued Strengthening of College and Career Readiness Curriculum  -  No material differences

2.20 Student Support Services  -  No material differences for 2024/25, however, due to budget constraints and the lack of evidence in any positive impact for student achievement, these Aide I positions have been eliminated for 2025/26, a reduction to the allocation of 100%.

2.21 CTE Pathways  -  No material differences

2.22 Opportunity Program  -  No material differences for 2024/25, however, due to budget constraints the allocation for this action has been reduced 32%.

2.23 Support for After-School Program  -  No material differences for 2024/25, however, due to budget constraints the allocation for this action has been reduced 100%.

2.24 Support for After-School Program  -  No material differences for 2024/25, however, the allocation for this action has been significantly increased 136.4%

2.25 Support of Technology Access  -  No material differences for 2024/25, however the cycle for ongoing annual replenishment of 1:1 devices has been reduced for 2025/26. WUSD will shift the focus to in-house repair for those devices that need repair and/or restoration. This will increase efficiency, despite the allocation shows a reduction of 88.3%

2.26 Strategic Support for At-Promise Students - ELA and Math - No material differences for 2024/25, however, due to budget constraints and the lack of evidence in any positive impact for student achievement, Aide I positions have been eliminated (MES, WIS, and WHS) for 2025/26. This is a 100% reduction to this allocation.

2.27 Strategic Support for At Promise Students – ELA and Math - No material differences

2.28 Strategic Support for At Promise Students – ELA and Math - No material differences

2.29 Strategic Support for Improved Student Literacy - No material differences

2.30 ELD Students-Instructional Strategies - No material differences

2.31 ELD Students-Formal Curriculum - No material differences for 2024/25, however, due to budget constraints the allocation for this action has been reduced 20%.

2.32 Ongoing Professional Development for Vista ELD Program Implementation - Planned for 2025/26
2.33 Multilingual Learner Shadowing Program (MES, WIS, WHS) - Planned for 2025/26
2.34 Implement Reading Diagnostic Assessment and Screening Program at MES - Planned for 2025/26
2.35 Implement Districtwide After-School Tutoring with Attendance Recovery (LREBG) - Planned for 2025/26

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

2.1 ELD Students - Effective – With analysis of metrics revealing inconsistent growth, 2.3 EL students making progress towards English language proficiency increased, along with 2.4 and 2.5.

2.2 Strategic Support for At Risk Students - ELA and Math - Effective – Despite the lack of academic progress being demonstrated at the elementary level in 2023/24, local assessment measures indicate growth. Moreover, preliminary results for 2024/25 CAASPP look promising.

2.3 Training for all Test Site Administrators - Effective – All test site coordinators were trained and provided additional training for all test administrators.

2.4 Strategic Support for At-Promise Students - ELA and Math - Ineffective – In the analysis of CAASPP results, there has been no correlative growth demonstrated for the last four years, related to these supplemental programs.

2.5 Strategic Support for At-Promise Students - ELA and Math - Effective – Despite the lack of academic progress being demonstrated at the elementary level in the 2023/24 CAASPP, positive developments in classroom culture and SEL implementation has been noted.

2.6 Strategic Support for At-Promise Students - ELA and Math - Ineffective – In the analysis of CAASPP results, there has been no correlative growth demonstrated for the last four years, related to the elementary intervention programs.

2.7 Strategic Support for At Risk Students - ELA and Math - Effective – All acquisition of furniture and facility space upgrades have been completed, supporting building positive school climate.

2.8 Willows High School Schedule - Ineffective - Despite continued feedback from key partners, very little progress or study for an alternative bell schedule has taken place. More strategic emphasis is required.

2.9 Strategic Support for At Risk Students - ELA and Math - Effective - Saturday School efforts were implemented throughout the district, in this Spring semester, providing a significant academic support and ADA-recovery.

2.10 Strategic Support for At Risk Students - ELA and Math - Ineffective – To this point, WUSD has been unable to secure staffing for a Back-to-School intervention at WIS.

2.11 Strategic Support for At Risk Students - ELA and Math - Effective - WUSD maintains a certificated position to staff a district LTIS position, providing a key instructional alternative for students.

2.12 Strategic Support for At Risk Students - ELA and Math - Effective – Despite the lack of consistent academic progress being demonstrated in the 2023/24 CAASPP; as a key element of flexibility, personalization, and accessibility and inclusion for our LTIS and credit recovery, WUSD continues to maintain the Edgenuity platform for credit recovery and LTIS services.

2.13 Strategic Support for At Risk Students - ELA and Math - Ineffective - To this point, WUSD has been unable to secure staffing for a Back-to-School intervention at WHS.

2.14 ELD Students-Supplemental Materials Effective - Despite the lack of consistent academic progress being demonstrated in the 2023/24 CAASPP, these supplemental programs have demonstrated a positive impact in 1.5, 2.1, 2.3, and 2.4.
2.15 ELD Students-Aide Staffing - Effective - Despite the lack of consistent academic progress being demonstrated in the 2023/24 CAASPP, these supplemental programs have demonstrated a positive impact in 1.5, 2.1, 2.3, and 2.4.

2.16 Foster/Homeless Youth Services - Effective - WUSD has continued to provide essential clothing and hygiene supplies, while providing transportation services to Foster/Homeless students. These efforts have yielded modest positive increases for metrics 2.1, 2.8, and 2.11.

2.17 Implement College and Career Readiness Curriculum - Effective – Despite inconsistent CAASPP results (specifically for unduplicated groups), some initial progress has been made, with the CDE collaboration at PBL Leadership Academy (WIS) and implementation of CCGi (WIS and WHS); with positive increases in metric 2.10.

2.18 Implement College and Career Readiness Curriculum - Effective - CCGi has been implemented and maintained throughout the Spring. 2025/26 will offer the first full-year. More PD is needed.

2.19 Continued Strengthening of College and Career Readiness Curriculum - Effective - WUSD continues to benefit from ongoing PD through Hatching Results and CCGi, leading to more sustainable growth in CCI. Current aspects of improvement are demonstrated through the increased number (15) of parent education night activities in metric 3.2, as well as the number and quality of counseling lessons for students.

2.20 Student Support Services - Ineffective - In the analysis of CAASPP results, there has been no correlative growth demonstrated for the last two years, related to these staffing increases.

2.21 CTE Pathways - Not Evaluated - To this point, WUSD has been unable to secure staffing for an additional Career Tech. In response, the number of hours for our current Career Tech has been increased and results will be evaluated in 2025/26.

2.22 Opportunity Program - Effective - Despite the lack of consistent academic progress being demonstrated in the 2023/24 CAASPP, WUSD continues to provide staffing and instructional materials for the Opportunity programs, improving academically focused environments through behavioral support. Modest increase can be demonstrated through metric(s) 1.5 and 3.4, while maintaining a 0% for 3.6.

2.23 Support for After-School Program - Effective - WUSD continues to support of our after-school programs, which has been additionally supported through ELOP. Positive growth has been demonstrated for metrics 3.4, 3.6, and 3.11.

2.24 Support for After-School Program - Effective - WUSD has been able to increase accessibility to extended day programs, including intercessions, has been supported through ELOP. Positive growth has been demonstrated for metrics 2.1, 2.4, 3.6, and 3.11.

2.25 Support of Technology Access - Effective - WUSD has continued to invest in enhanced technology and services to strengthen services and connectivity. Positive growth has been demonstrated for metrics 2.1, 2.6, 2.8, 2.10, and 3.4.

2.26 Strategic Support for At-Promise Students - ELA and Math - Ineffective - WUSD provided instructional Aide I support through 2024/25. Due to a lack of correlative growth demonstrated for the last two years, related to these staffing increases, the Aide I positions were eliminated at the end of the 2024/25 school year.

2.27 Strategic Support for At Promise Students - ELA and Math - Not Evaluated - WUSD continues to support Guided Study and the implementation of Tier II Intervention at WIS. Data is unavailable for assessment of Tier II Intervention at this time.

2.28 Strategic Support for At Promise Students - ELA and Math - Effective - WUSD continues to provide support for instructional and assessment materials to support Tier I and II intervention. Positive growth has been demonstrated for metrics 2.1, 2.3, 2.4, 2.5, 2.6, 2.13, 3.5, 3.6, and 3.11.

2.29 Strategic Support for Improved Student Literacy - Effective - WUSD continues to provide resources to support the literacy initiative and instructional outcomes. Positive growth has been demonstrated for metrics 2.1, 2.3, 2.4, 2.5, 2.10, and 2.13.

2.30 ELD Students-Instructional Strategies - Effective - WUSD continues to encourage and provide for PD in instructional strategies and approaches that meet the needs of our EL students. Positive growth has been demonstrated for metrics 1.5, 2.1, 2.3, 2.4, and 2.5.

2.31 ELD Students-Formal Curriculum - Not Evaluated - A formal language acquisition program was adopted and implemented this year, to support EL and Newcomer students. Data is currently unavailable, but preliminary CAASPP and ELPAC data for 2024/25 looks significantly promising.

2.32 Ongoing Professional Development for Vista ELD Program Implementation - Not Evaluated - This is a new action for 2025/26

2.33 Multilingual Learner Shadowing Program (MES, WIS, WHS) - Not Evaluated - This is a new action for 2025/26

2.34 Implement Reading Diagnostic Assessment and Screening Program at MES - Not Evaluated - This is a new action for 2025/26

2.35 Implement Districtwide After-School Tutoring with Attendance Recovery (LREBG) - Not Evaluated - This is a new action for 2025/26

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.

As a result of implementation reflection and mid-year monitoring, the following adjustments will be made for 2025-2026:

- Several actions (2.4, 2.6, 2.26) have been eliminated after multiple years of investment failed to yield improved outcomes on CAASP P results. These included supplemental intervention programs and Aide I staffing for At-Promise students. The decision was driven by data indicating no correlation between these supports and academic growth. The LEA will now focus on strengthening Tier I instruction, increasing expectations and fidelity to core state standards.

- Action 2.5 (class size maintenance for First-Best instruction) and Action 2.12 (Edgenuity platform for LTIS and credit recovery) were both expanded based on evidence of impact in supporting positive learning conditions and access to alternative learning pathways.

- The district continues to address English Learner (EL) support by increasing the allocation for Action 2.15 (ELD aide staffing) to expand direct services. Based on inconsistent usage and results from current ELD materials (2.1, 2.14, 2.31), two new actions have been added: Action 2.32 (PD for Vista curriculum implementation) and Action 2.33 (Multilingual Learner Shadowing Program) to increase instructional fidelity and responsiveness to EL student needs.

- Positive momentum in college and career readiness (Actions 2.17–2.19) will continue with sustained implementation and professional development support for CCGi and counselor frameworks, which will contribute to increasing the CCI indicator and parent engagement sessions.

- The LEA streamlined its technology strategy in Action 2.25 by suspending its annual 1:1 device replenishment cycle and transitioning to an in-house repair model, maintaining device access while reducing recurring costs.

- Due to budget constraints and a lack of impact on academic achievement, student support positions under Action 2.20 has been eliminated.

- Action 2.24 (extended day access via ELOP) has been expanded due to demonstrated effectiveness in supporting both academic and social-emotional outcomes.

- New Actions 2.34 and 2.35 have been introduced. These include the implementation of a reading diagnostic screening program at MES and the launch of a districtwide after-school tutoring and attendance recovery program supported by LREBG funds.

**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** | ELD Students | WUSD will utilize Rosetta Stone for the newcomers to enhance their English skills and provide supplemental materials for ELD teachers (e.g. Flocabulary, etc.) | $1,800.00 | Yes |
| **2.2** | Strategic Support for At Risk Students - ELA and Math | MES and WIS – Purchase materials and resources to support screening and data analysis (i.e., Forefront, Morpheme Magic, Dibels,). | $5,000.00 | No |
| **2.3** | Training for all Test Site Administrators | All testing site coordinators will undergo mandatory training (ELPAC and CAASPP) and acquire the necessary materials to effectively lead their staff in administering annual summative assessments. | $1,000.00 | No |
| **2.4** | Strategic Support for At-Promise Students - ELA and Math | Identify and purchase supplemental instructional materials to increase support for at-promise students, with emphasis on ELA and Math (Reflex Math, No Red Ink, Get More Math, etc). | $0.00 | No |
| **2.5** | Strategic Support for At-Promise Students - ELA and Math | Murdock Elementary - Maintain staffing and class sizes at levels to ensure First-Best Instruction.. | $2,920,347.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **2.6** | Strategic Support for At-Promise Students - ELA and Math | Continuing support for Tier II interventions by maintaining two ELA intervention teachers and one Math intervention teacher at MES, and one intervention teacher at WIS; to provide strategic and intensive intervention support to students throughout the school day. | $0.00 | No |
| **2.7** | Strategic Support for At Risk Students - ELA and Math | Provide furniture and facilities space to support small group student interventions. | $0.00 | No |
| **2.8** | Willows High School Schedule | Explore alternative bell schedule at WHS to increase core-subject instructional time. | $0.00 | No |
| **2.9** | Strategic Support for At Risk Students - ELA and Math | Provide Saturday School and Anytime School opportunities for credit / ADA recovery and intervention support at all schools | $17,262.00 | Yes |
| **2.10** | Strategic Support for At Risk Students - ELA and Math | WIS - Back to School math and ELA two week "Boot Camps" to provide support for below grade level students. | $7,500.00 | Yes |
| **2.11** | Strategic Support for At Risk Students - ELA and Math | Maintain a District Long Term Independent Study (LTIS) teacher to provide instructional alternatives for students requiring a different learning model. | $90,277.00 | Yes |
| **2.12** | Strategic Support for At Risk Students - ELA and Math | Maintain the Edgenuity (online learning platform) for credit recovery (WHS and WCHS) and distance learning (District-wide) needs. | $43,000.00 | Yes |
| **2.13** | Strategic Support for At Risk Students - ELA and Math | Employ one teacher for a 2 week incoming Frosh Summer Boot Camp for ELA and Math support. | $12,262.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.14** | ELD Students | Continue to provide supplemental materials and resources to increase successful outcomes for English Learner students. | $10,000.00 | Yes |
| **2.15** | ELD Students | Increase Instructional Aide staffing to provide greater support to ELD / bilingual programs. | $421,888.00 | Yes |
| **2.16** | Foster/Homeless Youth Services | WUSD will monitor and furnish essential resources for our Foster/Homeless Youth, which may encompass required supplies and transportation assistance. | $20,000.00 | Yes |
| **2.17** | Implement College and Career Readiness Curriculum | Professional development for MES and WIS teachers regarding utilizing college and career readiness curriculum and resources for elementary and middle school students. | $5,000.00 | Yes |
| **2.18** | Implement College and Career Readiness Curriculum | Implement K-12 college and career readiness curriculum, to include the California College Guidance Initiative (CCGI). | $33,333.00 | No |
| **2.19** | Continued Strengthening of College and Career Readiness Curriculum | College and Career readiness professional development for district instructional staff and counselors (i.e., Hatching Results, CCGI, A-G) | $10,000.00 | No |
| **2.20** | Student Support Services | Continue to employ paraprofessionals to work with our students in groups and individually | $0.00 | Yes |
| **2.21** | CTE Pathways | WUSD will continue to investigate the possibility of adding additional CTE Pathways (e.g. courses) - implementation timeline and costs unknown at this time. | $0.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.22** | Opportunity Program | Continue to provide Opportunity Classrooms (e.g. Opportunity teacher/s/) and programs in our district and purchase materials and supplies to support the students. | $259,019.00 | Yes |
| **2.23** | Support for After-School Program | Continue to support our after-school programs SPARK/ASAP by providing professional development to staff, purchasing materials and supplies, engaging families and community, providing resources to bridge student needs from the instructional day to the after school programs, etc. | $0.00 | Yes |
| **2.24** | Support for After-School Program | Increase accessibility to extended day programs for students in TK-6; providing expanded high quality programs that include a safe and supportive environment, active and engaging learning, skill building, youth voice and leadership, healthy choices, and access and equity. | $177,266.00 | Yes |
| **2.25** | Support of Technology Access | Enhanced technology access via device and infrastructure upgrades to strengthen services and connectivity, with 1-1 deployments which ensure facilitation of school and home accessibility. | $50,927.00 | Yes |
| **2.26** | Strategic Support for At-Promise Students - ELA and Math | Provide ongoing instructional aide support for ELA and mathematics interventions at MES, WIS, and WHS. | $0.00 | Yes |
| **2.27** | Strategic Support for At Promise Students - ELA and Math | Provide ongoing instructional support through Guided Study for Tier II intervention at WIS. | $121,955.00 | No |
| **2.28** | Strategic Support for At Promise Students - ELA and Math | Identify, purchase, and implement instructional and assessment materials and resources for Tier I and II intervention services. | $10,000.00 | No |
| **2.29** | Strategic Support for Improved Student Literacy | Provide site allocations to increase access to resources and materials to support district-wide literacy initiative and improve instructional outcomes. | $10,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **2.30** | ELD Students | Provide targeted professional development in instructional strategies and approaches to support EL student achievement in ELA and Math (i.e., differentiation techniques, scaffolding, and language acquisition strategies in the content areas) | $20,000.00 | Yes |
| **2.31** | ELD Students | Identify, adopt and implement formal language acquisition curriculum to support EL and Newcomer students. | $20,000.00 | Yes |
| **2.32** | Ongoing Professional Development for Vista ELD Program Implementation | WUSD will provide continued professional development to support effective implementation of the recently adopted Vista English Language Development (ELD) program. This action will ensure educators at all sites receive training and coaching on instructional routines, integrated and designated ELD strategies, and culturally responsive pedagogy aligned with the ELD standards. Activities will include PLC collaboration, lesson modeling, coaching cycles, and use of student work to drive instructional refinement. | $5,000.00 | Yes |
| **2.33** | Multilingual Learner Shadowing Program (MES, WIS, WHS) | WUSD will develop and implement a multilingual learner (ML) shadowing program at Murdock Elementary School (MES), Willows Intermediate School (WIS), and Willows High School (WHS). This action involves training staff to conduct structured, site-based observations of English Language Learner (ELL) students’ school day experiences—including academic instruction, social interactions, and classroom participation. The shadowing process will yield qualitative and quantitative data to inform site-specific professional development focused on improving ELL instruction, inclusion, and emotional support. | $1,228.00 | Yes |
| **2.34** | Implement Reading Diagnostic Assessment and Screening Program at MES | At MES; adopt, train, and implement an approved diagnostic assessment and screening program as part of the comprehensive instructional program to identify student who are at-risk of reading difficulties, inform instruction, measure student progress, and enable parents and educators to discuss student needs in a more informed way. | $6,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **2.35** | Implement Districtwide After-School Tutoring with Attendance Recovery (LREBG) | Develop and implement a high-quality, after-school tutoring program at all school sites, utilizing Learning Recovery Emergency Block Grant (LREBG) funds. The program will provide academic support in core subjects aligned to grade-level standards, prioritizing students identified as at-risk through academic assessments and teacher recommendations. Each session will also integrate Attendance Recovery opportunities, allowing students to make up instructional time lost due to absences. The program will include credentialed staff, with resources including standards-aligned instructional materials, small group formats, and coordination staff to support equitable participation, especially for foster youth, English learners, and low-income students. | $5,000.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| **3** | The schools and district will develop and maintain as systematic method for partnering with students, parents, county resources, and community member to improve student engagement. | Broad Goal |

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Partnering with students, parents, county resources, and community members is essential to improving student engagement because it fosters a comprehensive support system that addresses the diverse needs of our students. This collaboration ensures that educational strategies are informed by the unique insights and experiences of all educational partners, promoting a more inclusive and effective learning environment. By working together, we can create a shared vision and leverage a wide range of resources, expertise, and perspectives to enhance student success and well-being

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Local Indicator/Parent Involvement/Local Evaluation Tool (LPI) | Utilizing the LPI Survey Tool for 2022/23, WUSD is a 4-Full Implementation in Parent and Family Engagement. | Utilizing the LPI Survey Tool for 2023/24, WUSD is a 4-Full Implementation in Parent and Family Engagement | | Utilizing the LPI Survey Tool for the Implementation of Parent and Family Engagement, the desired outcome for WUSD is a 5-Full Implementation and Sustainability. | 0% |
| 3.2 | Local Indicator/Parent Involvement/Local Evaluation Tool | In the 2022/23 school year, WUSD provided 12 Parent Education | In the 2024/25 school year, WUSD provided | | The desired outcome for WUSD Parent | +3 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Night and other related events that included FAFSA support, senior parents night, 8th grade parent night, UC/CSU application workshops, LCAP Advisories, and Parent Academies. | 15 Parent Education Nights and other related events that included PIQE at two sites, FAFSA support, senior parents night, 8th grade parent night, UC/CSU application workshops, LCAP Advisories, and Parent Academies. | | Education Nights and other related events is 20, which includes parent requested academic support trainings, as well as FAFSA support, senior parents night, 8th grade parent night, UC/CSU application workshops, LCAP Advisories, and other related Parent Academies. | |
| 3.3 | Local Indicator/SWD Graduation Rate | As indicated on the 2022/23 CA Dashboard, the WUSD graduation rate for individuals with exceptional needs is 70% | As indicated on the 2023/24 CA Dashboard, the WUSD graduation rate for individuals with exceptional needs is 63.6% | | As indicated on the 2022/23 CA Dashboard, the desired outcome for the WUSD graduation rate of students with exceptional needs is 100%. | -6.4% |
| 3.4 | State Indicator/Student Engagement/Chronic Absenteeism rate | As indicated on Dataquest for 2022/23, the WUSD Chronic Absenteeism rate is:<br><br>WUSD Total = 24.9%<br>AI/AN = 58.1% (43)<br>Hispanic = 22.8% (771)<br>White = 26.5% (551)<br>EL = 22% (297)<br>SED = 26.4% (1,203) | As indicated on Dataquest for 2023/24, the WUSD Chronic Absenteeism rate is:<br><br>WUSD Total = 20.5%<br>AI/AN = 37.2% (43) | | As indicated on Dataquest, the desired outcome for the WUSD Chronic Absenteeism rate is:<br><br>WUSD Total = Less than 8% | WUSD Total = -4.4%<br>AI/AN = -20.9% (0)<br>Hispanic = -3.2% (-6)<br>White = -3.9% (-6)<br>EL = -3.17% (-19)<br>SED = -4% (+7)<br>Foster = +14% (-1)<br>Homeless = +10% (+4) |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Foster = 23.5% (17)<br>Homeless = 50% (26)<br>SWD = 26.4% (193) | Hispanic = 19.6% (765)<br>White = 22.6% (545)<br>EL = 18.83% (278)<br>SED = 22.4% (1,210)<br>Foster = 37.5% (16)<br>Homeless = 60% (30)<br>SWD = 29.9% (204) | | AI/AN = 15% or lower<br>Hispanic = 10% or lower<br>White = 10% or lower<br>EL = 10% or lower<br>SED = 10% or lower<br>Foster = 10% or lower<br>Homeless = 15% or lower<br>SWD = 10% or lower | SWD = +3.5% (+11) |
| 3.5 | State Indicator/Student Engagement/High School Graduation rate | As indicated on the 2022/23 CA Dashboard, the high school graduation rate is 92.2% with the additional data provided for four-year graduation rates:<br><br>WUSD Total = 91.5% (129)<br>Hispanic = 93.2% (69)<br>White = 88.2% (45)<br>SED = 90.7% (117)<br>Homeless = 85.7% (12)<br>SWD = 70% (14) | As indicated on the 2023/24 CA Dashboard, the high school graduation rate is 91.4% with the additional data provided for four-year graduation rates:<br><br>WUSD Total = 91.4% (128)<br>Hispanic = 90.5% (63)<br>White = 90.6% (53)<br>SED = 90.8% (119)<br>Homeless = data not avail. (1) | | As indicated on the CA School Dashboard, the desired outcome for the high school graduation rate is 98% or higher, with the additional data provided in the four-year graduation rates as:<br><br>WUSD Total = 98% or higher<br>Hispanic = 98% or higher<br>White = 98% or higher<br>SED = 98% or higher | WUSD Total = -0.1% (-1)<br>Hispanic = 2.7% (-6)<br>White = +2.4% (+8)<br>SED = +0.1% (+2)<br>Homeless = data not avail. (-11)<br>SWD = -6.4% (-8) |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | SWD = 63.6% (22) | | Homeless = 98% or higher<br>SWD = 98% or higher | |
| 3.6 | Local Indicator/Middle school dropout rate | As indicated in CALPADS reporting for the 2022/23 school year, WUSD has a 0% dropout rate at the middle school | As indicated in CALPADS reporting for the 2023/24 school year, WUSD has a 0% dropout rate at the middle school | | As indicated in CALPADS reporting, the desired outcome for middle school dropout rates from WUSD is 0% | 0% |
| 3.7 | Local Indicator/High school dropout rate | As indicated in CALPADS reporting for the 2022/23 school year, WUSD has a 2.8% (4 students)% dropout rate at the high school level. | As indicated in CALPADS reporting for the 2023/24 school year, WUSD has a 3.1% (4 students) dropout rate at the high school level. | | As indicated in CALPADS reporting, the desired outcome for high school dropout rates from WUSD is 0% | +0.3 (0) |
| 3.8 | State Indicator/Students Suspension Indicator | As indicated on the 2022/23 CA Dashboard, the suspension rate for WUSD for how many students were suspended at least once, is:<br><br>WUSD Total = 4.4% (1,539)<br>Asian = 1.6% (61)<br>AI/AN = 6.7% (45)<br>Hispanic = 4.6% (804)<br>White = 4.5% (575)<br>EL = 2.9% (311)<br>SED = 5% (1,249)<br>Homeless = 7.4% (27) | As indicated on the 2023/24 CA Dashboard, the suspension rate for WUSD for how many students were suspended at least once, is:<br><br>WUSD Total = 5% (1,529)<br>Asian = 1.9% (54)<br>AI/AN = 13.3% (45)<br>Hispanic = 5% (794) | | As indicated on the 2022/23 CA Dashboard, the desired outcome for WUSD of how many students were suspended at least once, is:<br><br>WUSD Total = 2% or lower<br>Asian = .5% or lower<br>AI/AN = 2% or lower<br>Hispanic = 2% or lower | WUSD Total = +0.6% (10)<br>Asian = -0.3% (-7)<br>AI/AN = +6.6% (0)<br>Hispanic = +0.4% (10)<br>White = +0% (+6)<br>EL = +0.5% (+21)<br>SED = +0.5% (+16)<br>Homeless = -2% (-10)<br>SWD = +4.3% (+14) |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | SWD = 2.9% (223) | White = 4.5% (581)<br>EL = 3.4% (290)<br>SED = 5.5% (1,265)<br>Homeless = 5.4% (37)<br>SWD = 7.2% (237) | | White = 2% or lower<br>EL = 1% or lower<br>SED = 2% or lower<br>Homeless = 2% or lower<br>SWD = 1% or lower | |
| 3.9 | Local Indicator/Local tool for school climate | As indicated on the 2021/22 CA Healthy Kids Survey, the data for WUSD students that perceive school to be safe:<br><br>7th grade = 65%<br>9th grade = 45%<br>11th grade = 48%<br>WCHS = 63% | As indicated on the 2024/25 CA Healthy Kids Survey, the data for WUSD students that perceive school to be safe:<br><br>5th grade = 87%<br>7th grade = 42%<br>9th grade = 39%<br>11th grade = not reported | | As indicated on the 2021/22 CA Healthy Kids Survey, the desired outcome for WUSD of students perceiving school to be safe, is:<br><br>7th grade = 80%<br>9th grade = 80%<br>11th grade = 80%<br>WCHS = 80% | 5th grade = baseline not reported<br>7th grade = -23%<br>9th grade = -6%<br>11th grade = not reported<br>WCHS = year 1 not reported |
| 3.10 | Local Indicator/Expulsion rate | As indicated on Dataquest for 2022/23, the WUSD Expulsion rate is:<br><br>WUSD Total .2% (1,517)<br>AI/AN = 0% (45)<br>Asian 0% (60)<br>Hispanic = .4% (794)<br>White 0% (565) | As indicated on Dataquest for 2023/24, the WUSD Expulsion rate is:<br><br>WUSD Total 0% (1,507)<br>AI/AN = 0% (45)<br>Asian = 0% (54)<br>Hispanic = 0% (785)<br>White = 0% (568) | | As indicated on Dataquest, the desired outcome for the WUSD expulsion rate is:<br><br>WUSD Total = 0%<br>AI/AN = 0%<br>Asian 0%<br>Hispanic = 0%<br>White 0% | WUSD Total -2% (-10)<br>AI/AN = 0% (0)<br>Asian = 0% (-6)<br>Hispanic = -0.4% (-9)<br>White = 0% (+3) |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | | |
| 3.11 | State Indicator/Student Engagement/Chronic Absenteeism rates | As indicated on the AERIES-Daily Apportionment by Month Report, the WUSD average attendance rate is 93.7% for the current month (January 2024) | As indicated on the AERIES-Daily Apportionment by Month Report, the WUSD average attendance rate is 94.71% for the current month (January 2025) | | As indicated on the AERIES-Daily Apportionment by Month Report, the desired outcome for the WUSD average attendance rate is 95% or higher. | +1.01% |

# 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.

3.1 Personalized Graduation Plans for Grades 7-12 - Partially Implemented - With the addition of CCGi in Spring of 2025, WUSD has made great progress on the development of personalized graduation plans.

3.2 Pathways to Viable Careers - Ongoing Implementation - The ability to hire an additional Career Tech has been a challenge. Therefore, WUSD adapted to increase the hours of our existing Career Tech to afford more coverage.

3.3 Community Outreach-Parent Engagement Team - Fully Implemented - Having tremendous success with our PE Team, unfortunately, due to significant budget constraints, these positions were eliminated for 2025/26.

3.4 Community Outreach-Media Resources - Partially Implemented - With the implementation and continued use of Parent Square, WUSD has added various social media platforms to communicate with parents and other ed partners. Continued PD and other efforts to increase staff use are needed.

3.5 Community Outreach-Parent Ed Nights - Partially Implemented - Hosting an increased number of activities for Parent Education; WUSD has noted a decrease in the engagement with unduplicated parents, decreasing dramatically following recent political dynamics.

3.6 Environmental Camp-Shady Creek - Not Implementing - WUSD was challenged this year with the inability to staff this camp for our students. To remedy this, we have developed a new action (3.25), that affords more flexibility beyond Shady Creek.

3.7 River Jim - Partially Implemented - WUSD continues to provide resources for the River Jim experience, however this activity has been inconsistent due to student interest.

3.8 Improving Student Attendance - Ongoing Implementation - WUSD continues to investigate various forms of a Positive Attendance Program that further engages ed partners.

3.9 Social and Emotional Learning - Partially Implemented - WUSD has provided opportunities for SEL implementation and development, to include districtwide training with Keith Matheny.

3.10 Student Services-Counseling - Fully Implemented - WUSD continues to employ school counselors, to include forming a community partnership with NVIH for SEL and mental health support.

3.11 Health Aide Services - Partially Implemented - WUSD continues to employ a district nurse and health aides, along with needed materials and supplies.

3.12 Outdoor Education, Science, Nutrition-MES Garden - Fully Implemented - WUSD continues to provide support for the MES garden, which due to staff movement in the district, has resulted in significant upkeep and maintenance issues.

3.13 Student Support Services-Behavioral Intervention Aide - Fully Implemented - WUSD continues to maintain a Behavioral Intervention Aide at MES.

3.14 Student Support Services-WCHS Paraprofessional - Fully Implemented - WUSD provided for a paraprofessional at WCHS for the 2024/25 school year. Unfortunately, due to significant budget constraints, this position was eliminated for 2025/26.

3.15 Student Support Services-Cedar Hills Transportation - Fully Implemented - WUSD continues to provide support for our socioeconomically disadvantaged students, through the transportation services offered at Cedar Hills.

3.16 Student Support Services and Enrichment-MES - Fully Implemented - WUSD continues to provide the necessary resource to maintain an ongoing music and enrichment instruction program at MES.

3.17 Student Support Services and Enrichment-Passenger Van Transportation - Partially Implemented - WUSD provided an allocation for the ongoing, routine replacement of passenger vans to support our unduplicated students in need for after-school and extra-curricular programs in 2024/25. Unfortunately, due to significant budget constraints, this allocation has been eliminated for 2025/26.

3.18 Student Support Services and Community Outreach-Director of Student Attendance - Fully Implemented - WUSD continues to maintain a part-time Director of Student Attendance position, whose guidance in efforts to improve attendance has shown to be very effective in the 2024/25 school year.

3.19 Student Support Services and Community Outreach-Director of Instructional Services - Fully Implemented - WUSD continues to maintain a Director of Instructional Services position, who has served to coordinate LTIS and ELOP programs, while developing and implementing a new Community Schools program.

3.20 Community Outreach-Technology and Materials - Ongoing Implementation - WUSD continues to maintain this action to provide necessary materials and resources for the numerous engagement and outreach activities to support our students, parents, and community.

3.21 Building Positive School Culture: Implementing PBIS to Foster Inclusive Learning Environments-PBIS - Partially Implemented - Limited by scheduled PD time, ongoing efforts with GCOE and other PD resources have assisted in the investigation of Restorative Practices and other PBIS training to support building positive school culture.

3.22 Building Positive and Inclusive School Culture: Equity, Bias, and Cultural Responsive Practices - Partially Implemented - Limited by scheduled PD time and emphasis, ongoing efforts with GCOE and other PD resources have assisted in the investigation of Restorative Practices and other PBIS training to support building positive school culture.

3.23 Improving Student Attendance-School Status - Partially Implemented - For the 2024/25 school year, WUSD implemented the School Status program. Marshalled by our Director of Student Attendance, we expect significant reductions to our chronic absenteeism rates.

3.24 Student Support Services-Additional Supervision - Fully Implemented - WUSD provided the needed support for the addition of three Yard Duty Supervisors at WIS. Recruitment and retention of these personnel have been a challenge.

3.25 Support 5th Grade Environmental Science Outdoor Learning Experience - Planned - Planned action for implementation in 2025/26

3.26 Expand Social-Emotional Learning (SEL) Services through Community Schools Grant - Ongoing Implementation - With initial efforts in the Spring of 2025, including the hiring of wellness coaches and a partnership with NVIH for mental health services, WUSD looks forward to our future growth with this planned action involving our Community Schools program.

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.

3.1 Personalized Graduation Plans for Grades 7-12 - No material differences

3.2 Pathways to Viable Careers - No material differences

3.3 Community Outreach-Parent Engagement Team - No material differences for 2024/25, however, the Bilingual Community Liaison positions have been eliminated for 2025/26, due to significant budget constraints. Focus will shift to building and strengthening parent engagement through other support services (i.e., Community Schools, wellness coaches, engagement nights, etc). This is a 100% reduction for this allocation.

3.4 Community Outreach-Media Resources - No material differences

3.5 Community Outreach-Parent Ed Nights - No material differences

3.6 Environmental Camp-Shady Creek - No material differences for 2024/25, however, due to an inability to recruit the required staff for supervision, WUSD chose to close this action and develop a new action (3.25) to provide greater flexibility and options for staffing, while providing a similar activity.

3.7 River Jim - No material differences

3.8 Improving Student Attendance - No material differences

3.9 Social and Emotional Learning - No material differences for 2024/25, however, the allocation for this action has been decreased 42.8% for 2025/26.

3.10 Student Services-Counseling - No material differences for 2024/25, however, the allocation for this action has been increased 6.5% for 2025/26.

3.11 Health Aide Services - No material differences for 2024/25, however, the allocation for this action has been decreased 15.7% for 2025/26.

3.12 Outdoor Education, Science, Nutrition-MES Garden - No material differences

3.13 Student Support Services-Behavioral Intervention Aide - No material differences for 2024/25, however, the allocation for this action has been increased 12.3% for 2025/26.

3.14 Student Support Services-WCHS Paraprofessional - No material differences for 2024/25, however, this Aide I position have been eliminated for 2025/26, due to significant budget constraints. This is a 100% reduction for this allocation.

3.15 Student Support Services-Cedar Hills Transportation - No material differences for 2024/25, however, the allocation for this action has been decreased 35% for 2025/26.

3.16 Student Support Services and Enrichment-MES - No material differences for 2024/25, however, the allocation for this action has been increased 10.6% for 2025/26.

3.17 Student Support Services and Enrichment-Passenger Van Transportation - No material differences for 2024/25, however, this action has been suspended for 2025/26, due to significant budget constraints. This is a 100% reduction for this allocation.

3.18 Student Support Services and Community Outreach-Director of Student Attendance - No material differences for 2024/25, however, the allocation for this action has been decreased 11% for 2025/26.

3.19 Student Support Services and Community Outreach-Director of Instructional Services - No material differences for 2024/25, however, the allocation for this action has been increased 32.5% for 2025/26.

3.20 Community Outreach-Technology and Materials  -  No material differences

3.21 Building Positive School Culture: Implementing PBIS to Foster Inclusive Learning Environments-PBIS  -  No material differences for 2024/25, however, the allocation for this action has been decreased 60% for 2025/26.

3.22 Building Positive and Inclusive School Culture: Equity, Bias, and Cultural Responsive Practices  -  No material differences

3.23 Improving Student Attendance-School Status  -  No material differences for 2024/25, however, the allocation for this action has been decreased 42.8% for 2025/26.

3.24 Student Support Services-Additional Supervision  -  No material differences for 2024/25, however, the allocation for this action has been increased 27.3% for 2025/26.

3.25 Support 5th Grade Environmental Science Outdoor Learning Experience  -  Planned action for 2025/26, which is intended to replace 3.6, offering mor flexibility and options for staffing. Overall, the allocation for the 3.6 action will be decreased 37% for this action.

3.26 Expand Social-Emotional Learning (SEL) Services through Community Schools Grant   -  Planned action for 2025/26, highlights the tremendous expected impacts through our Community Schools program, providing 11.4% of the increased services, in this goal, for our unduplicated students.

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

3.1 Personalized Graduation Plans for Grades 7-12  -  Effective  -  With the addition of CCGi in Spring of 2025, as well as ongoing Hatching Results training, WUSD has made great progress on the development of personalized graduation plans supported by A-G, CTE, and college readiness prep counseling lessons for students and parents. Positive growth has been demonstrated for metrics 2.6, 2.10, 3.1, 3.2, 3.6, and 3.11.

3.2 Pathways to Viable Careers  -  Not Evaluated  -  To this point, WUSD has been unable to secure staffing for an additional Career Tech. In response, the number of hours for our current Career Tech has been increased and results will be evaluated in 2025/26.

3.3 Community Outreach-Parent Engagement Team  -  Effective  -  WUSD has had tremendous success with our PE Team, unfortunately, due to significant budget constraints, these positions were eliminated for 2025/26. Positive growth has been demonstrated for metrics 2.1, 3.2, and 3.4.

3.4 Community Outreach-Media Resources  -  Effective  -  With the implementation and continued use of Parent Square, WUSD has added various social media platforms to communicate with parents and other ed partners. Positive growth has been demonstrated for metrics 3.1, 3.2, 3.4, and 3.11.

3.5 Community Outreach-Parent Ed Nights - Effective - Hosting an increased number of activities for Parent Education, as noted in the metric 3.2.

3.6 Environmental Camp-Shady Creek - Not Evaluated - WUSD was challenged this year with the inability to staff this camp for our students. To remedy this, we have developed a new action (3.25) that affords more flexibility beyond Shady Creek.

3.7 River Jim - Effective - WUSD continues to provide resources for the River Jim experience. Positive growth has been demonstrated for metrics 2.1, 3.4, 3.6, and 3.11.

3.8 Improving Student Attendance - Effective - WUSD continues to investigate various forms of a Positive Attendance Program that further engages ed partners. Positive growth has been demonstrated for metrics 3.1, 3.2, 3.4, 3.6, 3.10, and 3.11.

3.9 Social and Emotional Learning - Effective - WUSD has provided opportunities for SEL implementation and development, to include districtwide training with Keith Matheny. Positive growth has been demonstrated for metrics 2.1, 3.4, 3.10, and 3.11.
3.10 Student Services-Counseling - Effective - WUSD continues to employ school counselors, to include forming a community partnership with NVIH for SEL and mental health support. Positive growth has been demonstrated for metrics 2.1, 2.8, 2.10, 2.11, 3.2, and 3.4.

3.11 Health Aide Services - Effective - WUSD continues to employ a district nurse and health aides, along with needed materials and supplies. Positive growth has been demonstrated for metrics 2.1, 2.8, 3.4, 3.10, and 3.11.

3.12 Outdoor Education, Science, Nutrition-MES Garden - Effective - WUSD continues to provide support for the MES garden. Positive growth has been demonstrated for metrics 2.1, 3.4, 3.10, and 3.11.

3.13 Student Support Services-Behavioral Intervention Aide - Effective - WUSD continues to maintain a Behavioral Intervention Aide at MES. Positive growth has been demonstrated for metrics 2.1, 3.4, 3.10, and 3.11.

3.14 Student Support Services-WCHS Paraprofessional - Effective - WUSD provided for a paraprofessional at WCHS for the 2024/25 school year. Due to budget constraints, this position was eliminated for 2025/26. Positive growth has been demonstrated for metric 3.4.

3.15 Student Support Services-Cedar Hills Transportation - Effective - WUSD continues to provide support for our socioeconomically disadvantaged students, through the transportation services offered at Cedar Hills. Positive growth has been demonstrated for metrics 2.1, 2.8, 3.4, and 3.5.

3.16 Student Support Services and Enrichment-MES - Effective - WUSD continues to provide the necessary resource to maintain an ongoing music and enrichment instruction program at MES. Positive growth has been demonstrated for metrics 2.1, 3.4, 3.10, and 3.11.

3.17 Student Support Services and Enrichment-Passenger Van Transportation - Not Evaluated - WUSD provided an allocation for the ongoing, routine replacement of passenger vans to support our unduplicated students in need for after-school and extra-curricular programs in 2024/25, but due to significant budget constraints, this allocation has been eliminated for 2025/26. Positive growth has been demonstrated for metrics 2.1, 2.8, 3.4, 3.10, and 3.11.

3.18 Student Support Services and Community Outreach-Director of Student Attendance  -  Effective  -  WUSD continues to maintain a part-time Director of Student Attendance position, whose guidance in efforts to improve attendance has shown to be very effective in the 2024/25 school year. Positive growth has been demonstrated for metrics 2.1, 2.8, 3.2, 3.4, 3.10, and 3.11.

3.19 Student Support Services and Community Outreach-Director of Instructional Services  -  Effective  -  WUSD continues to maintain a Director of Instructional Services position, who has served to coordinate LTIS and ELOP programs, while developing and implementing a new Community Schools program. Positive growth has been demonstrated for metrics 2.1, 2.8, 3.2, 3.4, 3.10, and 3.11.

3.20 Community Outreach-Technology and Materials  -  Effective  -  WUSD continues to maintain this action to provide necessary materials and resources for the numerous engagement and outreach activities. Positive growth has been demonstrated for metrics 2.1, 2.8, 2.10, 3.2, 3.4, 3.10, and 3.11

3.21 Building Positive School Culture: Implementing PBIS to Foster Inclusive Learning Environments-PBIS  -  Effective  -  WUSD has established ongoing efforts with GCOE and other PD resources in the investigation of Restorative Practices and other PBIS training to support building positive school culture. Positive growth has been demonstrated for metrics 3.4, 3.10, and 3.11.

3.22 Building Positive and Inclusive School Culture: Equity, Bias, and Cultural Responsive Practices  -  Effective  -  Ongoing efforts with GCOE and other PD resources have assisted in the development of Restorative Practices and other culturally responsive training to support building positive school culture. Positive growth has been demonstrated for metrics 2.1, 2.8, 3.4, 3.10, and 3.11.

3.23 Improving Student Attendance-School Status  -  Not Evaluated  -  WUSD implemented the School Status program in 2024/25. While past year data is formally unavailable, metric 3.11 shows growth for 2024/25, corroborated by AERIES Analytics showing a current rate of Chronic Absenteeism below 11% (a decrease of approximately 8%).

3.24 Student Support Services-Additional Supervision  -  Effective  -  WUSD provided the needed support for the addition of three Yard Duty Supervisors at WIS. Positive growth has been demonstrated for metrics 3.10 and 3.11.

3.25 Support 5th Grade Environmental Science Outdoor Learning Experience  -  Not Evaluated  -  Planned action for implementation in 2025/26

3.26 Expand Social-Emotional Learning (SEL) Services through Community Schools Grant  -  Not Evaluated  -  With initial efforts in the Spring of 2025, including the hiring of wellness coaches and a partnership with NVIH for mental health services, WUSD looks forward to our future growth with this planned action involving our Community Schools program in 2025/26.

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.

As a result of implementation reflection and mid-year monitoring, the following adjustments will be made for 2025-2026:

- Actions 3.1 and 3.2: Continued efforts around personalized graduation plans and viable career pathways were informed by promising trends in CCGi use and the need for expanded Career Tech services. While additional staffing was not secured, existing hours were expanded in 2024–25; outcome data will inform future refinements.
- Action 3.3: Despite demonstrated effectiveness in family engagement, the Parent Engagement Team positions were eliminated due to budget constraints. The district will shift to alternate strategies (Community Schools staff, wellness coaches) to maintain connection with unduplicated families.
- Action 3.6: Due to persistent staffing limitations, Shady Creek camp participation was not implemented. As a result, Action 3.25 was added to offer a flexible, sustainable 5th-grade outdoor science learning experience.
- Action 3.9: SEL programming showed positive results; however, funding was reduced for 2025–26. To offset this, Action 3.26 was added capitalizing on the Community Schools program to support SEL services via wellness coaches and mental health partnerships.
- Action 3.10: The counseling program budget was increased slightly to reinforce academic guidance, college prep, and mental health access shown to be effective for metrics 2.10 and 3.2.
- Actions 3.14 and 3.17: The WCHS paraprofessional and passenger van replacement allocations were eliminated due to budget constraints. These services may be reevaluated if additional resources become available.
- Action 3.15: Cedar Hills transportation support remains in place but was reduced due to budgetary constraints.
- Actions 3.18 and 3.19: Slight realignments were made—the Student Attendance allocation decreased slightly, while the Director of Instructional Services saw an increase due to growing responsibilities.

These adjustments are aimed at improving equity-focused impact for the highest-need students, especially those facing chronic absenteeism, suspension, and low academic engagement; while ensuring fiscal responsibility.

**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** | Personalized Graduation Plans for Grades 7-12 | Provide professional development for district counselors to guide students in development and implementation of personalized graduation plans. | $3,135.00 | No |
| **3.2** | Pathways to Viable Careers | Investigate hiring (1) additional part time classified Career Technicians, while maintaining current Career Tech, to promote and track career exploration, plan development and CTE pathway completion. | $33,332.00 | No |
| **3.3** | Community Outreach | Employ two (2) classified Bilingual Community Liaisons to help improve outreach and engagement with our school community. | $0.00 | Yes |
| **3.4** | Community Outreach | WUSD will continue to communicate with parents using a variety of media sources (i.e.. Parent Square, letters, etc.). | $8,100.00 | No |
| **3.5** | Community Outreach | WUSD will provide Parent Education Nights with an emphasis for our subgroups (i.e., CTE Pathways, Information Nights, educational support for Parents, etc.) | $10,000.00 | No |
| **3.6** | Environmental Camp | Willows Intermediate School will offer an opportunity for 5th graders to attend Shady Creek Environmental Camp. | $0.00 | Yes |
| **3.7** | River Jim | Willows Intermediate School will offer an opportunity for all 6th graders to go on a River Jim field trip. | $5,000.00 | Yes |
| **3.8** | Improving Student Attendance | WUSD will expand Positive Attendance Programs to encourage student engagement in the school community. | $2,500.00 | No |
| **3.9** | Social and Emotional Learning | WUSD will provide academics, behavioral, and social-emotional learning programs. | $20,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **3.10** | Student Services | Continue to employ counselors to support all our students socially, emotionally, and academically. | $505,651.00 | Yes |
| **3.11** | Health Aide Services | Continue to employ a nurse districtwide and additional health aide(s) as needed. Continue to provide supplies and materials needed to support student health services. | $231,678.00 | Yes |
| **3.12** | Outdoor Education, Science, Nutrition | WUSD will continue to support the Murdock Elementary School Garden by providing an allocation for materials and supplies. | $1,000.00 | Yes |
| **3.13** | Student Support Services | Maintain Behavioral Intervention Aide at MES, to support SEL, counseling and PBIS services to “at-promise” students. | $35,928.00 | Yes |
| **3.14** | Student Support Services | Funding of one paraprofessional for the WCHS program to support at-promise student attendance and academic success. | $0.00 | Yes |
| **3.15** | Student Support Services | Provide ongoing transportation services to students at Cedar Hills to support improved attendance and academic achievement. | $30,495.00 | Yes |
| **3.16** | Student Support Services and Enrichment | Provide ongoing music and enrichment instruction at Murdock Elementary. | $149,807.00 | Yes |
| **3.17** | Student Support Services and Enrichment | Provide ongoing allocation for routine replacement of passenger vans to increase and improve the scope, safety, and services of district transportation for extra and co-curricular activities. | $0.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.18** | Student Support Services and Community Outreach | Maintain a part-time Director of Student Attendance position to provide attendance oversight, outreach, and facilitation of truancy mitigation. | $72,466.00 | Yes |
| **3.19** | Student Support Services and Community Outreach | Maintain a Director of Instructional Services position to coordinate independent study and Expanded Learning Opportunities programs, as well as bolster instructional strategies, parent engagement, and additional efforts to ensure the engagement of our school community partnerships. | $192,137.00 | Yes |
| **3.20** | Community Outreach | Provide technology resources and materials for engagement and outreach activities to support student, parent, and community engagement. | $15,000.00 | Yes |
| **3.21** | Building Positive School Culture: Implementing PBIS to Foster Inclusive Learning Environments | Develop training and capacity cycle for PBIS to be followed by development and implementation of PBIS Framework to build positive school communities and reduce suspension rate. | $10,000.00 | Yes |
| **3.22** | Building Positive and Inclusive School Culture: Equity, Bias, and Cultural Responsive Practices | Provide professional development in the development of  positive and inclusive school cultures (i.e., understanding bias to increase self awareness and cultural competency). | $10,000.00 | Yes |
| **3.23** | Improving Student Attendance | Identify and implement with aligned professional development; an efficient and unified system of support for student attendance (i.e., SchoolStatus) to expedite identification of at-promise students, support instructional staff, and engage families as partners in a meaningful and productive process that yields increased student attendance. | $20,000.00 | Yes |
| **3.24** | Student Support Services-Additional Supervision | Provide an additional three Yard Duty Supervisors to WIS, to accommodate increased enrollment and provide further supervision to enhance student safety. | $57,287.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.25** | Support 5th Grade Environmental Science Outdoor Learning Experience | WUSD will provide annual funding to support a hands-on, environmental science-based field experience for all 5th-grade students at Willows Intermediate School. This action is intended to contribute towards the costs for an outdoor educational program that reinforces California Science Standards through direct, experiential learning. The activity fosters student engagement, curiosity, and environmental stewardship by connecting classroom learning with real-world ecological exploration. | $10,000.00 | Yes |
| **3.26** | Expand Social-Emotional Learning (SEL) Services through Community Schools Grant | To expand whole-child services districtwide, WUSD will utilize Community Schools Grant funds to develop, implement, and maintain two full-time Family-School and Community Engagement Coordinators and two Wellness Coaches. These staff will enhance Social-Emotional Learning (SEL) services at all sites. Additionally, the LEA will formalize partnerships with local mental health agencies and family service organizations to deliver wraparound supports and student wellness initiatives, integrating SEL into the daily culture of every school. | $176,036.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| **4** | To promote engagement, academic success, and CTE preparedness for all WCHS students through expanding access to CTE exploration opportunities and facilitating the attainment of industry-recognized certifications | Equity Multiplier Focus Goal |

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

With a student population that is 96% socio-economically disadvantaged and a 73% non-stability rate—a metric that highlights the percentage of students receiving a full year of learning at the same school and informs discussions on students' social-emotional and academic needs—WCHS has received Equity Multiplier funding. This funding will provide targeted, evidence-based services and supports for WCHS students. In collaboration with students, parents/guardians, and school staff, input was gathered during events like Open House to develop a goal aimed at fostering student engagement, promoting school value, and enhancing 21st-century employability skills.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.1 | Student Engagement/Chronic Absenteeism rate | Utilizing AERIES Analytics, WCHS Chronic absenteeism rate is:<br><br>-Total = 88.2%<br>-Hispanic = 87.5%<br>-White (non-Hispanic) = 100%<br>-Homeless = 100%<br>-SED = 87.5%<br>-EL = n/a (no EL students enrolled) | Utilizing AERIES Analytics, WCHS Chronic absenteeism rate, as of January, is:<br><br>-Total = 64.7%<br>-Hispanic = 58.3%<br>-White (non-Hispanic) = 100%<br>-Homeless = 100%<br>-SED = 53.8%<br>-EL = n/a (no EL students enrolled) | | Using AERIES Analytics to identify the WCHS Chronic Absenteeism rate, the desired outcome for WUSD is:<br><br>-Total = 42%<br>-Hispanic =40%<br>-White (non-Hispanic) = 40%<br>-Homeless = 45% | -Total = -23.5%<br>-Hispanic = -29.2%<br>-White (non-Hispanic) = 0%<br>-Homeless = 0%<br>-SED = -33.7%<br>-EL = n/a (no EL students enrolled) |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | -SED = 45%<br>-EL = 40% or lower | |
| 4.2 | Student Engagement/High School Graduation rate | According to the Dashboard (additional report), WCHS graduation rate for 2023 was 66.7% (12 = Number of Students in the Graduation Rate) | According to the Dashboard (additional report), WCHS graduation rate for 2024 was 81% (21) = Number of Students in the Graduation Rate) | | Utilizing the CA Dashboard (additional report) for the WCHS graduation rate, the desired outcome for WUSD is a graduation rate of 90% or higher at WCHS | +14.3% (+9) |
| 4.3 | Local Indicator/Academic Indicator/Career pathway completion | For 2023/24, the number of WCHS CTE/Industry certifications are as follows:<br><br>-number of students earning a certification = 3<br>-total number of certifications earned = 4 | For 2024/25, the number of WCHS CTE/Industry certifications are as follows:<br><br>-number of students earning a certification = 10<br>-total number of certifications earned = 11 | | Utilizing OSHA certification completion for WCHS industry certifications, the desired outcome is for all WCHS to earn at least one OSHA CTE/industry certification (based on current enrollment) | -number of students earning a certification = +7<br><br>-total number of certifications earned = +7 |

# 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.

4.1 Building Student Engagement-Experiential Learning - Partially Implemented - Increasing students engagement through this action has provided for CTE opportunities and art-based projects, yielding more students engagement. Continued refinement of CTE and PBL experiences is ongoing.

4.2 Fostering Academic Success - Partially Implemented - While providing students a more engaging experience, through CTE pathway activities WCHS continues to develop more of an academically driven theme within these activities. More time in this development is needed.

4.3 Providing Academic Support and Intervention - Partially Implemented - Ongoing after-school intervention and academic support helped to bolster those students who struggled academically. Continuing this part of the program will be a significant challenge to overcome the recent budget reductions that included the assigned staff.

4.4 CTE Course Access - Partially Implemented - A major milestone, the construction pathway course allowed for nearly half of the students to take part in hands-on learning. Continuing to allow for input and interest will be essential to continued growth in this effort.

4.5 CTE Certifications - Partially Implemented - With 11 students earning an industry certification, WCHS would like to include more certification opportunities beyond the OSHAAcademy.

4.6 Professional Development - Ongoing Implementation - Limited scheduled PD time and personal leaves provided significant challenges for this action. Additional emphasis is needed to provide the required training for standards alignment, PBL design, and career planning.

4.7 Student Engagement - Partially Implemented - Students actively engaged in school outings that included snowshoeing at Lassen Park, dance performance and concerts at CSU Chico, and a wildlife identification tour of Sacramento Wildlife refuge; providing unique experiential learning and cultural development opportunities.

4.8 Financial Literacy - Ongoing Implementation - WCHS continues to investigate a formal curriculum for the instruction of financial literacy. In the coming year, WCHS will join with the district enterprise in review and selection, to ensure appropriate alignment.

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.

4.1 Building Student Engagement /Experiential Learning - No material differences

4.2 Fostering Academic Success - No material differences

4.3 Providing Academic Support and Intervention - No material differences

4.4 CTE Course Access - No material differences

4.5 CTE Certifications - No material differences

4.6 Professional Development - No material differences

4.7 Student Engagement - No material differences

4.8 Financial Literacy - No material differences

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

4.1 Building Student Engagement/Experiential Learning - Effective - Increasing student engagement through this action has provided for CTE opportunities and art-based projects, yielding more students engagement. Positive growth has been demonstrated in this initial year for metrics 4.1, 4.2, and 4.3.

4.2 Fostering Academic Success - Effective - While providing students a more engaging experience, through the implementation of CTE pathway activities WCHS has developed more of an academically driven culture. . Positive growth has been demonstrated in this initial year for metrics 4.1, 4.2, and 4.3.

4.3 Providing Academic Support and Intervention - Effective - Ongoing after-school intervention and academic support has helped to bolster those students who struggled academically. Positive growth has been demonstrated in this initial year for metrics 4.1, 4.2, and 4.3.

4.4 CTE Course Access - Effective - A major milestone, the construction pathway course allowed for nearly half of the students to take part in hands-on learning. Positive growth has been demonstrated in this initial year for metrics 4.1, 4.2, and 4.3.

4.5 CTE Certifications - Effective - In the initial year of implementation, 11 students earned an industry certification.

4.6 Professional Development - Ineffective - Limited scheduled PD time and staff availability provided significant challenges for this action. Despite this limited action, positive growth has been demonstrated in this initial year for metrics 4.1, 4.2, and 4.3

4.7 Student Engagement - Effective - Students actively engaged unique experiential learning and cultural development opportunities. Positive growth has been demonstrated in this initial year for metrics 4.1 and 4.2.

4.8 Financial Literacy - Not Evaluated - As the first year of implementation of this goal, WCHS continues to investigate a formal curriculum for the instruction of financial literacy. As such, no relevant data is available.

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.

As a result of implementation reflection and mid-year monitoring, the following adjustments will be made for 2025-2026:

For Actions 4.4 and 4.5, the school will explore the development of additional career technical education (CTE) pathways that are aligned with local labor market needs. These new options are intended to broaden postsecondary pathways and increase relevance for students.

Additionally, WCHS will strengthen the integration of industry certification programs to ensure students have access to certification opportunities that support both graduation and career transitions.

To further support on-time graduation, a new action (Action 4.9) will focus on reinforcing predictive data systems and implementing early-warning indicators for students who are off-track. This system will enhance the school's ability to proactively identify and respond to academic and attendance risk factors through coordinated interventions.
Metrics and targets will continue to include chronic absenteeism, with increased attention to subgroup trends. WCHS will develop and apply specific monitoring protocols for students who are chronically absent, ensuring more personalized outreach and reengagement efforts.

These strategic adjustments reflect the district's Equity Multiplier focus and are intended to remove systemic barriers while providing students with multiple, meaningful pathways to success.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.1** | Building Student Engagement | Developing and implementing a comprehensive plan to increase student engagement through hands-on, experiential learning opportunities (CTE curriculum, PBL activities, participation in CTE-related clubs, events, and competitions). | $5,000.00 | No |
| **4.2** | Fostering Academic Success | Align CTE coursework with academic standards to ensure that students acquire essential academic knowledge and skills, while pursing career pathways and/or certifications. | $0.00 | No |
| **4.3** | Providing Academic Support and Intervention | Provide ongoing after-school intervention and academic support services to address individual learning needs and maximize student success in CTE courses. | $18,394.00 | No |
| **4.4** | CTE Course Access | Provide access to CTE courses that meet student interest. | $0.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.5** | CTE Certifications | Provide access to opportunities for students to earn CTE/industry aligned certifications (i.e., OSHAAcademy). | $5,000.00 | No |
| **4.6** | Professional Development | Provide professional development to WCHS staff for the implementation of PBL strategies, CTE/Career Planning, and curriculum alignment to the state standards. | $5,000.00 | No |
| **4.7** | Student Engagement | Provide student exposure to unique cultural development and appreciation activities (i.e., cultural enrichment, experiential learning, physical fitness, etc.). | $5,000.00 | No |
| **4.8** | Financial Literacy | Identify, adopt, and implement a formal curriculum for the instruction of financial literacy. | $13,303.00 | No |
| **4.9** | Graduation Guidance | To ensure that all students are on track for graduation and postsecondary success, Willows Community High School will develop and implement a system for predictive data analysis and early-warning interventions. This goal is designed to identify and support students exhibiting academic, behavioral, or attendance patterns that place them at risk of not graduating within four years. | | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 5 | | |

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

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

## Goal Analysis [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.

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

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

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

| |
|---|
| |

**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 |
|---|---|---|---|---|

# 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 |
|---|---|
| $4438592 | $491422 |

**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 |
|---|---|---|---|
| 29.248% | 0.000% | $0.00 | 29.248% |

**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 |
|---|---|---|---|
| **1.3** | **Action:**<br>Coaching for First-Best Instructional Practices and Literacy<br><br>**Need:**<br>ELA (writing and reading domains) and Mathematics (Concepts & Procedures) are red categories:<br><br>WUSD: 6 red indicators (SWD, SED, HI, EL, AS, and All students) for ELA | Hiring a certificated staff member in the role of an Instructional Coach (TK-6) to collaborate closely with classroom teachers can significantly support unduplicated students (students who are English learners, low-income, or foster youth) in several impactful ways:<br>1. Enhanced Instructional Quality:<br>First-Best Instruction: The Instructional Coach can help teachers implement evidence-based instructional techniques, ensuring that all students receive high-quality, effective instruction. This is | Metrics 1.5, 1.6, 2.1, and 2.2 |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | 3 red indicators (SWD, SED, and HI) for Math<br>MES: 4 red indicators (SED, HI, EL, and All students) for ELA<br>WIS: 3 red indicators (SED, HI, and EL) for ELA<br>5 red indicators (SWD, SED, HI, EL, and All students) for Math<br>WHS: 2 red Inidcators (SED and HI) for Math<br>1 red indicator (All students) for the English Language Progress Indicator<br><br>To support the growth, improvement, and fidelity to first-best instructional practices (enhanced by ongoing PD i.e., GLAD, UDL, SEL, etc.).<br><br>**Scope:**<br>Schoolwide | particularly beneficial for unduplicated students who may need more targeted and effective teaching strategies to succeed.<br>Continuous Professional Development: Ongoing coaching provides teachers with regular opportunities for professional growth, helping them stay current with best practices and refine their instructional methods.<br>2. Individualized Support for Teachers:<br>Tailored Coaching: The Instructional Coach can provide personalized support to teachers, addressing their specific needs and challenges in the classroom. This can lead to more effective teaching strategies that meet the diverse needs of unduplicated students.<br>Classroom Observations: By observing classroom practices and providing constructive feedback, the Instructional Coach can help teachers improve their techniques, which directly benefits student learning outcomes.<br>3. Improved Student Learning Outcomes:<br>Data-Driven Instruction: The Instructional Coach can assist teachers in using data to inform their instruction, ensuring that teaching methods are responsive to the needs and progress of unduplicated students.<br>Focused Interventions: Coaches can help teachers develop and implement targeted interventions for unduplicated students who may be struggling, providing the necessary support to improve their academic performance.<br>4. Support for English Learners:<br>Language Development Strategies: The Instructional Coach can train teachers in specific strategies to support English learners, such as sheltered instruction, scaffolding, and | |

| 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 |
|---|---|---|---|
| | | differentiated instruction, helping these students acquire language skills more effectively.<br>Cultural Responsiveness: Coaches can help teachers incorporate culturally responsive teaching practices, ensuring that English learners feel valued and included in the classroom.<br>5. Support for Low-Income Students:<br>Resource Allocation: The Instructional Coach can guide teachers in effectively utilizing resources to support low-income students, ensuring they have access to the materials and support they need to succeed.<br>Addressing Barriers: Coaches can help identify and address barriers to learning for low-income students, such as lack of access to technology or supplemental educational materials.<br>6. Support for Foster Youth:<br>Consistent Support: Foster youth often face instability in their personal lives. An Instructional Coach can help ensure that these students receive consistent, high-quality instruction and support, regardless of changes in their living situations.<br>Trauma-Informed Practices: Coaches can train teachers in trauma-informed instructional practices, helping them better support foster youth who may have experienced trauma.<br>7. Collaborative Growth:<br>Professional Learning Communities: The Instructional Coach can facilitate professional learning communities (PLCs) where teachers collaborate, share best practices, and support each other's growth. This collaborative environment can lead to improved instructional practices across the school.<br>Collective Efficacy: By fostering a culture of continuous improvement and collaboration, the | |

| 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 |
|---|---|---|---|
| | | Instructional Coach helps build collective efficacy among teachers, which can positively impact student achievement.<br>8. Parental and Community Engagement:<br>Engaging Families: The Instructional Coach can support teachers in engaging families and the community, providing strategies for effective communication and collaboration to support student learning.<br>Family Education: Coaches can help develop programs and resources to educate families on how to support their children's learning at home.<br>9. Holistic Support for Students:<br>Social-Emotional Learning: The Instructional Coach can assist teachers in integrating social-emotional learning (SEL) into their instruction, providing unduplicated students with the skills they need to manage emotions, build relationships, and succeed academically.<br>Inclusive Practices: Coaches can help teachers implement inclusive practices that ensure all students, including those with diverse learning needs, are supported and able to thrive in the classroom. | |
| **1.11** | **Action:**<br>Student Services<br><br>**Need:**<br>Continued lack of academic progress, as indicated by CAASPP testing results; specifically, ELA (writing and reading domains) and Mathematics (Concepts & Procedures) are red categories.<br><br>**Scope:** | Continuing to employ Library Media Technicians (Techs) to support teachers and students and provide resources to improve library services, such as purchasing library books and resource materials, supports unduplicated students (students who are English learners, low-income, or foster youth) in several important ways:<br>1. Enhanced Access to Resources:<br>Diverse Collection: Library Media Techs can curate a diverse collection of books and materials that reflect the cultural backgrounds and interests | Metrics for Evaluation:1.5, 1.6,1.10, 1.11, 2.1, 2.2, 2.7, and 2.8 |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
| --- | --- | --- | --- |
| | LEA-wide | of unduplicated students, making the library a more inclusive and welcoming space.<br>Updated Materials: By purchasing new library books and resource materials, unduplicated students have access to the latest information and resources, which can enhance their learning and academic success.<br>2. Support for Academic Achievement:<br>Research Skills: Library Media Techs can teach students essential research skills, helping them learn how to find, evaluate, and use information effectively. These skills are crucial for academic success, particularly for low-income students who may not have access to these resources at home.<br>Homework Assistance: Library Media Techs can provide homework help and tutoring, offering additional academic support to unduplicated students who may need extra assistance.<br>3. Promotion of Literacy:<br>Reading Programs: Library Media Techs can organize reading programs and initiatives that encourage a love of reading, which is particularly important for English learners as they develop their language skills.<br>Access to Books: Ensuring that unduplicated students have access to a wide range of books can foster a love of reading and improve literacy skills, which are foundational for academic success.<br>4. Support for English Learners:<br>Bilingual Resources: Library Media Techs can provide bilingual books and resources that support English learners in their language acquisition and help them maintain their native language.<br>Language Development: Libraries can offer programs and materials specifically designed to | |

| 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 |
|---|---|---|---|
| | | support language development for English learners, such as English language learning books, audiobooks, and language apps.<br>5. Equitable Access:<br>Leveling the Playing Field: Libraries provide equitable access to resources and technology that unduplicated students may not have at home, such as computers, internet access, and educational software.<br>Resource Lending: Library Media Techs can manage the lending of resources such as textbooks, calculators, and other learning materials, ensuring that all students have what they need to succeed academically.<br>6. Safe and Supportive Environment:<br>Safe Space: The library can serve as a safe and quiet space for unduplicated students to study, read, and complete assignments, providing a refuge from potentially challenging home environments.<br>Positive Relationships: Library Media Techs can build positive relationships with students, offering support and encouragement that can boost their confidence and motivation.<br>7. Support for Foster Youth:<br>Stability and Continuity: For foster youth who may experience frequent changes in living situations, the library can provide a stable and consistent environment where they can access resources and support.<br>Personalized Assistance: Library Media Techs can offer personalized assistance to foster youth, helping them navigate academic challenges and providing a sense of stability and support.<br>8. Parental and Community Engagement: | |

| 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 |
|---|---|---|---|
| | | Family Programs: Libraries can offer programs and events that engage families and the community, promoting a culture of reading and learning beyond the school.<br>Resource Sharing: Library Media Techs can provide resources and information to parents, helping them support their children's education at home.<br>9. Technology Integration:<br>Digital Literacy: Library Media Techs can teach digital literacy skills, helping unduplicated students navigate online resources, use educational technology effectively, and stay safe online.<br>Access to Digital Resources: By providing access to digital books, databases, and other online resources, libraries can support the learning needs of unduplicated students in a technologically evolving world.<br>10. Holistic Support:<br>Social-Emotional Learning: Libraries can offer resources and programs that support social-emotional learning, helping students develop important life skills such as empathy, self-regulation, and resilience.<br>Enrichment Activities: Library Media Techs can organize enrichment activities such as book clubs, author visits, and workshops that enhance the overall educational experience of unduplicated students. | |
| **1.13** | **Action:**<br>Professional Development<br><br>**Need:**<br>Supporting professional development for improving instructional planning for ELA, | The action effectively addresses the needs of unduplicated students by focusing on the following key areas:<br>1. Targeted Professional Development: The professional development program is specifically designed to meet the identified needs of | Metrics for effectiveness: 1.2,1.5,1.6,1.7,1.10, and 1.11 |

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| | specifically directed at the Reading and Writing domain (red categories for EL, SWD, SED student groups).<br><br>**Scope:**<br>LEA-wide | educators, ensuring they are well-equipped to support unduplicated students. This includes students who are economically disadvantaged, English learners, foster youth, and those with exceptional needs.<br>2. Standards-Aligned Instruction: Emphasis is placed on effective standards-aligned instruction, which ensures that teaching methods and materials meet state educational standards. This is crucial for unduplicated students who may require additional support to reach these standards.<br>3. Improving Literacy Across Disciplines: The program includes strategies to enhance literacy skills across various subjects. Literacy is a foundational skill that significantly impacts the academic success of unduplicated students, particularly English learners and those who may have had interrupted schooling<br>4. Accelerating Learning: Strategies for the acceleration of learning are incorporated, helping unduplicated students catch up with their peers. This is especially important for students who may be behind due to various socio-economic factors or disruptions in their education.<br>5. Social-Emotional Learning (SEL): The inclusion of SEL supports helps address the emotional and social challenges that unduplicated students often face. Providing SEL resources can improve their overall well-being and readiness to learn.<br>6. Universal Design for Learning (UDL): UDL strategies ensure that the curriculum is accessible to all students, including those with exceptional needs. By designing flexible learning environments, UDL helps remove barriers to learning and provides all students with equal opportunities to succeed. | |

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| | | 7. First-Best Instructional Approaches: Implementing first-best instructional approaches ensures that high-quality teaching is provided from the outset, minimizing the need for remedial interventions. This proactive approach is particularly beneficial for unduplicated students who might otherwise fall behind. | |
| **1.16** | **Action:**<br>Inspiring Writers: Strategies for Enhancing ELA Writing Instruction<br><br>**Need:**<br>Writing has been identified as the lowest ELA domain for all students and student groups. For EL students in particular, this issue compounded by the lack of English language acquisition and related skills in the reading domain. (as mentioned previously, these are areas which are "red categories" indicated on the Dashboard for WUSD (SWD, SED, EL, and Asian), MES (Hispanic, EL, SED, and all students), WIS (SED, Hispanic, and EL), and at WHS (reading domain on in the ELPI).<br><br>**Scope:**<br>LEA-wide | The listed action provides needed professional development for instructional staff on effective writing instruction which includes writing across different genres, incorporating writing process strategies, and providing timely and meaningful feedback to students. | Metrics for Effectiveness: 1.2, 1.5, 1.7, and 1.10 |
| **1.17** | **Action:**<br>Mastering Math: Effective Strategies for Strengthening Concepts and Procedures<br><br>**Need:**<br>Mathematical concepts and procedures has been identified as the lowest math domain for | The action will provide the required professional development to strengthen instruction and understanding of performance, as well as integrated instructional supports; providing a richer, high-quality base of instruction for our students. | Metrics: 1.2, 1.6, 1.7, and 1.11 |

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| | all students and student groups. For EL students in particular, this issue is further compounded by the a deficit in problem solving skills, where you must be able to show and apply problem-solving skills. As mentioned previously, these are areas which are "red categories" indicated on the Dashboard for WUSD (SWD, SED, Hispanic, and all students), WIS (SED, SWD, Hispanic, EL and all students), and at WHS (SED and Hispanic).<br><br>**Scope:**<br>LEA-wide | | |
| **1.19** | **Action:**<br>Ongoing Professional Development and Coaching for Professional Learning Communities (PLCs)<br><br>**Need:**<br>The implementation of high-functioning Professional Learning Communities (PLCs) across all sites is a critical response to persistent instructional and achievement challenges reflected in district metrics. Current CAASPP data reveals that only 4% of English learners met or exceeded standards in English Language Arts (ELA), and just 6% did so in Math. Similarly, students with disabilities show alarming performance levels, with 0% meeting or exceeding in ELA and only 1.16% in Math. In addition, the following sub-groups are designated as a red category on the WUSD Dashboard for ELA; Hispanic, LTEL, SED, and SWD. For mathematics, the following | Data from local assessments and educational partner feedback highlight the need for a more coherent instructional system and collaborative professional practices to improve student learning outcomes. Effective PLCs are linked to increases in teacher efficacy and student achievement, particularly when focused on essential standards, data-driven instruction, and collective responsibility. Strengthening PLC structures will promote instructional equity and consistency, especially benefiting unduplicated pupils and students with academic gaps.<br>Intended Outcomes and Metrics:<br><br>• Increased alignment of instruction to essential standards (PLC documentation, pacing guides)<br>• Growth in student achievement on common formative and summative assessments | Metrics: 1.4, 1.5, 1.6, 1.7, 1.10, and 1.11 |

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| | subgroups are designated as red on the WUSD Dashboard; EL, and SWD. These figures highlight the urgent need for systemic improvement in instructional planning and delivery.<br>Moreover, the district remains at a Level 3 – Initial Implementation – on the Local Performance Indicator for state standards, indicating that alignment to grade-level expectations is inconsistent. Without a unified approach to identifying essential standards, establishing pacing, and using common assessments, instructional practices vary significantly within and across grade levels.<br>In addition, college and career readiness declined from 58.6% to 32.3% in the most recent California School Dashboard release, with subgroups such as Hispanic students and students with disabilities showing the lowest levels of preparedness. This decline underscores the need for structured collaboration among teachers to align instruction with college and career readiness expectations.<br>The proposed PLC action directly addresses these needs by providing ongoing professional development and site-based coaching to teacher teams. Through regular collaboration, teachers will focus on student learning, build shared accountability, and engage in results-oriented practices such as identifying essential standards, designing common formative assessments, and analyzing data to inform instruction. This action is intended to create a cohesive instructional system that supports | • Teacher-reported gains in collaboration and instructional effectiveness (staff surveys)<br>• Improved outcomes for unduplicated student groups based on disaggregated assessment data | |

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| | equitable outcomes and continuous improvement across all schools.<br><br>**Scope:**<br>LEA-wide | | |
| **2.5** | **Action:**<br>Strategic Support for At-Promise Students - ELA and Math<br><br>**Need:**<br>Continued stagnation of student achievement rates, as demonstrated by CAASPP score results.<br><br>**Scope:**<br>Schoolwide | The action of maintaining staffing and class sizes at Murdock Elementary supports unduplicated students in several significant ways:<br>1. Individualized Attention: Smaller class sizes allow teachers to provide more individualized attention to each student. This is particularly beneficial for unduplicated students, who include English learners, foster youth, and students from low-income families, as they often need additional support to overcome learning barriers.<br><br>2. Improved Instruction Quality: With manageable class sizes, teachers can implement more effective teaching strategies and tailor their instruction to meet the diverse needs of their students. This ensures that unduplicated students receive high-quality, differentiated instruction that addresses their unique challenges.<br><br>3. Enhanced Student Engagement: Maintaining staffing levels that support small class sizes helps create a more engaging and interactive classroom environment. This can increase student participation and motivation, which is crucial for unduplicated students who might otherwise feel disengaged or overlooked in larger classes. | Metrics for Effectiveness: 2.1 and 2.2 |

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| | | 4. Better Behavior Management: Smaller class sizes enable teachers to manage classroom behavior more effectively, creating a positive learning environment. This is beneficial for unduplicated students, who may require a more structured and supportive classroom setting to thrive academically and socially.<br><br>5. Support for English Learners: For English learners, smaller classes mean more opportunities for language practice and individualized feedback. Teachers can more easily identify and address language learning needs, which supports better integration and academic achievement for these students.<br><br>6. Focus on Social-Emotional Needs: Unduplicated students often face additional social and emotional challenges. With lower student-to-teacher ratios, educators can provide more attention to these aspects, fostering a supportive environment that promotes overall well-being and academic success.<br><br>7. Monitoring and Intervention: Smaller class sizes facilitate more frequent and accurate monitoring of student progress. Teachers can quickly identify students who are struggling and implement timely interventions, ensuring that unduplicated students receive the support they need to succeed. | |
| **2.9** | **Action:**<br>Strategic Support for At Risk Students - ELA and Math<br><br>**Need:** | Offering Saturday School and Anytime School for credit/ADA recovery and intervention support helps unduplicated student groups by increasing instructional time, providing targeted interventions, and aiding in credit recovery. These programs help | Metrics used for effectiveness: 2.1 through 2.11, in addition to 3.4 |

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| | With the following district-wide Chronic Absenteeism rates identified for 2022/23—English Learners at 22.2%, Foster Youth at 23.5%, Homeless Youth at 50%, Students with Disabilities (SWD) at 35.8%, and Socioeconomically Disadvantaged (SED) students at 26.4%—it is clear that chronic absenteeism is closely linked to the stagnation or decline in student achievement. Increasing instructional time is critical to fostering academic growth across the district.<br><br>**Scope:**<br>LEA-wide | address challenges faced by at-risk students, reduce chronic absenteeism, and foster a sense of stability and belonging. Additionally, they can help schools recover ADA funding, bringing more resources to support academic growth across the district. | |
| **2.11** | **Action:**<br>Strategic Support for At Risk Students - ELA and Math<br><br>**Need:**<br>Maintaining an LTIS teacher supports unduplicated students by offering a flexible and tailored learning environment that addresses their unique needs and circumstances, thereby promoting equity and academic success through:<br>1. Flexibility in Learning: LTIS provides students with the flexibility to learn at their own pace and on a schedule that fits their individual needs.<br>2. Addressing Diverse Needs: Many unduplicated students, such as those from low-income families, foster youth, or English learners, might face challenges that make traditional classroom settings less effective. | Maintaining a District Long Term Independent Study (LTIS) teacher provides crucial support for unduplicated students by offering a flexible, personalized learning environment that addresses their unique needs. This action enhances engagement, retention, and academic success, while promoting equity and inclusivity within the district. | Metrics for effectiveness: 2.1, 2.2, 2.4, 2.7, and 2.8 |

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| | LTIS offers an alternative that can better accommodate their situations.<br>3. Improved Engagement and Retention (individual attention): With a dedicated LTIS teacher, students receive more one-on-one attention, which can help keep them engaged and motivated. This personalized support can address academic gaps and promote a deeper understanding of the material.<br>4. Preparation for Post-Secondary Success: LTIS fosters independent learning and self-discipline, skills that are valuable for post-secondary education and the workforce. This preparation is especially important for unduplicated students who might not have access to these opportunities otherwise.<br>5. Equitable Access to Education: By maintaining an LTIS teacher, WUSD ensures that all students, regardless of their background or personal circumstances, have access to quality education tailored to their needs. This action underscores the district's commitment to equity and inclusivity.<br><br>**Scope:**<br>LEA-wide | | |
| **2.12** | **Action:**<br>Strategic Support for At Risk Students - ELA and Math<br><br>**Need:**<br>In support of unduplicated students who may be behind in credits or in need for alternative academic support, the Edgenuity online | 1. Flexible Learning Opportunities & Credit Recovery: Edgenuity offers courses for credit recovery, allowing students who have fallen behind to catch up and stay on track for graduation. This is particularly beneficial for unduplicated students who may have faced disruptions in their education due to socioeconomic factors, family responsibilities, or | Metrics for effectiveness: 2.7, 2.8, 2.9, and 2.11 |

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| | learning platform supports unduplicated students by offering flexible, personalized, and accessible learning options that cater to their diverse needs. This action promotes academic success, equity, and preparation for future opportunities, ensuring that all students have the resources they need to thrive in their educational journey.<br><br>**Scope:**<br>LEA-wide | other challenges. In addition, the platform provides an alternative to traditional classroom settings, enabling students to learn from home or other locations. This flexibility is crucial for students with varying schedules, including those who may need to work part-time or have caregiving responsibilities.<br>2. Personalized Instruction: Edgenuity's adaptive learning technology personalizes the educational experience for each student, addressing their unique learning needs and pace. This individualized approach ensures that unduplicated students receive the support they need to master the material. Additionally, teachers can use the platform to identify areas where students struggle and provide targeted interventions. This data-driven approach helps in addressing specific academic gaps that unduplicated students might have.<br>3. Accessibility and Inclusivity: Edgenuity provides a wide range of resources that are accessible to all students, including those with disabilities. The platform's accessibility features ensure that students with diverse learning needs can fully participate in their education. Moreover, by maintaining access to Edgenuity, WUSD ensures that all students, regardless of their background, have equal opportunities to succeed. This commitment to equity helps to level the playing field for unduplicated students.<br>4. Academic Support and Monitoring: Edgenuity also allows for continuous monitoring of student progress, enabling teachers to provide timely support and interventions. This real-time feedback is essential for keeping unduplicated students on track and addressing any issues promptly. In | |

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| | | addition, the platform includes various engagement tools that help keep students motivated and involved in their learning, which is particularly important for those who might be at risk of disengagement.<br>5. Preparation for Post-Secondary Success: Edgenuity offers courses that prepare students for college and career success, including Advanced Placement (AP) and career and technical education (CTE) courses. These opportunities help unduplicated students develop the skills and knowledge needed for future success, through a self-paced approach that helps students develop self-discipline and time management skills, which are valuable for post-secondary education and the workforce. | |
| **2.13** | **Action:**<br>Strategic Support for At Risk Students - ELA and Math<br><br>**Need:**<br>Lack of growth in student achievement, as demonstrated by the CAASPP scores for ELA and math for unduplicated groups.<br><br>**Scope:**<br>Schoolwide | To combat the effects of the "summer sweat", employing a teacher for a 2-week incoming Frosh Summer Boot Camp for ELA and Math support provides unduplicated students with crucial early intervention, personalized attention, and an engaging learning environment. This action promotes academic success, confidence, and readiness for high school, ensuring these students have the resources and support they need to thrive. | Metrics for effectiveness: 2.7, 2.8, 3.4, 3.5, 3.7, 3.8, and 3.11 |
| **2.14** | **Action:**<br>ELD Students<br><br>**Need:**<br>Continued lack of growth in ELPI rate (need for increased support in language acquisition) | 1. Enhanced Language Acquisition: Providing supplemental materials specifically designed for EL students, such as vocabulary-building tools, language practice software, and bilingual resources, helps accelerate their English language acquisition. These materials make learning more | Metrics for effectiveness: 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, and 2.8 |

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| | and student achievement scores for EL students (specifically targeting the Reading and Writing domain in ELS and the Concepts & Procedures and Problem Solving domains in math).<br><br>**Scope:**<br>LEA-wide | accessible and engaging, which is crucial for students who are still developing proficiency in English.<br>2. Bridging Academic Gaps: Supplemental materials can target specific areas where EL students might struggle, such as reading comprehension, writing skills, or subject-specific vocabulary. This focused support helps bridge academic gaps and ensures that EL students can keep up with their peers in content areas. In addition, teachers are able to use these materials to provide differentiated instruction, tailoring lessons to meet the varying needs and proficiency levels of EL students, which is essential for their academic development.<br>3. Cultural Relevance and Inclusivity: Providing materials that reflect the diverse backgrounds and experiences of EL students fosters a sense of inclusion and relevance in their learning. This cultural responsiveness can enhance engagement and make learning more meaningful for these students. Additionally, this helps students transition more smoothly into English instruction while still supporting their native language development, which is important for cognitive and academic growth.<br>4. Supporting Teacher Effectiveness: Offering teachers access to high-quality supplemental materials enhances their ability to support EL students effectively and ensures that teachers have a variety of resources at their disposal enables them to address the specific needs of their EL students more effectively, leading to better student outcomes.<br>5. Improving Student Outcomes: By providing additional resources, EL students receive the extra | |

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| | | support they need to improve their academic performance. This can lead to higher grades, better test scores, and overall improved academic outcomes. | |
| **2.15** | **Action:**<br>ELD Students<br><br>**Need:**<br>Continued lack of growth in ELPI rate (need for increased support in language acquisition) and student achievement scores for EL students (specifically targeting the Reading and Writing domain in ELS and the Concepts & Procedures and Problem Solving domains in math).<br><br>**Scope:**<br>LEA-wide | Overall, increasing the number of instructional aides can create a more supportive, inclusive, and effective learning environment for EL students, helping them to achieve better academic outcomes. Increasing Instructional Aide staffing to provide greater support to English Language Development (ELD) provides:<br>1. Individualized Attention: With more instructional aides, students can receive more one-on-one or small group attention, which is crucial for language acquisition and comprehension.<br>2. Differentiated Instruction: Instructional aides can help tailor lessons to meet the diverse needs of EL students, ensuring that they receive instruction at their appropriate proficiency levels.<br>3. Enhanced Language Support: Aides can provide additional language support during lessons, helping students with vocabulary, grammar, pronunciation, and comprehension.<br>4. Cultural and Linguistic Representation: Bilingual aides can serve as cultural and linguistic role models, helping to bridge communication gaps between students, teachers, and parents.<br>5. Classroom Management: Additional staff can help manage classroom behavior and logistics, allowing teachers to focus more on instruction and less on discipline.<br>6. Supplementary Instruction: Instructional aides can offer supplementary instruction and practice outside of the main classroom activities, | Metrics for effectiveness:<br>1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, and 2.8 |

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| | | reinforcing concepts and skills learned during regular instruction.<br>7. Support for Teachers: Aides can assist teachers with planning and implementing lessons, as well as with assessing student progress, which can lead to more effective and targeted teaching strategies | |
| **2.16** | **Action:**<br>Foster/Homeless Youth Services<br><br>**Need:**<br>Students identified as foster youth/ homeless need support to improve engagement, attendance, and academic achievement.<br><br>**Scope:**<br>LEA-wide | The school district can significantly improve the educational experiences and outcomes for foster and homeless youth, helping them to overcome some of the challenges associated with their circumstances. Monitoring and furnishing essential resources for foster and homeless youth, including required supplies and transportation assistance, supports these students in several critical ways:<br>1. Stable Learning Environment: Providing essential supplies ensures that foster and homeless youth have the necessary materials to participate fully in their education, reducing the risk of falling behind academically.<br>2. Regular Attendance: Transportation assistance helps ensure that these students can attend school consistently, which is crucial for academic success and maintaining a routine.<br>3. Equitable Access to Education: By furnishing resources, the school district helps level the playing field, giving foster and homeless youth the same opportunities to learn and succeed as their peers.<br>4. Reduced Stress and Anxiety: Knowing that they have access to supplies and transportation can alleviate some of the stress and anxiety associated with their unstable living situations, allowing them to focus more on their studies. | Metrics for effectiveness: 2.1, 2.2, 2.7, 2.8, 2.11, 3.4, and 3.5 |

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| | | 5. Improved Academic Performance: With the necessary tools and reliable transportation, foster and homeless youth are better equipped to engage in their education, leading to improved academic performance and higher chances of graduation.<br>6. Sense of Stability and Support: Consistent support from the school district can provide a sense of stability and belonging, which is especially important for foster and homeless youth who may lack a stable home environment.<br>7. Encouragement of Attendance and Participation: When students have what they need and can get to school easily, they are more likely to attend regularly and participate actively in their classes and extracurricular activities.<br>8. Building Trust and Relationships: Regular monitoring and support help build trust between the school district and the students, fostering stronger relationships and a supportive community.<br>9. Holistic Development: Addressing the basic needs of foster and homeless youth supports their overall well-being, contributing to their emotional, social, and academic development.<br>10. Legal and Ethical Compliance: Ensuring that foster and homeless youth receive the necessary resources and support aligns with legal requirements and ethical obligations to provide equitable education for all students | |
| **2.17** | **Action:**<br>Implement College and Career Readiness Curriculum<br><br>**Need:** | Professional development focused on college and career readiness for elementary and middle school teachers can create a more supportive, engaging, and equitable educational environment for unduplicated students, helping them to achieve | 2.1, 2.2, 2.3, 2.6, 2.7, 2.8, 2.9, 2.10, and 2.11 |

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| | Lack of growth in student academic success and College and Career readiness.<br><br>**Scope:**<br>Schoolwide | their full potential. Professional development for teachers focused on utilizing college and career readiness curriculum and resources supports unduplicated students (students who are English learners, low-income, or foster youth) in several key ways:<br>1. Enhanced Teacher Skills: Professional development equips teachers with the knowledge and skills to effectively implement college and career readiness curricula, ensuring that they can provide high-quality instruction tailored to the needs of unduplicated students.<br>2. Early Exposure to College and Career Concepts: Introducing college and career readiness concepts at an early age helps unduplicated students understand the importance of education and envision a future that includes higher education and meaningful careers.<br>3. Closing Achievement Gaps: Targeted professional development helps teachers address the unique challenges faced by unduplicated students, contributing to closing achievement gaps and promoting equity in educational outcomes.<br>4. Improved Academic Engagement: A curriculum that integrates college and career readiness can make learning more relevant and engaging for unduplicated students, increasing their motivation and interest in school.<br>5. Access to Resources: Professional development ensures that teachers are aware of and can utilize a variety of resources that support the academic and personal growth of unduplicated students, including materials that are culturally relevant and linguistically appropriate.<br>6. Support for Diverse Learning Needs: Teachers trained in college and career readiness strategies | |

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| | | are better equipped to differentiate instruction and provide the support needed for unduplicated students to succeed academically.<br>7. Building Soft Skills: College and career readiness curricula often include components that build essential soft skills such as critical thinking, problem-solving, communication, and collaboration, which are crucial for the success of unduplicated students.<br>8. Fostering High Expectations: Professional development encourages teachers to set and maintain high expectations for all students, including unduplicated students, promoting a culture of excellence and aspiration.<br>9. Long-Term Planning: Teachers can help unduplicated students develop long-term academic and career plans, providing guidance and support as they navigate their educational journeys.<br>10. Parental and Community Involvement: Teachers can engage parents and the community in the college and career readiness process, creating a support network that reinforces the importance of education and provides additional resources and opportunities for unduplicated students | |
| **2.20** | **Action:**<br>Student Support Services<br><br>**Need:**<br>Lack of growth in student academic achievement for unduplicated students, as identified on the CA Dashboard as "red" categories (ELA , Math, and ELPI Reading domain). | Increasing the number of paraprofessionals to work with unduplicated students provides crucial support that enhances their educational experience, addresses their unique challenges, and promotes academic success and well-being. Employment of paraprofessionals to work with unduplicated students (students who are English learners, low-income, or foster youth) in groups | Metrics for effectiveness: 2.1, 2.2, 2.7, 2.8, 2.11, 3.4, and 3.5 |

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| | **Scope:**<br>LEA-wide | and individually supports these students in several impactful ways:<br>1. Individualized Instruction: Paraprofessionals can provide one-on-one or small group support tailored to the specific needs of unduplicated students, helping to address learning gaps and reinforce classroom instruction.<br>2. Targeted Support: Paraprofessionals can focus on areas where unduplicated students need the most help, whether it's language development for English learners, extra academic support for low-income students, or stability and consistency for foster youth.<br>3. Enhanced Learning Opportunities: With the additional support of paraprofessionals, unduplicated students have more opportunities for personalized learning experiences that cater to their unique educational needs.<br>4. Improved Academic Performance: Consistent, targeted support from paraprofessionals can help unduplicated students improve their academic skills, leading to better performance in school and higher achievement levels.<br>5. Emotional and Social Support: Paraprofessionals can provide emotional and social support, helping unduplicated students build confidence, improve social skills, and feel more connected to the school community.<br>6. Classroom Engagement: Paraprofessionals can help keep unduplicated students engaged in classroom activities, ensuring that they remain focused and actively participate in their learning.<br>7. Homework Assistance: Paraprofessionals can assist with homework and other assignments, providing additional practice and reinforcing concepts learned in the classroom. | |

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| | | 8. Consistent Monitoring: Paraprofessionals can closely monitor the progress of unduplicated students, providing timely feedback and interventions when necessary to keep them on track.<br>9. Parental Communication: Paraprofessionals can serve as a bridge between the school and families of unduplicated students, helping to communicate student needs, progress, and available resources, which can foster greater parental involvement and support.<br>10. Increased Teacher Capacity: By taking on some instructional responsibilities, paraprofessionals free up teachers to focus more on planning, instruction, and addressing the broader needs of their classrooms, ultimately benefiting all students, including those who are unduplicated. | |
| **2.22** | **Action:**<br>Opportunity Program<br><br>**Need:**<br>Lack of academic growth, as evidenced by CAASPP scores, attendance rates, and graduation rates.<br><br>**Scope:**<br>LEA-wide | Continuing to provide Opportunity Classrooms and purchasing materials and supplies to support the students in these programs can significantly improve outcomes for unduplicated students (students who are English learners, low-income, or foster youth) in various ways:<br>1. Personalized Learning Environment: Opportunity Classrooms offer a more personalized and flexible learning environment tailored to the specific needs of unduplicated students, helping to address their unique academic and behavioral challenges.<br>2. Targeted Interventions: These programs provide targeted interventions and support strategies designed to help unduplicated students overcome barriers to learning, such as language barriers, socio-economic challenges, and trauma. | Metrics for effectiveness:<br>1.5, 1.6, 1.10, 1.11, 2.1, 2.2, 3.4, and 3.6 |

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| | | 3. Improved Engagement: Alternative programs often use innovative and engaging teaching methods, which can increase student interest and motivation, particularly for those who may struggle in traditional classroom settings.<br>4. Academic Support: Opportunity Classrooms provide additional academic support and resources, ensuring that unduplicated students receive the help they need to succeed academically and reach their full potential.<br>5. Behavioral Support: These programs typically include behavioral support and counseling services, which can help unduplicated students develop better coping strategies, improve their behavior, and create a positive school experience.<br>6. Smaller Class Sizes: Smaller class sizes in Opportunity Classrooms allow for more individualized attention and support, which is especially beneficial for unduplicated students who may need more focused assistance.<br>7. Access to Resources: By purchasing materials and supplies, the district ensures that Opportunity Classrooms are well-equipped to provide high-quality education and support services to unduplicated students, including culturally relevant and linguistically appropriate resources.<br>8. Emotional and Social Support: Opportunity Classrooms often provide a supportive and nurturing environment, helping unduplicated students build positive relationships with peers and staff, which can enhance their emotional and social well-being.<br>9. Pathway to Success: Alternative programs can offer clear pathways to graduation and post-secondary opportunities, helping unduplicated | |

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| | | students set and achieve their academic and career goals.<br>10. Parental and Community Involvement: These programs often engage parents and the community in supporting student success, creating a network of support that extends beyond the classroom.<br>11. Reduced Dropout Rates: By providing an alternative to the traditional classroom, Opportunity Classrooms can help reduce dropout rates among unduplicated students by offering a more suitable and supportive learning environment.<br>12. Building Resilience: These programs can help unduplicated students build resilience and develop important life skills, empowering them to overcome challenges and succeed in their future endeavors. | |
| **2.23** | **Action:**<br>Support for After-School Program<br><br>**Need:**<br>Continued lack of growth in achievement rates, as demonstrated by the CAASPP results for ELA and math and chronic absenteeism rates.<br><br>**Scope:**<br>LEA-wide | Continuing to support after-school programs such as SPARK/ASAP (Safe, Positive, Achieving, Responsible Kids/After School Achievement Program) through professional development for staff, purchasing materials and supplies, engaging families and community, and providing resources to bridge student needs from the instructional day to the after-school programs supports unduplicated students (students who are English learners, low-income, or foster youth) in several critical ways:<br>1. Extended Learning Opportunities: After-school programs offer additional learning time beyond the regular school day, providing unduplicated students with more opportunities to reinforce and build upon what they have learned in class.<br>2. Academic Support: These programs can offer tutoring and homework assistance, helping | Metrics for effectiveness: 2.1, 2.2, 3.6, 3.4, and 3.11 |

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| | | unduplicated students better understand and complete their assignments, which can improve their academic performance.<br>3. Engaging Activities: By purchasing materials and supplies, after-school programs can provide a variety of engaging and enriching activities that promote learning, creativity, and physical activity, which can be particularly beneficial for unduplicated students.<br>4. Professional Development for Staff: Providing professional development ensures that after-school program staff are well-equipped to meet the diverse needs of unduplicated students, using effective instructional strategies and best practices.<br>5. Consistency and Continuity: Resources that bridge student needs from the instructional day to the after-school programs help create a seamless learning experience, reinforcing concepts and skills taught during the school day.<br>6. Safe and Supportive Environment: After-school programs provide a safe and structured environment where unduplicated students can stay engaged in productive activities, reducing the likelihood of involvement in risky behaviors.<br>7. Social and Emotional Support: These programs often include components that support social and emotional learning, helping unduplicated students develop important life skills such as teamwork, communication, and resilience.<br>8. Family and Community Engagement: Engaging families and the community helps create a support network around unduplicated students, fostering a sense of belonging and encouraging parental involvement in their education. | |

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| | | 9. Access to Resources: By providing necessary resources, after-school programs can address specific needs of unduplicated students, such as language support for English learners or access to nutritious snacks for low-income students.<br>10. Holistic Development: After-school programs often include a variety of activities that support the holistic development of unduplicated students, including academic, physical, social, and emotional growth.<br>11. Mentorship and Role Models: After-school staff can serve as mentors and positive role models for unduplicated students, providing guidance and support that can inspire and motivate them to achieve their goals.<br>12. Building Positive Relationships: These programs offer opportunities for unduplicated students to build positive relationships with peers and adults, fostering a supportive community and enhancing their overall school experience.<br>13. Improved Attendance and Engagement: Participation in after-school programs can improve overall school attendance and engagement by keeping students connected to the school environment and motivated to learn. | |
| **2.24** | **Action:**<br>Support for After-School Program<br><br>**Need:**<br>Continued lack of growth in achievement rates, as demonstrated by the CAASPP results for ELA and math and chronic absenteeism rates.<br><br>**Scope:** | 1. Extended Learning Opportunities: After-school programs offer additional learning time beyond the regular school day, providing unduplicated students with more opportunities to reinforce and build upon what they have learned in class.<br>2. Academic Support: These programs can offer tutoring and homework assistance, helping unduplicated students better understand and complete their assignments, which can improve their academic performance. | Metrics for effectiveness: 2.1, 2.2, 3.6, 3.4, and 3.11 |

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| | LEA-wide | 3. Engaging Activities: By purchasing materials and supplies, after-school programs can provide a variety of engaging and enriching activities that promote learning, creativity, and physical activity, which can be particularly beneficial for unduplicated students.<br>4. Professional Development for Staff: Providing professional development ensures that after-school program staff are well-equipped to meet the diverse needs of unduplicated students, using effective instructional strategies and best practices.<br>5. Consistency and Continuity: Resources that bridge student needs from the instructional day to the after-school programs help create a seamless learning experience, reinforcing concepts and skills taught during the school day.<br>6. Safe and Supportive Environment: After-school programs provide a safe and structured environment where unduplicated students can stay engaged in productive activities, reducing the likelihood of involvement in risky behaviors.<br>7. Social and Emotional Support: These programs often include components that support social and emotional learning, helping unduplicated students develop important life skills such as teamwork, communication, and resilience.<br>8. Family and Community Engagement: Engaging families and the community helps create a support network around unduplicated students, fostering a sense of belonging and encouraging parental involvement in their education.<br>9. Access to Resources: By providing necessary resources, after-school programs can address specific needs of unduplicated students, such as | |

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| | | language support for English learners or access to nutritious snacks for low-income students.<br>10. Holistic Development: After-school programs often include a variety of activities that support the holistic development of unduplicated students, including academic, physical, social, and emotional growth.<br>11. Mentorship and Role Models: After-school staff can serve as mentors and positive role models for unduplicated students, providing guidance and support that can inspire and motivate them to achieve their goals.<br>12. Building Positive Relationships: These programs offer opportunities for unduplicated students to build positive relationships with peers and adults, fostering a supportive community and enhancing their overall school experience.<br>13. Improved Attendance and Engagement: Participation in after-school programs can improve overall school attendance and engagement by keeping students connected to the school environment and motivated to learn. | |
| **2.25** | **Action:**<br>Support of Technology Access<br><br>**Need:**<br>Continued lack of growth in achievement rates, as demonstrated by the CAASPP results for ELA and math, under representation in CCI indicator categories and chronic absenteeism rates.<br><br>**Scope:**<br>LEA-wide | Enhancing technology access through device and infrastructure upgrades, including 1-1 deployments to ensure school and home accessibility, can significantly improve support for unduplicated students (students who are English learners, low-income, or foster youth) in the following ways:<br>1. Equitable Access to Technology: Providing each student with a device ensures that all unduplicated students have equal access to the digital tools and resources necessary for learning, both at school and at home.<br>2. Bridging the Digital Divide: Upgrading infrastructure and providing devices help bridge | Metrics for effectiveness: 2.1, 2.2, 2.6, 2.7, 2.8, 2.9, 2.10, 3.3, and 3.4 |

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| | | the digital divide, particularly for low-income students who may not have reliable internet access or modern devices at home.<br>3. Consistent Learning Opportunities: With 1-1 device deployments, unduplicated students can continue their learning seamlessly from school to home, ensuring they have consistent access to educational content, assignments, and resources.<br>4. Enhanced Engagement: Access to technology can make learning more engaging and interactive, helping to capture the interest of unduplicated students and improve their motivation to learn.<br>5. Personalized Learning: Technology enables personalized learning experiences, allowing unduplicated students to work at their own pace and receive tailored instruction and support based on their individual needs.<br>6. Support for Language Development: For English learners, technology provides access to language learning apps, translation tools, and digital resources that can aid in language acquisition and development.<br>7. Access to Online Resources: Unduplicated students can access a wealth of online educational resources, including e-books, educational videos, and interactive learning platforms, which can enhance their learning experience.<br>8. Improved Communication: Technology facilitates better communication between teachers, students, and parents, enabling more effective collaboration and support. This is particularly important for foster youth who may have multiple caregivers or social workers involved in their education.<br>9. Homework and Project Completion: With reliable devices and internet access, unduplicated | |

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| | | students can complete homework and projects more efficiently, leading to better academic performance and reduced stress.<br>10. Skill Development: Access to technology helps unduplicated students develop important digital literacy skills that are essential for success in the modern world, including research, problem-solving, and technical skills.<br>11. Virtual Learning Support: In case of school closures or other disruptions, unduplicated students with access to technology can participate in virtual learning, ensuring continuity of education.<br>12. Access to Support Services: Technology can provide unduplicated students with access to various support services, such as tutoring, counseling, and mental health resources, through online platforms.<br>13. Parental Engagement: Enhanced technology access allows parents of unduplicated students to stay informed and engaged with their child's education through online portals, communication apps, and virtual meetings.<br>14. Academic Tracking and Feedback: Teachers can use technology to track student progress more effectively and provide timely feedback, helping unduplicated students stay on track and address any learning gaps promptly. | |
| **2.26** | **Action:**<br>Strategic Support for At-Promise Students - ELA and Math<br><br>**Need:**<br>Continued lack of growth in achievement rates, as demonstrated by the CAASPP results for ELA and math, under | Providing ongoing instructional aide support for English Language Arts (ELA) and mathematics interventions at MES (elementary school), WIS (middle school), and WHS (high school) supports unduplicated students (students who are English learners, low-income, or foster youth) in the following ways: | Metrics for effectiveness: 2.1, 2.2, 2.6, 2.7, 2.8, 2.9, 2.10, 3.3, and 3.4 |

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| | representation in CCI indicator categories and chronic absenteeism rates.<br><br>**Scope:**<br>LEA-wide | 1. Targeted Academic Support: Instructional aides can provide targeted academic interventions in ELA and mathematics, addressing specific learning gaps and helping unduplicated students improve their skills in these critical subjects.<br>2. Individualized Instruction: With the help of instructional aides, unduplicated students can receive more individualized instruction tailored to their unique needs, ensuring they understand the material and can progress at their own pace.<br>3. Small Group Instruction: Instructional aides can facilitate small group instruction, allowing unduplicated students to benefit from more personalized attention and support, which can be particularly beneficial for those who struggle in larger classroom settings.<br>4. Improved Engagement: Additional support from instructional aides can help unduplicated students stay engaged and motivated in their learning, as they receive more focused attention and encouragement.<br>5. Reinforcement of Learning: Instructional aides can reinforce concepts taught by the classroom teacher, providing additional practice and clarification to help unduplicated students grasp challenging material.<br>6. Language Support: For English learners, instructional aides can offer language support, helping them improve their language proficiency while also mastering ELA and mathematics content.<br>7. Consistent Monitoring and Feedback: Instructional aides can closely monitor the progress of unduplicated students and provide timely feedback, helping them stay on track and address any areas of difficulty promptly. | |

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| | | 8. Building Confidence: With the extra support from instructional aides, unduplicated students can build confidence in their abilities, which can lead to improved academic performance and a more positive attitude toward learning.<br>9. Reduction of Achievement Gaps: By providing targeted interventions in ELA and mathematics, instructional aides help reduce achievement gaps, ensuring that unduplicated students have the support they need to succeed academically.<br>10. Enhanced Learning Environment: The presence of instructional aides creates a more supportive and inclusive learning environment, where unduplicated students feel valued and understood.<br>11. Parental Engagement: Instructional aides can help communicate with parents about their child's progress and needs, fostering greater parental involvement and support for their child's education.<br>12. Preparation for Future Academic Success: Early and consistent support in ELA and mathematics helps unduplicated students build a strong foundation in these subjects, preparing them for future academic challenges and success. | |
| **2.30** | **Action:**<br>ELD Students<br><br>**Need:**<br>Lack of academic achievement for EL students, as demonstrated in the scores from CAASPP testing and language acquisition.<br><br>**Scope:**<br>LEA-wide | Providing targeted professional development in instructional strategies and approaches to support English Learner (EL) student achievement in English Language Arts (ELA) and Math supports EL students in the following ways:<br>1. Enhanced Teacher Effectiveness: Professional development equips teachers with specific strategies and techniques to effectively support EL students, improving their ability to address the diverse learning needs of these students. | Metrics for effectiveness: 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, and 2.8 |

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| | | 2. Differentiation Techniques: Training in differentiation helps teachers create lesson plans that cater to varying levels of language proficiency and academic ability, ensuring that EL students receive instruction that meets them where they are and helps them progress.<br>3. Scaffolding Strategies: Scaffolding involves breaking down learning tasks into manageable chunks and providing support structures. Teachers trained in scaffolding can better assist EL students in understanding complex content, gradually reducing support as students gain confidence and competence.<br>4. Language Acquisition Integration: Professional development in language acquisition strategies enables teachers to integrate language learning with content instruction, helping EL students develop their English skills while also mastering ELA and Math concepts.<br>5. Content-Specific Language Support: Teachers learn how to focus on the specific language demands of ELA and Math, such as academic vocabulary, syntax, and discourse patterns, which helps EL students understand and use the language of these subjects more effectively.<br>6. Culturally Responsive Teaching: Training often includes components on cultural responsiveness, helping teachers create an inclusive classroom environment that respects and values the diverse backgrounds of EL students, which can enhance their engagement and motivation.<br>7. Improved Student Engagement: Teachers who use strategies like differentiation and scaffolding can create more engaging and accessible lessons for EL students, increasing their participation and interest in learning. | |

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| | | 8. Better Academic Outcomes: With targeted support, EL students are more likely to achieve higher levels of proficiency in ELA and Math, as they receive instruction that is both linguistically and academically appropriate.<br>9. Increased Confidence and Participation: Effective instructional strategies help EL students feel more confident in their abilities, encouraging them to participate more actively in class and take risks in using their developing language skills.<br>10. Consistent and Cohesive Instruction: When all teachers receive professional development in these strategies, EL students benefit from consistent and cohesive instruction across different subjects and grade levels, leading to a more stable and supportive learning experience.<br>11. Support for Long-Term Success: By focusing on both content and language acquisition, teachers help EL students build a strong foundation for future academic success, preparing them for more advanced coursework and assessments.<br>12. Enhanced Teacher Collaboration: Professional development often fosters a collaborative learning environment among teachers, enabling them to share best practices and resources for supporting EL students more effectively. | |
| **2.31** | **Action:**<br>ELD Students<br><br>**Need:**<br>Lack of academic achievement for EL students, as demonstrated in the scores from CAASPP testing and language acquisition. | Identifying, adopting, and implementing a formal language acquisition curriculum to support English Learner (EL) and Newcomer students can significantly benefit these students in the following ways:<br>1. Structured Learning Path: A formal language acquisition curriculum provides a clear and structured learning path for EL and Newcomer | Metrics for effectiveness: 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, and 2.8 |

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| | **Scope:**<br>LEA-wide | students, ensuring that they progress systematically through language proficiency levels.<br>2. Consistency and Coherence: Implementing a standardized curriculum ensures that all EL and Newcomer students receive consistent and coherent instruction, regardless of the teacher or school they attend. This consistency is crucial for their steady language development.<br>3. Targeted Language Skills: A formal curriculum focuses on the essential language skills (listening, speaking, reading, and writing) that EL and Newcomer students need to succeed academically and socially.<br>4. Research-Based Strategies: These curricula are often based on research and best practices in language acquisition, ensuring that the instructional methods and materials are effective and up-to-date.<br>5. Integration with Content Areas: A formal curriculum can be designed to integrate language development with content area instruction (e.g., science, social studies, math), helping EL and Newcomer students acquire language skills while learning academic content.<br>6. Cultural Relevance: Many formal language acquisition curricula include culturally relevant materials and activities, which can help EL and Newcomer students connect their learning to their own experiences and backgrounds, increasing engagement and motivation.<br>7. Assessment and Progress Monitoring: Formal curricula often include tools for regular assessment and progress monitoring, allowing teachers to track students' language development and adjust instruction as needed to meet their individual needs. | |

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| | | 8. Professional Development: Implementing a new curriculum usually comes with professional development for teachers, ensuring they are well-prepared to deliver the curriculum effectively and use the associated instructional strategies.<br>9. Support for Newcomer Students: Newcomer students, who may have little to no English proficiency and face additional challenges adjusting to a new educational system and culture, benefit from a curriculum specifically designed to address their unique needs and accelerate their language acquisition.<br>10. Increased Academic Achievement: By providing a comprehensive and systematic approach to language learning, EL and Newcomer students are better equipped to achieve academic success across all subject areas.<br>11. Family Engagement: Formal curricula often include components that engage families and caregivers, providing them with resources and strategies to support their children's language development at home.<br>12. Resource Allocation: Adopting a formal curriculum ensures that resources (instructional materials, technological tools, supplementary resources) are aligned with the specific needs of EL and Newcomer students, leading to more effective support.<br>13. Enhanced Confidence and Participation: As EL and Newcomer students develop their language skills through a well-structured curriculum, their confidence in using English increases, leading to greater participation in class and school activities. | |

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| **2.32** | **Action:**<br>Ongoing Professional Development for Vista ELD Program Implementation<br><br>**Need:**<br><br>**Scope:** | | Metrics for effectiveness: 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.8, and 2.12. |
| **2.34** | **Action:**<br>Implement Reading Diagnostic Assessment and Screening Program at MES<br><br>**Need:**<br>Data from early literacy assessments and stakeholder feedback indicate the need for more systematic and evidence-based tools to identify and support struggling readers. The absence of a consistent diagnostic tool limits the ability to deliver timely, targeted interventions. Implementing this assessment system will enhance instructional planning, accelerate learning, and improve outcomes, particularly for English learners and low-income students who are overrepresented in early reading intervention needs.<br><br>Current local and state-aligned assessment data indicate a need for targeted early literacy interventions, particularly for historically underserved student groups. In grades 3–4, only 6.74% of English learners and 12.55% of socioeconomically disadvantaged (SED) students met or exceeded ELA standards in 2023–24. Among students with disabilities, 0% met standards in ELA at all tested grade | To address these critical gaps, the district will implement a State Board of Education-approved diagnostic and screening assessment at Murdock Elementary School (MES). This program aligns with the requirements of Senate Bill 114 (SB 114), which mandates early identification of students at risk of reading difficulties—including students with dyslexia—and requires the use of evidence-based tools to screen, progress monitor, and inform instruction.<br><br>This action will include staff training on assessment administration, data interpretation, and instructional response strategies. Results will inform Tier 1 classroom practices as well as targeted Tier 2 and Tier 3 interventions, ensuring that students receive timely, appropriate support. The program will also serve as a platform for increased family engagement, enabling more informed conversations between educators and parents about student needs, reading development, and progress.<br><br>SB 114 also requires that screening data be used to inform and improve practices—not only to identify at-risk readers but also to guide systemwide improvement. As such, MES will | Metrics for effectiveness: 1.4, 1.10, 1.11, 2.1, 2.3, 2.4, and 2.5 |

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| | levels. These results underscore the importance of annual early identification and support for reading difficulties, ideally beginning in K–4.<br><br>**Scope:**<br>Schoolwide | integrate this action into its broader instructional planning and professional development, particularly within the context of PLCs and MTSS frameworks.<br><br>By adopting and implementing this diagnostic system, WUSD is proactively addressing foundational literacy gaps that disproportionately affect unduplicated pupils. This action supports district LCAP goals related to student achievement, parent engagement, and the implementation of state standards, and it ensures compliance with state literacy mandates outlined in SB 114. | |
| **2.35** | **Action:**<br>Implement Districtwide After-School Tutoring with Attendance Recovery (LREBG)<br><br>**Need:**<br>District data indicates persistent academic gaps for unduplicated pupils, exacerbated by post-pandemic learning loss and chronic absenteeism. Educational partners—including site administrators and parent advisory groups—have consistently prioritized academic recovery and attendance interventions. This action addresses both needs by providing direct instruction and targeted re-engagement strategies, ensuring students have access to academic support and opportunities to recover missed instructional time.<br><br>2023/24 student outcome and engagement metrics across all grade spans emphasize the | District data indicates persistent academic gaps for unduplicated pupils, exacerbated by post-pandemic learning loss and chronic absenteeism. Educational partners—including site administrators and parent advisory groups—have consistently prioritized academic recovery and attendance interventions. This action addresses both needs by providing direct instruction and targeted re-engagement strategies, ensuring students have access to academic support and opportunities to recover missed instructional time.<br><br>To address these interconnected needs, WUSD will implement a districtwide, high-quality after-school tutoring program using Learning Recovery Emergency Block Grant (LREBG) funds. This action will provide standards-aligned academic support in core subjects, prioritize students identified as at-risk through local assessments and teacher referrals, and integrate Attendance Recovery strategies to recapture lost instructional | Metrics for effectiveness: 1.2, 1.4, 1.5, 1.6, 1.10, 1.11, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.8, 2.11, 2.13, 3.1, 3.3, 3.4, 3.5, 3.6, 3.7, and 3.11 |

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| | urgent need for targeted academic support and expanded learning time—especially for unduplicated pupils who face persistent challenges in both achievement and attendance.<br><br>In 2023–24, only 5.2% of English learners, 19.4% of socioeconomically disadvantaged (SED) students, and 0% of students with disabilities (SWD) in grades 3–8 met or exceeded standards in English Language Arts. Math performance was similarly low, with just 5.2% of ELs and 13.8% of SED students meeting standards. These gaps continue at the secondary level, where only 25% of SED 11th graders and 0% of SWDs met standards in Math, with EL proficiency equally concerning. These results highlight a clear need for structured academic interventions beyond the regular school day.<br><br>In addition, attendance-related challenges compound these academic gaps. WUSD's overall chronic absenteeism rate remains high at 20.5% in 2023–24, with subgroup rates significantly exceeding state thresholds—60% for homeless youth, 37.5% for foster youth, and 29.9% for students with disabilities. These rates are well above the district's 2026–27 goal of less than 10% for unduplicated groups. Missed instructional time contributes directly to learning loss, especially among the most vulnerable students.<br><br>**Scope:** | minutes. Credentialed staff and trained paraprofessionals will offer tutoring in small groups, using district-vetted resources and schedules that support equitable access across sites.<br><br>This action is intentionally designed to support the academic recovery and engagement of unduplicated pupils—English learners, foster youth, low-income students, and students experiencing homelessness—who are disproportionately represented in the district's achievement and absenteeism data.<br><br>By addressing both academic proficiency and attendance barriers, this program directly supports:<br>1 (student achievement),<br>2 (closing subgroup performance gaps),<br>3 (student engagement), and<br>4 aligns with the LEA's mission to provide equitable opportunities for all learners. | |

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| **3.3** | **Action:**<br>Community Outreach<br><br>**Need:**<br>Improved systems of communication and parent engagement, as well as support for foster/homeless youth and families, EL families, low-income families, and removing barriers to school engagement; as evidenced by the number of activities provided, student academic progress, and attendance rates.<br><br>**Scope:**<br>LEA-wide | Employing two classified Bilingual Community Liaisons to help improve outreach and engagement with the school community can significantly support unduplicated students (students who are English learners, low-income, or foster youth) in the following ways:<br>1. Improved Communication: Bilingual Community Liaisons can bridge the language gap between the school and families of English learners, ensuring that important information is effectively communicated and understood by all parties.<br>2. Enhanced Parental Engagement: Liaisons can facilitate greater involvement of parents in their children’s education by providing translations, explaining school policies and procedures, and encouraging participation in school events and activities.<br>3. Cultural Understanding: Bilingual liaisons can help school staff better understand the cultural backgrounds and needs of unduplicated students, fostering a more inclusive and respectful school environment.<br>4. Support for Foster Youth: Community liaisons can work with foster youth and their guardians to navigate the school system, access resources, and ensure that these students receive the support they need.<br>5. Resource Connection: Liaisons can connect unduplicated students and their families to community resources, such as healthcare, social services, and extracurricular programs, which can address broader needs that impact academic performance and well-being. | Metrics for effectiveness: 2.1, 2.2, 2.7, 2.8. 3.2, and 3.4 |

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| | | 6. Academic Support: By understanding and addressing the specific challenges faced by unduplicated students, liaisons can advocate for additional academic support services, such as tutoring, after-school programs, and language acquisition resources.<br>7. Attendance and Retention: Improved communication and engagement can lead to better attendance and retention rates among unduplicated students, as families feel more connected and supported by the school.<br>8. Crisis Intervention: Liaisons can provide timely support and intervention in crisis situations, helping unduplicated students and their families navigate challenges that may arise, such as housing instability or family emergencies.<br>9. Building Trust: Having liaisons who speak their language and understand their cultural context helps build trust between the school and unduplicated students' families, creating a more supportive and collaborative educational environment.<br>10. Facilitating Access to Services: Liaisons can help unduplicated students access school-based services, such as counseling, special education, and nutrition programs, ensuring that their diverse needs are met.<br>11. Community Involvement: Bilingual Community Liaisons can help foster a sense of community and belonging among unduplicated students and their families, encouraging them to take an active role in the school community.<br>12. Addressing Barriers to Learning: By identifying and addressing barriers to learning, such as language difficulties, socioeconomic challenges, or lack of resources, liaisons can help create a more | |

| 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 |
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| | | equitable educational environment for unduplicated students. | |
| **3.6** | **Action:**<br>Environmental Camp<br><br>**Need:**<br>Need to improve student engagement and academic growth as indicated in CASSPP testing results, chronic truancy rates, and graduation rate.<br><br>**Scope:**<br>Schoolwide | Offering an opportunity for 5th graders to attend Shady Creek Environmental Camp at Willows Intermediate School can support unduplicated students (students who are English learners, low-income, or foster youth) in several important ways:<br>1. Hands-On Learning: Shady Creek Environmental Camp provides experiential learning opportunities that engage unduplicated students in hands-on activities, making learning more interactive and memorable. This can be especially beneficial for students who may struggle with traditional classroom instruction.<br>2. Exposure to Nature and Science: The camp focuses on environmental education, exposing students to science and nature in a practical setting. This exposure can spark an interest in STEM subjects and careers, broadening the horizons of unduplicated students.<br>3. Language Development: For English learners, participating in camp activities can provide a rich language immersion experience, helping them to improve their English skills in a natural, conversational setting.<br>4. Social and Emotional Growth: Camp experiences can help foster social and emotional development by encouraging teamwork, problem-solving, and communication. Unduplicated students can build confidence and resilience through overcoming challenges and working collaboratively with their peers.<br>5. Equal Access to Enrichment: Offering this opportunity ensures that unduplicated students have access to enrichment activities that they | Metrics for effectiveness: 2.1, 2.2, 3.4, 3.6, and 3.11 |

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| | | might not otherwise experience due to financial constraints. This helps level the playing field and provides equal opportunities for all students.<br>6. Building Connections: The camp experience allows unduplicated students to form stronger bonds with their peers and teachers, creating a sense of community and belonging. These connections can provide a support network that extends beyond the camp experience.<br>7. Enhanced Engagement: Participating in an engaging, hands-on camp can increase students' overall enthusiasm for learning and school, which can translate into improved attendance and academic performance.<br>8. Exposure to New Environments: For foster youth and other unduplicated students, attending camp can be a unique opportunity to experience new environments and activities, which can broaden their perspectives and contribute to their personal growth.<br>9. Parental Involvement: The excitement and positive experiences associated with the camp can foster greater parental involvement and interest in their child's education, creating a supportive home environment for learning.<br>10. Respite from Challenges: For students facing challenging home environments or socioeconomic hardships, the camp provides a temporary respite where they can focus on learning, exploration, and fun in a supportive setting.<br>11. Development of Lifelong Skills: Camp activities often focus on building practical life skills such as leadership, responsibility, and independence. These skills are valuable for unduplicated students as they navigate their educational journeys and future careers. | |

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| | | 12. Positive Memories and Experiences: The camp can create lasting positive memories and experiences for unduplicated students, contributing to a positive attitude towards school and learning. | |
| **3.7** | **Action:**<br>River Jim<br><br>**Need:**<br>Need to improve student engagement and academic growth as indicated in CASSPP testing results, chronic truancy rates, and graduation rate.<br><br>**Scope:**<br>Schoolwide | Offering an opportunity for 6th graders to attend the River Jim experience at Willows Intermediate School can support unduplicated students (students who are English learners, low-income, or foster youth) in several important ways:<br>1. Hands-On Learning: River Jim provides experiential learning opportunities that engage unduplicated students in hands-on activities, making learning more interactive and memorable. This can be especially beneficial for students who may struggle with traditional classroom instruction.<br>2. Exposure to Nature and Science: The experience focuses on environmental education, exposing students to science and nature in a practical setting. This exposure can spark an interest in STEM subjects and careers, broadening the horizons of unduplicated students.<br>3. Language Development: For English learners, participating in activities can provide a rich language immersion experience, helping them to improve their English skills in a natural, conversational setting.<br>4. Social and Emotional Growth: Outdoor experiences can help foster social and emotional development by encouraging teamwork, problem-solving, and communication. Unduplicated students can build confidence and resilience through overcoming challenges and working collaboratively with their peers. | Metrics for effectiveness: 2.1, 2.2, 3.4, 3.6, and 3.11 |

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| | | 5. Equal Access to Enrichment: Offering this opportunity ensures that unduplicated students have access to enrichment activities that they might not otherwise experience due to financial constraints. This helps level the playing field and provides equal opportunities for all students.<br>6. Building Connections: The experience allows unduplicated students to form stronger bonds with their peers and teachers, creating a sense of community and belonging. These connections can provide a support network that extends beyond the camp experience.<br>7. Enhanced Engagement: Participating in an engaging, hands-on experiences can increase students' overall enthusiasm for learning and school, which can translate into improved attendance and academic performance.<br>8. Exposure to New Environments: For foster youth and other unduplicated students, attending camp can be a unique opportunity to experience new environments and activities, which can broaden their perspectives and contribute to their personal growth.<br>9. Parental Involvement: The excitement and positive experiences associated with River Jim can foster greater parental involvement and interest in their child's education, creating a supportive home environment for learning.<br>10. Respite from Challenges: For students facing challenging home environments or socioeconomic hardships, the camp provides a temporary respite where they can focus on learning, exploration, and fun in a supportive setting.<br>11. Development of Lifelong Skills: Activities often focus on building practical life skills such as leadership, responsibility, and independence. | |

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| | | These skills are valuable for unduplicated students as they navigate their educational journeys and future careers.<br>12. Positive Memories and Experiences: The experience can create lasting positive memories and experiences for unduplicated students, contributing to a positive attitude towards school and learning. | |
| **3.9** | **Action:**<br>Social and Emotional Learning<br><br>**Need:**<br>Continued lack of academic progress, as indicated by CAASPP testing, as well as attendance and suspension rates.<br><br>**Scope:**<br>LEA-wide | Providing academic, behavioral, and social-emotional learning (SEL) programs in WUSD (Willows Unified School District) can significantly support unduplicated students (students who are English learners, low-income, or foster youth) in the following ways:<br>1. Academic Support:<br>Targeted Instruction: Academic programs can be tailored to meet the specific needs of unduplicated students, helping to close achievement gaps and ensure that they receive the support necessary to succeed in core subjects like reading, writing, and math.<br>Tutoring and Remediation: Offering additional tutoring and remediation programs can provide unduplicated students with the extra help they need to master challenging concepts and stay on track with their peers.<br>Access to Resources: Providing access to academic resources, such as technology, textbooks, and supplementary materials, ensures that unduplicated students have the tools they need to complete their work and engage fully in their education.<br>2. Behavioral Support:<br>Positive Behavior Interventions and Supports (PBIS): Implementing PBIS can create a positive | Metrics for effectiveness: 2.1, 2.2, 2.7, 2.8, 3.4, 3.8, 3.9, 3.10, and 3.11 |

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| | | school climate by promoting good behavior and reducing disciplinary issues. This is especially beneficial for unduplicated students who may need more structure and support.<br>Behavioral Interventions: Targeted behavioral interventions can help unduplicated students develop better self-regulation and coping strategies, reducing the likelihood of disruptive behavior and improving their ability to focus on learning.<br>Consistent Expectations: Establishing clear and consistent behavioral expectations helps create a safe and predictable learning environment, which can be particularly important for foster youth and other students who may experience instability at home.<br>3. Social-Emotional Learning (SEL) Support:<br>Emotional Regulation: SEL programs teach unduplicated students how to understand and manage their emotions, which can improve their ability to handle stress and build resilience.<br>Relationship Skills: SEL programs help students develop essential relationship skills, such as empathy, cooperation, and communication, which are crucial for forming positive peer and adult relationships.<br>Self-Awareness and Self-Esteem: SEL programs promote self-awareness and self-esteem, helping unduplicated students recognize their strengths and build confidence in their abilities.<br>Conflict Resolution: Teaching conflict resolution skills can help unduplicated students navigate social challenges and reduce instances of bullying and peer conflict.<br>4. Holistic Development: | |

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| | | Integrated Support: Combining academic, behavioral, and SEL programs provides a holistic approach to student development, addressing the multifaceted needs of unduplicated students.<br>Life Skills: These programs equip unduplicated students with essential life skills that go beyond academics, preparing them for future success in both personal and professional realms.<br>Supportive Environment: Creating a supportive and nurturing school environment helps unduplicated students feel safe, valued, and understood, which can enhance their overall well-being and academic engagement.<br>5. Parental and Community Involvement:<br>Family Engagement: Involving families in SEL and behavioral programs can create a more cohesive support system for unduplicated students, encouraging parental involvement and fostering a strong home-school connection.<br>Community Resources: Partnering with community organizations can provide additional resources and support services, such as mental health counseling, extracurricular activities, and mentoring programs.<br>6. Long-Term Impact:<br>Improved Academic Outcomes: By addressing academic, behavioral, and social-emotional needs, these programs can lead to improved academic performance and higher graduation rates among unduplicated students.<br>Reduced Dropout Rates: Providing comprehensive support can help keep unduplicated students engaged in school and reduce dropout rates.<br>Positive Future Trajectories: Equipping unduplicated students with the skills and support they need to succeed academically, behaviorally, | |

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| | | and socially sets them on a path for long-term success and fulfillment. | |
| 3.10 | **Action:**<br>Student Services<br><br>**Need:**<br>Continued lack of academic growth, as demonstrated by CAASPP scores, as well as access to and growth in CCI indicators and College and Career preparation<br><br>**Scope:**<br>LEA-wide | Continuing to employ counselors to support all students socially, emotionally, and academically can significantly contribute to the growth and success of unduplicated students (students who are English learners, low-income, or foster youth) in several key ways:<br>1. Social and Emotional Support:<br>Emotional Well-Being: Counselors provide a safe space for unduplicated students to express their feelings and concerns, helping them manage stress, anxiety, and other emotional challenges.<br>Conflict Resolution: Counselors teach conflict resolution and interpersonal skills, enabling students to handle social conflicts constructively and build healthier relationships with peers and teachers.<br>Trauma-Informed Care: For foster youth and other students who may have experienced trauma, counselors can offer trauma-informed support and interventions, helping them process and heal from their experiences.<br>2. Academic Support:<br>Academic Counseling: Counselors assist unduplicated students in setting academic goals, planning their coursework, and developing effective study habits, which can enhance their academic performance and motivation.<br>College and Career Guidance: Counselors provide guidance on college and career options, helping unduplicated students explore post-secondary opportunities and navigate the application processes, including financial aid and scholarships. | Metrics for Effectiveness: 2.1, 2.2, 2.7, 2.8, 2.9, 2.10, 2.11, 3.2, 3.4, 3.5, and 3.7 |

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| | | Resource Referral: Counselors can connect students with additional academic resources, such as tutoring programs, after-school activities, and educational workshops, to support their learning and achievement.<br>3. Behavioral Support:<br>Behavioral Interventions: Counselors can identify and address behavioral issues, providing targeted interventions and strategies to help unduplicated students develop positive behaviors and self-regulation skills.<br>Positive Reinforcement: By recognizing and rewarding positive behaviors, counselors can help unduplicated students build self-esteem and encourage a positive school climate.<br>4. Holistic Development:<br>Whole-Child Approach: Counselors support the holistic development of unduplicated students by addressing their social, emotional, and academic needs, fostering a well-rounded and balanced growth.<br>Life Skills Development: Counselors teach essential life skills, such as time management, decision-making, and resilience, which are crucial for the long-term success of unduplicated students.<br>5. Parental and Family Engagement:<br>Family Support: Counselors can work with families to support the social, emotional, and academic development of unduplicated students, providing resources and strategies to create a supportive home environment.<br>Communication Bridge: Counselors often act as a communication bridge between the school and families, ensuring that parents are informed and involved in their child's education and well-being. | |

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| | | 6. Crisis Intervention:<br>Immediate Support: In times of crisis, counselors provide immediate support and intervention, helping unduplicated students navigate difficult situations and access necessary resources and services.<br>Long-Term Solutions: Counselors can develop long-term support plans for students facing ongoing challenges, ensuring they receive consistent care and guidance.<br>7. School Climate and Culture:<br>Positive Environment: By addressing the social and emotional needs of students, counselors contribute to creating a positive and inclusive school environment where unduplicated students feel safe, valued, and supported.<br>Peer Support Programs: Counselors can facilitate peer support programs, such as mentoring and peer counseling, which promote a sense of community and belonging among unduplicated students.<br>8. Data-Driven Interventions:<br>Needs Assessment: Counselors use data to assess the needs of unduplicated students and implement targeted interventions that address specific issues, ensuring that support is effective and responsive.<br>Progress Monitoring: Regular monitoring of students' progress allows counselors to adjust support strategies as needed, ensuring continuous growth and improvement. | |
| **3.11** | **Action:**<br>Health Aide Services<br><br>**Need:** | Continuing to employ a nurse districtwide and additional health aides as needed, along with providing necessary supplies and materials to support student health services, significantly | Metrics for effectiveness: 2.1, 2.2, 2.7, 2.8, 3.4, and 3.11 |

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| | Continued lack of growth in student achievement, as indicated by CAASPP scores, as well as student attendance and chronic absenteeism rates.<br><br>**Scope:**<br>Schoolwide | supports unduplicated students (students who are English learners, low-income, or foster youth) in several important ways:<br>1. Access to Health Services:<br>Routine Health Care: Having a nurse and health aides available ensures that unduplicated students have access to routine health care, such as screenings, immunizations, and management of chronic conditions.<br>Emergency Care: On-site health professionals can provide immediate care in case of health emergencies, ensuring the safety and well-being of students.<br>2. Management of Chronic Conditions:<br>Individualized Care Plans: Nurses and health aides can develop and implement individualized care plans for students with chronic health conditions (e.g., asthma, diabetes), ensuring they receive the necessary support to manage their conditions during the school day.<br>Medication Administration: Health professionals can administer medications and monitor their effects, ensuring that students' health needs are managed properly and consistently.<br>3. Health Education:<br>Preventive Education: Nurses and health aides can provide health education on topics such as nutrition, hygiene, physical activity, and disease prevention, which is particularly beneficial for unduplicated students who may have limited access to health information.<br>Sexual Health Education: Providing age-appropriate sexual health education helps students make informed decisions and understand the importance of consent and safe practices.<br>4. Support for Mental Health: | |

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| | | Mental Health Screenings: School nurses can conduct mental health screenings and identify students who may need further support, referring them to appropriate resources and services.<br>Counseling and Support: Health professionals can offer basic counseling and emotional support, helping students cope with stress, anxiety, and other mental health challenges.<br>5. Improved Attendance:<br>Health Monitoring: Regular health monitoring can help identify and address health issues that might cause absenteeism, thereby improving overall attendance and academic performance.<br>Support During Illness: By providing care and monitoring recovery, health professionals ensure that students can return to school as soon as they are healthy, minimizing disruptions to their education.<br>6. Health Equity:<br>Reducing Barriers: By providing health services at school, barriers such as transportation, lack of insurance, or parental work schedules are reduced, ensuring that all students, especially those from low-income families, have access to essential health care.<br>Resource Distribution: Ensuring that supplies and materials are available for health services helps maintain equitable access to necessary health care for all students.<br>7. Support for Foster Youth:<br>Continuity of Care: For foster youth who may experience frequent changes in living situations, school-based health services provide continuity of care, ensuring their health needs are consistently met. | |

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| | | Health Records Management: Nurses can manage and maintain health records, ensuring that important health information is not lost during transitions between homes and schools.<br>8. Improved Academic Performance:<br>Healthy Students Learn Better: Addressing health issues effectively allows students to focus better on their studies, leading to improved academic outcomes.<br>Reduced Stress: Knowing that there are health professionals available can reduce stress and anxiety for students and parents, creating a more conducive learning environment.<br>9. Family and Community Engagement:<br>Health Advocacy: Nurses and health aides can advocate for the health needs of students, connecting families with community health resources and services.<br>Health Workshops: Providing health workshops and community coordinated events. | |
| **3.12** | **Action:**<br>Outdoor Education, Science, Nutrition<br><br>**Need:**<br>Need to improve student engagement and academic growth as indicated in CASSPP testing results, chronic truancy rates, and attendance rates<br><br>**Scope:**<br>Schoolwide | Continuing to support the Murdock Elementary School Garden by providing an allocation for materials and supplies can significantly support unduplicated students (students who are English learners, low-income, or foster youth) in the following ways:<br>1. Hands-On Learning:<br>Engagement: The school garden provides a hands-on learning environment where unduplicated students can engage in experiential learning, which can be more effective and engaging than traditional classroom instruction.<br>Science and Environmental Education: Students learn about biology, ecology, and environmental stewardship through direct interaction with plants | Metrics for effectiveness: 2.1, 2.2, 3.4, and 3.11 |

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| | | and the natural world, fostering a deeper understanding and appreciation of these subjects.<br>2. Language Development:<br>Vocabulary Building: Working in the garden introduces EL students to new vocabulary and concepts related to plants, gardening, and the environment, enhancing their language skills.<br>Contextual Learning: EL students can improve their language acquisition by using English in a practical, real-world context, which can make learning more meaningful and effective.<br>3. Nutrition and Health Education:<br>Healthy Eating Habits: The garden can be used to teach students about nutrition and the importance of healthy eating, which is particularly beneficial for low-income students who may have limited access to fresh produce.<br>Physical Activity: Gardening involves physical activity, promoting a healthy lifestyle and providing an opportunity for exercise.<br>4. Social and Emotional Learning:<br>Teamwork and Collaboration: Working together in the garden helps students develop teamwork and collaboration skills, fostering positive social interactions and a sense of community.<br>Responsibility and Patience: Caring for plants teaches students responsibility, patience, and the rewards of nurturing and sustaining life.<br>Stress Relief: Gardening can be a therapeutic activity that helps reduce stress and anxiety, providing a calming and restorative experience for students.<br>5. Academic Connections:<br>Interdisciplinary Learning: The garden can be integrated into various subjects such as math (measuring plant growth, calculating areas), | |

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| | | science (plant biology, ecosystems), and art (drawing plants, garden design), providing a multidisciplinary approach to education.<br>Enhanced Engagement: Hands-on, practical activities in the garden can make learning more engaging and relevant, particularly for students who may struggle with traditional classroom-based learning.<br>6. Life Skills Development:<br>Practical Skills: Students learn practical gardening skills, such as planting, watering, weeding, and harvesting, which can be useful life skills.<br>Problem-Solving: Gardening involves problem-solving and critical thinking, such as figuring out why plants aren't growing well and how to address those issues.<br>7. Environmental Stewardship:<br>Sustainability Education: The garden teaches students about sustainability practices, such as composting and water conservation, fostering a sense of environmental responsibility.<br>Connection to Nature: Developing a connection to nature can inspire students to care for the environment and make more sustainable choices in their lives.<br>8. Community and Family Engagement:<br>Family Involvement: The garden can be a focal point for family and community involvement, with events, volunteer opportunities, and garden workdays that bring families together.<br>Cultural Sharing: Families can share their cultural gardening practices and crops, enriching the garden experience and fostering cultural exchange and understanding.<br>9. Support for Foster Youth: | |

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| | | Stability and Continuity: For foster youth, the garden can provide a stable, continuous, and predictable environment, offering a sense of security and belonging.<br>Positive Relationships: Interacting with peers and adults in the garden setting can help foster youth build positive relationships and social skills. | |
| **3.13** | **Action:**<br>Student Support Services<br><br>**Need:**<br>Continued lack of academic progress, as indicated by CAASPP testing, as well as attendance and suspension rates.<br><br>**Scope:**<br>Schoolwide | Maintaining a Behavioral Intervention Aide at Murdock Elementary School (MES) to support Social-Emotional Learning (SEL), counseling, and Positive Behavioral Interventions and Supports (PBIS) services for "at-promise" students can significantly benefit unduplicated students (students who are English learners, low-income, or foster youth) in the following ways:<br>1. Targeted SEL Support:<br>Social-Emotional Learning: The Behavioral Intervention Aide can deliver SEL programs that help unduplicated students develop crucial skills such as emotional regulation, empathy, relationship-building, and effective communication.<br>Conflict Resolution: The aide can teach and model conflict resolution skills, helping students navigate social interactions more successfully and reducing incidents of bullying and peer conflict.<br>2. Individual and Group Counseling:<br>Emotional Support: The aide can provide one-on-one and group counseling sessions, offering a safe space for unduplicated students to discuss their feelings, experiences, and challenges.<br>Trauma-Informed Care: For foster youth and others who may have experienced trauma, the aide can offer trauma-informed support, helping them process their experiences and develop coping strategies. | Metrics for evaluation: 1.10, 1.11, 2.1, 2.2, 3.4, 3.8, and 3.11 |

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| | | 3. Positive Behavioral Interventions and Supports (PBIS):<br>Promoting Positive Behavior: The Behavioral Intervention Aide can implement PBIS strategies, reinforcing positive behavior through recognition and rewards, which helps create a positive and supportive school climate.<br>Behavioral Interventions: The aide can provide targeted behavioral interventions for students who need extra support, helping them develop better self-regulation and behavioral skills.<br>4. Academic Impact:<br>Improved Focus and Engagement: By addressing behavioral and emotional issues, the aide helps unduplicated students improve their focus and engagement in the classroom, leading to better academic outcomes.<br>Reduced Disruptions: Effective behavioral interventions reduce classroom disruptions, creating a more conducive learning environment for all students.<br>5. Support for English Learners:<br>Language-Sensitive Interventions: The aide can provide SEL and behavioral support that is sensitive to the language needs of English learners, ensuring they understand and can apply the strategies being taught.<br>Building Confidence: Positive reinforcement and supportive interventions help build the confidence of English learners, encouraging them to participate more actively in class.<br>6. Parental and Family Engagement:<br>Family Support: The Behavioral Intervention Aide can engage with families to provide strategies and resources for supporting their children's behavioral and emotional needs at home. | |

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| | | Communication Bridge: The aide can facilitate communication between the school and families, especially for those who may face language or cultural barriers.<br>7. Holistic Development:<br>Whole-Child Approach: The Behavioral Intervention Aide supports the holistic development of unduplicated students by addressing their social, emotional, and behavioral needs alongside their academic growth.<br>Life Skills: SEL programs and counseling help students develop essential life skills such as resilience, problem-solving, and cooperation, which are critical for their overall development and future success.<br>8. Consistency and Stability:<br>Stable Support System: For foster youth and students experiencing instability at home, having a consistent support figure like the Behavioral Intervention Aide at school provides stability and a reliable source of support.<br>Continuous Monitoring: The aide can continuously monitor the progress of unduplicated students, providing timely interventions and support as needed.<br>9. Cultural Competence:<br>Culturally Relevant Interventions: The Behavioral Intervention Aide can implement culturally relevant interventions that respect and incorporate the diverse backgrounds of unduplicated students, making the support more effective and meaningful.<br>10. Reducing Dropout Rates:<br>Early Intervention: By addressing behavioral and emotional issues early, the aide helps reduce the likelihood of unduplicated students disengaging | |

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| | | from school and dropping out, promoting long-term educational success. | |
| **3.14** | **Action:**<br>Student Support Services<br><br>**Need:**<br>Continued rates of low academic achievement, as indicated by CAASPP testing results, as well as graduation rates and chronic absenteeism.<br><br>**Scope:**<br>Schoolwide | Funding a paraprofessional for the Willows Community High School (WCHS) program to support at-promise student attendance and academic success can significantly benefit unduplicated students (students who are English learners, low-income, or foster youth) in several ways:<br>1. Individualized Academic Support:<br>Tutoring and Homework Assistance: The paraprofessional can provide one-on-one or small group tutoring, helping unduplicated students understand difficult concepts, complete assignments, and prepare for exams.<br>Personalized Learning Plans: By working closely with students, the paraprofessional can help create and implement personalized learning plans that cater to the specific academic needs and learning styles of unduplicated students.<br>2. Improved Attendance:<br>Monitoring and Encouragement: The paraprofessional can track student attendance, identify patterns of absenteeism, and work with students to address barriers to regular attendance, such as transportation issues, health concerns, or family responsibilities.<br>Building Relationships: By developing strong, supportive relationships with students, the paraprofessional can encourage consistent attendance and engagement in school activities.<br>3. Enhanced Engagement:<br>Interactive Learning: The paraprofessional can assist in creating engaging and interactive learning experiences that capture the interest of | Metrics for effectiveness: 2.7, 2.8, 3.4, and 3.5 |

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| | | unduplicated students, making learning more enjoyable and relevant.<br>Supportive Classroom Environment: By providing additional support in the classroom, the paraprofessional helps create a more inclusive and supportive environment where unduplicated students feel valued and motivated to participate.<br>4. Behavioral Support:<br>Positive Reinforcement: The paraprofessional can implement positive reinforcement strategies to encourage good behavior and academic effort, helping unduplicated students develop self-discipline and responsibility.<br>Behavioral Interventions: For students struggling with behavioral issues, the paraprofessional can provide targeted interventions and support, helping them develop better self-regulation and coping strategies.<br>5. Support for English Learners:<br>Language Assistance: The paraprofessional can offer additional language support to English learners, helping them improve their language proficiency and better understand academic content.<br>Bilingual Support: If the paraprofessional is bilingual, they can facilitate communication between English learners, their families, and the school, ensuring that language barriers do not hinder academic progress.<br>6. Emotional and Social Support:<br>Mentorship: The paraprofessional can serve as a mentor, providing guidance, encouragement, and a listening ear to unduplicated students who may face emotional or social challenges.<br>Social-Emotional Learning: The paraprofessional can support social-emotional learning activities, | |

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| | | helping students develop important skills such as empathy, teamwork, and resilience.<br>7. Resource Connection:<br>Access to Resources: The paraprofessional can connect unduplicated students and their families with school and community resources, such as food programs, health services, and academic enrichment opportunities.<br>Guidance and Advocacy: By advocating for the needs of unduplicated students, the paraprofessional ensures that they receive the necessary support and resources to succeed academically and personally.<br>8. Parental Engagement:<br>Communication with Families: The paraprofessional can maintain regular communication with the families of unduplicated students, providing updates on academic progress, attendance, and behavioral issues, and involving them in their child's education.<br>Family Support: By supporting family involvement, the paraprofessional helps create a cohesive support system that reinforces the importance of education and encourages student success.<br>9. Holistic Development:<br>Life Skills Development: The paraprofessional can help students develop important life skills, such as time management, study habits, and goal setting, which are essential for academic and personal success.<br>Positive School Experience: By providing comprehensive support, the paraprofessional helps ensure that unduplicated students have a positive and rewarding school experience, fostering a love of learning and a commitment to education. | |

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| **3.15** | **Action:**<br>Student Support Services<br><br>**Need:**<br>Continued rates of low academic achievement, as indicated by CAASPP testing results, as well as graduation rates and chronic absenteeism.<br><br>**Scope:**<br>LEA-wide | Providing ongoing transportation services to students at Cedar Hills to support improved attendance and academic achievement can significantly benefit low-income students in the following ways:<br>1. Improved Attendance:<br>Reliable Transportation: Consistent and reliable transportation ensures that low-income students have a dependable way to get to school every day, reducing the risk of absenteeism due to lack of transportation.<br>Addressing Barriers: By removing transportation barriers, low-income students can attend school regularly, which is crucial for maintaining academic progress and engagement.<br>2. Enhanced Academic Achievement:<br>Consistent Learning: Regular attendance facilitated by transportation services ensures that low-income students do not miss important lessons and instructional time, leading to better academic outcomes.<br>Access to Resources: Reliable transportation allows students to access school resources, such as tutoring, extracurricular activities, and after-school programs, which can enhance their learning experience and academic performance.<br>3. Support for Extracurricular Involvement:<br>Participation in Activities: Transportation services enable low-income students to participate in extracurricular activities, sports, and clubs, which are important for holistic development and can positively impact academic success.<br>Skill Development: Involvement in extracurricular activities helps students develop important life | Metrics for effectiveness: 2.1, 2.2, 2.7, 2.8, 3.4, and 3.5 |

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| | | skills such as teamwork, leadership, and time management.<br>4. Reduced Stress and Anxiety:<br>Ease of Mind: Knowing that transportation is provided can reduce stress and anxiety for both students and their families, allowing students to focus more on their studies rather than worrying about how they will get to school.<br>Stability and Routine: Consistent transportation helps create a stable routine for low-income students, which is essential for their overall well-being and academic success.<br>5. Parental Support:<br>Alleviating Burden: Providing transportation services alleviates the burden on low-income families who may struggle to afford transportation costs or have work schedules that make it difficult to transport their children to school.<br>Increased Involvement: With transportation concerns addressed, parents can be more involved in their child's education, attending meetings, conferences, and school events.<br>6. Access to Nutritional Programs:<br>School Meals: Reliable transportation ensures that low-income students can access school breakfast and lunch programs, which are essential for their nutritional needs and overall health, impacting their ability to learn effectively.<br>7. Equity and Inclusion:<br>Equal Opportunity: Providing transportation services ensures that low-income students have the same opportunities to attend school and benefit from educational programs as their peers, promoting equity and inclusion.<br>Diverse Learning Environment: Regular attendance of low-income students contributes to | |

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| | | a diverse and inclusive school environment, enriching the learning experience for all students.<br>8. Community Engagement:<br>Building Community Connections: Transportation services can facilitate community engagement by enabling students to participate in community service projects, local events, and other activities that foster a sense of belonging and civic responsibility.<br>9. Long-Term Benefits:<br>Higher Graduation Rates: Improved attendance supported by transportation services can lead to higher graduation rates among low-income students, setting them up for better future educational and career opportunities.<br>Breaking the Cycle of Poverty: Education is a key factor in breaking the cycle of poverty. Ensuring that low-income students have consistent access to education through reliable transportation can have long-term positive impacts on their lives and future prospects. | |
| **3.16** | **Action:**<br>Student Support Services and Enrichment<br><br>**Need:**<br>Continued rates of low academic achievement, as indicated by CAASPP testing results, as well as student engagement, chronic absenteeism and attendance rates.<br><br>**Scope:**<br>Schoolwide | Providing ongoing music and enrichment instruction at Murdock Elementary supports unduplicated students (students who are English learners, low-income, or foster youth) in several significant ways:<br>1. Enhanced Academic Performance:<br>Cognitive Development: Music and enrichment activities stimulate cognitive development, enhancing skills such as critical thinking, problem-solving, and spatial-temporal skills, which can improve overall academic performance.<br>Language Skills: Music education, in particular, has been shown to improve language | Metrics for Evaluation: 2.1, 2.2, 3.4, and 3.11 |

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| | | development and reading skills, which is especially beneficial for English learners.<br>2. Increased Engagement and Motivation:<br>Creative Outlets: Music and enrichment programs provide creative outlets for unduplicated students, making school more enjoyable and increasing their motivation to attend and participate in class.<br>Varied Learning Experiences: Offering a variety of learning experiences helps keep students engaged and interested in their education, reducing the likelihood of disengagement and dropout.<br>3. Social and Emotional Development:<br>Self-Expression: Music and enrichment activities allow students to express themselves in non-verbal ways, helping them process emotions and develop a sense of identity and self-confidence.<br>Emotional Regulation: Participation in these activities can teach students how to manage emotions, cope with stress, and build resilience.<br>Social Skills: Collaborative projects in music and enrichment programs foster teamwork, communication, and relationship-building skills, which are crucial for social development.<br>4. Support for English Learners:<br>Language Acquisition: Music can support language acquisition by helping English learners develop listening skills, pronunciation, and vocabulary in a fun and engaging way.<br>Cultural Inclusion: Music and enrichment programs can include culturally diverse content that reflects the backgrounds of English learners, helping them feel more included and valued.<br>5. Access to Enrichment Opportunities:<br>Equitable Access: By providing music and enrichment programs, the school ensures that low- | |

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| | | income students have access to opportunities that they might not have outside of school due to financial constraints.<br>Exposure to New Interests: These programs expose students to new interests and potential career paths, broadening their horizons and aspirations.<br>6. Support for Foster Youth:<br>Stability and Routine: Regular participation in music and enrichment activities provides foster youth with a sense of stability and routine, which can be comforting and supportive given their often, unstable home environments.<br>Positive Relationships: These programs offer opportunities to form positive relationships with peers and mentors, providing foster youth with additional sources of support and guidance.<br>7. Holistic Development:<br>Well-Rounded Education: Enrichment programs contribute to a well-rounded education, ensuring that students develop not only academically but also artistically and emotionally.<br>Life Skills: Activities such as music can teach valuable life skills, including discipline, patience, and perseverance.<br>8. Family and Community Engagement:<br>Showcasing Talent: Events such as concerts and exhibitions can engage families and the community, fostering a sense of pride and connection to the school.<br>Building Community: These programs can help build a sense of community within the school, creating a supportive and inclusive environment for all students.<br>9. Academic and Career Readiness: | |

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| | | Future Opportunities: Exposure to music and enrichment activities can open doors to future academic and career opportunities in the arts and related fields.<br>Skill Development: Participation in these programs helps students develop a range of skills that are valuable in higher education and the workforce, such as creativity, collaboration, and critical thinking. | |
| **3.17** | **Action:**<br>Student Support Services and Enrichment<br><br>**Need:**<br>Continued rates of low academic achievement, as indicated by CAASPP testing results, as well as student engagement, chronic absenteeism and attendance rates.<br><br>**Scope:**<br>LEA-wide | Providing ongoing allocation for the routine replacement of passenger vans to increase and improve the scope, safety, and services of district transportation for extra and co-curricular activities supports unduplicated students (students who are English learners, low-income, or foster youth) in several important ways:<br>1. Increased Access to Opportunities:<br>Participation in Activities: Reliable and safe transportation ensures that unduplicated students can participate in extra and co-curricular activities, such as sports, music, clubs, and field trips, which they might otherwise miss due to lack of transportation.<br>Broadened Horizons: Exposure to a variety of activities helps broaden students' experiences and interests, contributing to a more well-rounded education.<br>2. Improved Attendance and Engagement:<br>Consistent Participation: Ensuring that transportation is available and dependable increases the likelihood that unduplicated students will attend and engage in school activities regularly.<br>Enhanced Motivation: Participation in extra and co-curricular activities can increase students' | Metrics for Evaluation: 2.1, 2.2, 2.7, 2.8, 3.4, 3.9, and 3.11 |

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| | | motivation to attend school and stay engaged in their education.<br>3. Equity and Inclusion:<br>Removing Barriers: By providing transportation, the district removes a significant barrier for low-income students who may not have other means of getting to activities, ensuring equitable access to opportunities.<br>Inclusive Environment: Facilitating participation in diverse activities fosters an inclusive school environment where all students, regardless of their background, can feel involved and valued.<br>4. Safety and Well-Being:<br>Safe Transportation: Regular replacement of passenger vans ensures that students are transported in safe, well-maintained vehicles, reducing the risk of accidents and injuries.<br>Peace of Mind: Knowing that transportation is safe and reliable can reduce anxiety for both students and their families, contributing to overall well-being.<br>5. Social and Emotional Development:<br>Building Relationships: Participation in extra and co-curricular activities provides opportunities for students to build relationships with peers and mentors, fostering a sense of belonging and community.<br>Skill Development: Activities such as team sports and group projects help students develop important social-emotional skills, including teamwork, leadership, and communication.<br>6. Academic Benefits:<br>Enhanced Learning: Many extra and co-curricular activities complement academic learning, helping students apply what they learn in the classroom to | |

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| | | real-world situations and enhancing their overall educational experience.<br>Improved Academic Performance: Research shows that students who participate in extra-curricular activities often have better academic outcomes, as these activities can improve time management, discipline, and study habits.<br>7. Support for Foster Youth:<br>Stability and Routine: Reliable transportation provides foster youth with the stability and routine needed to participate consistently in activities, which can be particularly important given their often, unstable living situations.<br>Positive Experiences: Engaging in structured, positive activities can provide foster youth with valuable experiences and a sense of normalcy.<br>8. Family and Community Engagement:<br>Parental Involvement: Ensuring transportation for activities can make it easier for parents to attend events and support their children, fostering stronger family engagement in education.<br>Community Building: Extra and co-curricular activities often involve community events, helping to build connections between the school and the wider community.<br>9. Future Readiness:<br>College and Career Skills: Participation in a variety of activities helps students develop a range of skills that are valuable for college and career readiness, such as leadership, critical thinking, and collaboration.<br>Resume Building: Engagement in extra-curricular activities can enhance students' resumes and college applications, providing them with more opportunities for future success. | |

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| **3.18** | **Action:**<br>Student Support Services and Community Outreach<br><br>**Need:**<br>Continued high rate of chronic absenteeism, as well as ongoing low CAASPP test results for our unduplicated students.<br><br>**Scope:**<br>LEA-wide | Maintaining a part-time Director of Student Attendance position to provide attendance oversight, outreach, and facilitation of truancy mitigation can significantly support unduplicated students (students who are English learners, low-income, or foster youth) in several key ways:<br>1. Improved Attendance Rates:<br>Targeted Interventions: The Director of Student Attendance can identify unduplicated students who have attendance issues and implement targeted interventions to address the root causes of absenteeism.<br>Personalized Support: Providing personalized support to students and their families can help address specific barriers to attendance, such as transportation issues, health problems, or family responsibilities.<br>2. Enhanced Academic Achievement:<br>Consistent Attendance: Regular attendance is closely linked to academic success. By ensuring that unduplicated students attend school consistently, the Director can help improve their academic performance and overall achievement.<br>Early Identification: Early identification and intervention for students at risk of chronic absenteeism can prevent academic decline and keep students on track for graduation.<br>3. Increased Family Engagement:<br>Outreach and Communication: The Director can engage in outreach efforts to communicate the importance of regular attendance to families and provide them with the resources and support they need to ensure their children attend school.<br>Building Relationships: By building strong relationships with families, the Director can foster a collaborative approach to improving attendance, | Metrics for Evaluation: 2.1, 2.2, 2.7, 2.8, 3.2, 3.4, 3.11 |

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| | | ensuring that families feel supported and understood.<br>4. Support for English Learners:<br>Language Support: The Director can work with English learners and their families to ensure that language barriers do not impede attendance. This might include providing information and resources in multiple languages and ensuring that communication is clear and effective.<br>Cultural Sensitivity: Understanding and addressing cultural factors that may affect attendance can help create a more inclusive environment for English learners and their families.<br>5. Support for Low-Income Students:<br>Resource Allocation: The Director can connect low-income students and their families with resources such as transportation assistance, school supplies, and access to free or reduced-price meals, reducing the economic barriers to regular attendance.<br>Addressing Basic Needs: Ensuring that students' basic needs are met can improve their ability to attend school regularly and focus on their studies.<br>6. Support for Foster Youth:<br>Stability and Continuity: Foster youth often face instability and frequent moves, which can disrupt their education. The Director can work to provide stability and continuity in their schooling, helping to mitigate the effects of these disruptions.<br>Liaison with Child Welfare: Acting as a liaison between the school and child welfare agencies, the Director can ensure that foster youth receive the support they need to attend school regularly.<br>7. Truancy Mitigation:<br>Preventive Measures: The Director can implement preventive measures to address truancy before it | |

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| | | becomes a chronic issue, such as attendance incentives, mentorship programs, and early intervention strategies.<br>Collaboration with Community Services: Working with community organizations and services can provide additional support and resources to students and families struggling with attendance, addressing broader issues such as housing instability or health care needs.<br>8. Data-Driven Decision Making:<br>Tracking and Analysis: The Director can track attendance data and analyze trends to identify patterns and target interventions more effectively. This data-driven approach ensures that resources are allocated where they are most needed.<br>Measuring Impact: Regular assessment of attendance initiatives allows for continuous improvement and adjustment of strategies to better support unduplicated students.<br>9. Holistic Student Support:<br>Addressing Underlying Issues: By focusing on attendance, the Director can uncover and address underlying issues that may be affecting a student's ability to attend school, such as mental health concerns, family dynamics, or bullying.<br>Creating a Positive School Culture: Promoting regular attendance contributes to a positive school culture where students feel valued, supported, and motivated to succeed. | |
| **3.19** | **Action:**<br>Student Support Services and Community Outreach<br><br>**Need:** | Maintaining a Director of Instructional Services position to coordinate independent study and Expanded Learning Opportunities programs, as well as bolster instructional strategies, parent engagement, and efforts to ensure the engagement of school community partnerships, | Metrics for Evaluation: 2.1, 2.2, 2.7, 2.8, 3.2, 3.4, 3.11 |

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| | Need for continued growth in student engagement, as well as ongoing low CAASPP test results for our unduplicated students.<br><br>**Scope:**<br>LEA-wide | supports unduplicated students (students who are English learners, low-income, or foster youth) in the following ways:<br>1. Enhanced Academic Support:<br>Independent Study Coordination: The Director ensures that independent study programs are effectively coordinated, providing flexible learning options for unduplicated students who may need alternative schedules or personalized learning plans.<br>Expanded Learning Opportunities: By overseeing expanded learning programs, the Director can offer additional academic support and enrichment activities outside of regular school hours, helping unduplicated students reinforce their learning and explore new interests.<br>2. Improved Instructional Strategies:<br>Professional Development: The Director can organize professional development for teachers, focusing on effective instructional strategies that address the diverse needs of unduplicated students, such as differentiated instruction and culturally responsive teaching.<br>Best Practices Implementation: Ensuring that teachers are equipped with the best practices for supporting unduplicated students can lead to more effective teaching and improved student outcomes.<br>3. Increased Parent Engagement:<br>Communication and Outreach: The Director can develop and implement strategies to engage parents, particularly those of unduplicated students, by providing resources, workshops, and regular communication to keep them informed and involved in their child’s education.<br>Building Trust: By fostering strong relationships | |

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| | | between the school and families, the Director helps build trust and encourages parental involvement, which is crucial for student success.<br>4. Support for English Learners:<br>• Language Support Programs: The Director can coordinate programs specifically designed to support English learners, ensuring they receive the necessary language instruction and resources to succeed academically.<br>• Integration of Language Acquisition Strategies: Ensuring that instructional strategies include language acquisition techniques helps English learners improve their proficiency while learning core content.<br>5. Support for Low-Income Students:<br>Access to Resources: The Director can facilitate access to educational resources and support services for low-income students, such as tutoring, technology, and academic enrichment programs, helping to level the playing field.<br>Addressing Barriers: By identifying and addressing barriers to learning, the Director ensures that low-income students have the support they need to succeed.<br>6. Support for Foster Youth:<br>Stability and Continuity: The Director can ensure that foster youth receive consistent academic support, even if they experience changes in their living situations, by coordinating with child welfare agencies and providing flexible learning options.<br>Targeted Interventions: Developing targeted interventions and support systems specifically for foster youth helps address their unique challenges and promote their academic and social-emotional | |

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| | | well-being.<br>7. Enhanced Community Partnerships:<br>Collaboration with Community Organizations: The Director can collaborate with community organizations to provide additional resources and support for unduplicated students, such as mentoring programs, mental health services, and extracurricular activities.<br>Engaging Local Businesses: Partnering with local businesses can create opportunities for internships, job shadowing, and career exploration, helping students connect their education to future career paths.<br>8. Holistic Student Support:<br>Comprehensive Programs: The Director ensures that independent study and expanded learning programs are comprehensive and address the academic, social, and emotional needs of unduplicated students.<br>Integrated Services: Coordinating various support services and programs creates a more integrated approach to student support, ensuring that unduplicated students receive well-rounded assistance.<br>9. Increased Student Engagement:<br>Engaging Curriculum: By bolstering instructional strategies and ensuring that programs are engaging and relevant, the Director helps increase student engagement and motivation to learn.<br>Expanded Opportunities: Offering a variety of learning opportunities, both within and outside the classroom, keeps students interested and invested in their education.<br>10. Data-Driven Decision Making:<br>Monitoring and Evaluation: The Director can use data to monitor the effectiveness of programs and | |

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| | | interventions, making adjustments as needed to ensure they meet the needs of unduplicated students.<br>Continuous Improvement: Regular assessment and feedback loops enable continuous improvement of instructional practices and support services. | |
| **3.20** | **Action:**<br>Community Outreach<br><br>**Need:**<br>Continued need for growth in student achievement and engagement, as indicated by CAASPP results, graduation rates, and attendance rates.<br><br>**Scope:**<br>LEA-wide | Providing technology resources and materials for engagement and outreach activities to support student, parent, and community engagement can significantly benefit unduplicated students (students who are English learners, low-income, or foster youth) in several important ways:<br>1. Enhanced Student Engagement:<br>Interactive Learning: Technology resources, such as tablets, laptops, and educational software, can make learning more interactive and engaging, helping unduplicated students stay motivated and interested in their studies.<br>Access to Digital Tools: Providing access to digital tools and online learning platforms ensures that unduplicated students can participate fully in modern, technology-enhanced education.<br>2. Improved Academic Performance:<br>Supplemental Resources: Technology can offer supplemental educational resources, such as tutorials, interactive simulations, and practice exercises, which can help unduplicated students reinforce and extend their learning.<br>Personalized Learning: Technology enables personalized learning experiences, allowing students to work at their own pace and receive tailored instruction based on their individual needs and progress.<br>3. Support for English Learners: | Metrics for Evaluation: 2.1, 2.2, 2.7, 2.8, 2.9, 2.10, 2.11, 3.2, 3.4, and 3.11 |

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| | | Language Learning Tools: Technology can provide language learning apps and programs that help English learners improve their proficiency in English, including vocabulary, grammar, and pronunciation.<br>Bilingual Resources: Access to bilingual resources and translation tools can support English learners in understanding and completing their assignments.<br>4. Increased Parent Engagement:<br>Communication Platforms: Technology can facilitate better communication between schools and parents through platforms such as email, school portals, and messaging apps, ensuring that parents stay informed and involved in their child's education.<br>Virtual Meetings and Workshops: Offering virtual meetings, workshops, and webinars can help engage parents who may have difficulty attending in-person events due to work schedules or transportation issues.<br>5. Support for Low-Income Students:<br>Access to Devices: Providing devices such as laptops or tablets to low-income students ensures they have the necessary tools to participate in digital learning and complete assignments at home.<br>Internet Access: Ensuring that low-income students have access to reliable internet connectivity is crucial for their ability to engage in online learning and access educational resources.<br>6. Support for Foster Youth:<br>Stability and Continuity: Technology can provide foster youth with consistent access to educational resources, even if they experience changes in | |

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| | | their living situations, helping to maintain stability in their education.<br>Virtual Support Services: Online platforms can offer foster youth access to virtual counseling, mentoring, and support groups, providing additional emotional and social support.<br>7. Community Engagement:<br>Building Connections: Technology can facilitate community engagement by connecting students and their families with local organizations, services, and resources that can provide additional support and enrichment.<br>Collaborative Projects: Community-based digital projects and initiatives can encourage collaboration between students, families, and community members, fostering a sense of belonging and shared purpose.<br>8. Holistic Support:<br>Comprehensive Resources: Providing technology resources ensures that unduplicated students have access to a comprehensive array of educational tools, information, and support services, addressing their academic, social, and emotional needs.<br>Inclusive Environment: Technology can help create an inclusive educational environment where all students, regardless of their background or circumstances, have the opportunity to succeed.<br>9. Parent and Community Education:<br>Digital Literacy: Offering digital literacy training and resources for parents and community members can help them better support their children's education and navigate online platforms and resources.<br>Resource Sharing: Technology can facilitate the sharing of educational resources, information, and | |

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| | | best practices among parents, educators, and community members.<br>10. Monitoring and Feedback:<br>Data Collection: Technology allows for the collection and analysis of data on student engagement and performance, enabling educators to identify areas of need and adjust instruction and support accordingly.<br>Continuous Improvement: Regular feedback from students, parents, and community members can help improve the effectiveness of engagement and outreach activities, ensuring they meet the needs of unduplicated students. | |
| **3.21** | **Action:**<br>Building Positive School Culture: Implementing PBIS to Foster Inclusive Learning Environments<br><br>**Need:**<br>Need to reduce suspension rates for unduplicated students, of which EL and SWD are identified as a "red" category on the CA School Dashboard, as well as decreasing chronic absenteeism and improving attendance rates.<br><br>**Scope:**<br>LEA-wide | Developing a training and capacity cycle for Positive Behavioral Interventions and Supports (PBIS) followed by the development and implementation of a PBIS Framework can significantly support unduplicated students (students who are English learners, low-income, or foster youth) in several impactful ways:<br>1. Positive School Climate:<br>Inclusive Environment: PBIS promotes a positive and inclusive school climate by establishing clear expectations for behavior, which helps create a welcoming and supportive environment for all students, including those who are unduplicated.<br>Consistency and Predictability: A consistent PBIS framework ensures that all students know what is expected of them, reducing anxiety and creating a stable learning environment, particularly beneficial for foster youth and students experiencing instability at home.<br>2. Behavioral Support:<br>Proactive Interventions: PBIS focuses on proactive strategies to prevent behavioral issues before they | Metrics for evaluation: 3.4, 3.8, 3.9, and 3.11 |

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| | | escalate, which can help reduce the need for disciplinary actions that disproportionately affect unduplicated students.<br>Tiered Support: The PBIS framework includes multiple tiers of support to address the varying needs of students, ensuring that unduplicated students receive appropriate and targeted interventions based on their specific behavioral needs.<br>3. Reduction in Suspension Rates:<br>Decreased Suspensions: By addressing behavioral issues proactively and providing targeted support, PBIS helps reduce the suspension rates among unduplicated students, keeping them in school and engaged in learning.<br>Restorative Practices: PBIS often incorporates restorative practices that focus on repairing harm and restoring relationships, which can be more effective than punitive measures in addressing behavioral issues and keeping students in school.<br>4. Social-Emotional Learning (SEL):<br>Skill Development: PBIS frameworks often include SEL components that teach students important social and emotional skills, such as self-regulation, empathy, and conflict resolution, which are crucial for their overall development.<br>Emotional Support: By promoting positive behavior and providing a supportive environment, PBIS helps unduplicated students feel emotionally safe and supported at school.<br>5. Academic Benefits:<br>Improved Engagement: A positive and supportive school climate increases student engagement and motivation, which can lead to better academic outcomes for unduplicated students. | |

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| | | Focus on Learning: Reducing behavioral disruptions through PBIS allows for more instructional time and a greater focus on learning, benefiting all students.<br>6. Cultural Responsiveness:<br>Culturally Relevant Practices: PBIS training can include culturally responsive practices that recognize and respect the diverse backgrounds of unduplicated students, helping to create a more inclusive and respectful school environment.<br>Equity Focus: Implementing PBIS with an equity focus ensures that the unique needs and challenges of unduplicated students are addressed, promoting fairness and reducing disparities in discipline.<br>7. Family and Community Engagement:<br>Parent Involvement: PBIS frameworks often involve engaging families in the process, which can help build stronger relationships between the school and the families of unduplicated students, fostering better communication and collaboration.<br>Community Support: Involving community partners in PBIS initiatives can provide additional resources and support for unduplicated students and their families.<br>8. Professional Development:<br>Teacher Training: Developing a training and capacity cycle for PBIS ensures that teachers and staff are well-equipped to implement positive behavior strategies effectively, benefiting unduplicated students by creating a more supportive learning environment.<br>Ongoing Support: Continuous professional development ensures that staff remain informed about best practices and can adapt to the evolving needs of 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 |
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| | | 9. Data-Driven Decision Making:<br>Monitoring and Evaluation: PBIS involves regular monitoring and evaluation of behavior data, allowing schools to identify trends, track progress, and adjust interventions as needed to better support unduplicated students.<br>Targeted Interventions: Using data to inform decision-making ensures that interventions are targeted and effective, addressing the specific needs of unduplicated students. | |
| **3.22** | **Action:**<br>Building Positive and Inclusive School Culture: Equity, Bias, and Cultural Responsive Practices<br><br>**Need:**<br>Ongoing need to increase inclusion and equity, as evidence by low CAASPP results, suspension rates, and attendance; especially targeting WHS.<br><br>**Scope:**<br>LEA-wide | Providing professional development in the development of positive and inclusive school cultures, with a focus on understanding bias to increase self-awareness and cultural competency, supports unduplicated students (students who are English learners, low-income, or foster youth) in several impactful ways:<br>1. Enhanced Cultural Competency:<br>Respect and Inclusion: Professional development that increases cultural competency helps educators understand and respect the diverse cultural backgrounds of unduplicated students, creating a more inclusive and welcoming school environment.<br>Culturally Relevant Teaching: Teachers learn to incorporate culturally relevant teaching practices that reflect the experiences and identities of unduplicated students, making learning more relatable and engaging.<br>2. Increased Self-Awareness Among Educators:<br>Bias Recognition: Training helps educators recognize and address their own biases, reducing the impact of unconscious prejudice on their interactions with students. | Metrics for evaluation: 2.1, 2.2, 2.7, 2.8, 3.4, 3.8, 3.9, and 3.11 |

| 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 |
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| | | Reflective Practices: Encouraging self-awareness and reflective practices enables teachers to consider how their actions and attitudes affect unduplicated students, leading to more equitable and supportive classroom environments.<br>3. Positive School Climate:<br>Inclusive Environment: Building a positive and inclusive school culture fosters a sense of belonging and safety for unduplicated students, which is essential for their academic and social-emotional well-being.<br>Reduction in Discrimination: Professional development in understanding bias can help reduce incidents of discrimination and microaggressions, creating a more respectful and supportive school community.<br>4. Improved Student-Teacher Relationships:<br>Trust and Rapport: Culturally competent teachers are better able to build trust and rapport with unduplicated students, improving student-teacher relationships and enhancing students' sense of security and support.<br>Empathy and Understanding: Training in cultural competency promotes empathy and understanding, enabling teachers to connect with unduplicated students on a deeper level and respond more effectively to their needs.<br>5. Academic Success:<br>Engagement and Motivation: When students feel understood and respected, they are more likely to be engaged and motivated in their learning. Culturally responsive teaching practices can increase academic motivation and achievement among unduplicated students.<br>Higher Expectations: Professional development helps educators maintain high expectations for all | |

| 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 |
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| | | students, including unduplicated students, challenging them to reach their full potential.<br>6. Social-Emotional Support:<br>Holistic Development: Understanding and addressing the cultural and emotional needs of unduplicated students supports their holistic development, including their social and emotional growth.<br>Safe Spaces: Creating a culturally competent and inclusive environment provides unduplicated students with safe spaces where they can express themselves and seek support.<br>7. Reduction in Disciplinary Disparities:<br>Equitable Discipline: Training in bias awareness and cultural competency can lead to more equitable disciplinary practices, reducing the disproportionate impact of disciplinary actions on unduplicated students.<br>Restorative Practices: Educators trained in cultural competency are more likely to implement restorative practices that focus on repairing harm and restoring relationships rather than punitive measures.<br>8. Parental and Community Engagement:<br>Building Trust: Professional development that includes cultural competency helps schools build stronger relationships with the families and communities of unduplicated students, fostering greater trust and collaboration.<br>Effective Communication: Training helps educators communicate more effectively with parents from diverse cultural backgrounds, ensuring that they are involved and informed about their children's education.<br>9. Long-Term Impact: | |

| 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 |
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| | | Equity and Inclusion: Professional development in understanding bias and cultural competency contributes to long-term systemic changes that promote equity and inclusion within the school community.<br>Sustainable Practice: Ongoing training ensures that culturally competent practices become embedded in the school culture, providing sustained support for unduplicated students over time. | |
| **3.23** | **Action:**<br>Improving Student Attendance<br><br>**Need:**<br>Continued low rates of student achievement, as evidenced by the CAASPP results, as well as student attendance rates, high chronic absenteeism; while establish a more positive influence with educational partners, to improve student attendance.<br><br>**Scope:**<br>LEA-wide | Identifying and implementing an efficient and unified system of support for student attendance (such as SchoolStatus) with aligned professional development can significantly support unduplicated students (students who are English learners, low-income, or foster youth) in the following ways:<br>1. Early Identification of At-Promise Students:<br>Timely Intervention: A unified system like SchoolStatus helps quickly identify students who are at risk of chronic absenteeism, allowing for timely and targeted interventions.<br>Data-Driven Insights: By using real-time data, schools can monitor attendance patterns and identify unduplicated students who need additional support.<br>2. Support for Instructional Staff:<br>Professional Development: Training teachers and staff on how to use the system ensures they are equipped to track attendance effectively, interpret data, and implement appropriate interventions.<br>Consistent Practices: A unified system promotes consistency in how attendance is tracked and addressed across the school, making it easier for staff to follow and apply best practices. | Metrics for effectiveness: 2.1, 2.2, 2.7, 2.8, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, and 3.11 |

| 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 |
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| | | 3. Enhanced Family Engagement:<br>Effective Communication: The system can facilitate direct and regular communication with families, keeping them informed about their child's attendance and involving them in the process of improving it.<br>Building Partnerships: Engaging families as partners helps build trust and collaboration, which is essential for addressing attendance issues and supporting students effectively.<br>4. Improved Attendance Rates:<br>Targeted Support: Identifying at-promise students early allows for targeted support, such as counseling, mentoring, or resources to address barriers to attendance, leading to improved attendance rates.<br>Incentives and Recognition: The system can help track and implement attendance incentives and recognition programs, motivating students to attend school regularly.<br>5. Holistic Student Support:<br>Integrated Services: A unified system can integrate with other student support services, ensuring that unduplicated students receive comprehensive and coordinated care, addressing both academic and non-academic needs.<br>Resource Allocation: Identifying attendance patterns can help schools allocate resources more effectively, directing support where it is most needed.<br>6. Reduction in Chronic Absenteeism:<br>Addressing Root Causes: The system can help identify the underlying causes of absenteeism, such as health issues, family problems, or transportation difficulties, allowing for more effective solutions. | |

| 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 |
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| | | Continuous Monitoring: Ongoing monitoring of attendance data ensures that interventions are having the desired effect and allows for adjustments as needed.<br>7. Academic Benefits:<br>Consistent Learning: Improved attendance leads to more consistent classroom learning, which is crucial for the academic success of unduplicated students.<br>Higher Achievement: Regular attendance is closely linked to better academic performance, as students who attend school consistently are more likely to keep up with their studies and perform well on assessments.<br>8. Social-Emotional Support:<br>Building Relationships: Regular attendance helps students build stronger relationships with peers and teachers, which is essential for their social and emotional development.<br>Sense of Belonging: Being present at school regularly helps unduplicated students feel more connected to the school community, enhancing their sense of belonging and engagement.<br>9. Parental Empowerment:<br>Access to Information: Providing parents with access to attendance data empowers them to take an active role in addressing attendance issues and supporting their child's education.<br>Collaborative Problem-Solving: Engaging parents in the attendance improvement process fosters a collaborative approach to problem-solving, which can lead to more effective and sustainable solutions.<br>10. Long-Term Success:<br>Lifelong Habits: Encouraging regular attendance helps students develop positive habits that are | |

| 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 |
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| | | essential for their long-term educational and career success.<br>Breaking the Cycle: Addressing attendance issues early can help break the cycle of absenteeism, setting unduplicated students on a path to higher educational attainment and better life outcomes. | |
| **3.24** | **Action:**<br>Student Support Services-Additional Supervision<br><br>**Need:**<br>To address rates of students discipline, involving suspension, expulsion, student sense of safety and attendance rate.<br><br>**Scope:**<br>Schoolwide | Providing an additional three Yard Duty Supervisors to Willows Intermediate School (WIS) to accommodate increased enrollment and enhance student safety supports unduplicated students (students who are English learners, low-income, or foster youth) in several important ways:<br>1. Enhanced Student Safety:<br>Increased Supervision: More Yard Duty Supervisors ensure that all areas of the school, such as playgrounds, lunch areas, and hallways, are adequately monitored, reducing the risk of accidents, bullying, and other safety concerns.<br>Prompt Response to Incidents: With additional supervisors, any issues or incidents can be addressed more quickly and effectively, ensuring a safer environment for all students.<br>2. Positive School Climate:<br>Supportive Environment: Additional supervisors help create a more supportive and orderly environment where students feel safe and respected, which is particularly beneficial for unduplicated students who may face challenges outside of school.<br>Proactive Behavior Management: Supervisors can implement and reinforce positive behavior strategies, contributing to a positive school climate that promotes respect and cooperation.<br>3. Improved Student Engagement: | Metrics for Evaluation: 3.8, 3.9, 3.10, 3.11 |

| 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 |
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| | | Safe Spaces for Interaction: Enhanced supervision provides unduplicated students with safe spaces to interact with their peers during recess and lunch, fostering social connections and a sense of belonging.<br>Encouragement of Positive Activities: Supervisors can organize and encourage positive activities during recess and breaks, keeping students engaged and reducing the likelihood of negative behaviors.<br>4. Support for English Learners:<br>Language Support: Supervisors who are trained to work with English learners can provide additional language support during non-instructional times, helping these students practice their English in a more relaxed setting.<br>Cultural Sensitivity: Culturally sensitive supervisors can better understand and address the needs of English learners, making them feel more included and supported.<br>5. Support for Low-Income Students:<br>Resource Access: Supervisors can help ensure that low-income students have access to necessary resources, such as lunch programs, and can identify students who may need additional support.<br>Monitoring Well-Being: Increased supervision allows for better monitoring of students' well-being, ensuring that any signs of distress or need for assistance are promptly addressed.<br>6. Support for Foster Youth:<br>Stable Relationships: Foster youth often benefit from stable and consistent relationships with adults. Additional supervisors can provide more opportunities for foster youth to build positive relationships with caring adults in the school. | |

| 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 |
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| | | Attention to Individual Needs: Supervisors can pay closer attention to the unique needs of foster youth, providing the support and stability they may lack in other areas of their lives.<br>7. Reduction in Behavioral Issues:<br>Proactive Monitoring: With more supervisors, potential behavioral issues can be identified and addressed before they escalate, reducing the need for disciplinary actions and creating a more positive environment.<br>Restorative Practices: Supervisors trained in restorative practices can help mediate conflicts and facilitate resolutions, promoting a culture of understanding and cooperation.<br>8. Parental Peace of Mind:<br>Increased Trust: Knowing that there are additional supervisors to ensure their children's safety can provide parents with peace of mind, particularly for parents of unduplicated students who may have additional concerns about their children's well-being.<br>Improved Communication: Supervisors can serve as a bridge between the school and families, providing updates on students' behavior and well-being during non-instructional times.<br>9. Holistic Student Support:<br>Comprehensive Care: Additional supervisors contribute to a holistic approach to student support, addressing not just academic needs but also social, emotional, and physical well-being.<br>Positive Role Models: Supervisors can serve as positive role models, demonstrating respectful and responsible behavior for students to emulate. | |
| **3.25** | **Action:** | Educational partner input and student performance data highlight the value of experiential learning in | Metrics for effectiveness: 2.1, 2.2, 3.4, 3.6, and 3.11 |

| 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 |
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| | Support 5th Grade Environmental Science Outdoor Learning Experience<br><br>**Need:**<br>Local and statewide science achievement data reflect a significant need to expand experiential, engaging science instruction—especially for unduplicated students. For the 5th grade, only 20.41% of 5th-grade students met or exceeded standards on the 2024 California Science Test (CAST).<br><br>The gaps are even more pronounced among student groups most impacted by educational inequities:<br>• Socioeconomically Disadvantaged (SED) Students: Only 19.51% met or exceeded standards<br>• English Learners (ELs): 0% met or exceeded standards<br><br>These results align with broader 5th grade trends in core subjects. In 2023–24 CAASPP data, only 4.76% of ELs and 18.51% of SED students met or exceeded ELA standards; in Math, just 9.52% of ELs and 19.76% of SED students did so. For students with disabilities at MES, 0% demonstrated proficiency in ELA and 2.78% demonstrated proficiency in Math.<br><br>Chronic absenteeism, which affects students' ability to fully access instructional time and enrichment experiences, remains a major barrier to achievement. For 2023-24, 18.2% of Murdock Elementary students were chronically absent, with subgroup rates of 69.2% for | supporting science proficiency and student engagement. Fifth-grade students often begin foundational Earth and life science concepts at a critical stage for academic development and long-term interest in STEM. This immersive experience strengthens academic achievement while promoting environmental stewardship and social-emotional growth through teamwork and exploration.<br><br>This action is aligned with WUSD efforts to support:<br>• (Student Achievement),<br>• (Equity for Unduplicated Pupils), and<br>• (Student Engagement)<br><br>It addresses both the academic proficiency gaps revealed in CAST and CAASPP results, and the student engagement challenges reflected in absenteeism data. By providing an inclusive and enriching science experience, this initiative helps ensure that all students—especially unduplicated pupils—access the benefits of experiential learning essential to long-term academic success. | |

| 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 |
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| | homeless students, 36.4% for foster youth, and 20.5 for socioeconomically disadvantaged students, 17.6% of EL students, and 17.4% for students with disabilities.<br><br>**Scope:**<br>Schoolwide | | |
| **3.26** | **Action:**<br>Expand Social-Emotional Learning (SEL) Services through Community Schools Grant<br><br>**Need:**<br>Current district academic metrics reveal a need for enhanced social-emotional learning (SEL) and whole-child supports, particularly for unduplicated students who are underperforming in core academic areas. The integration of SEL services is essential not only for student well-being but also for creating the conditions necessary for academic growth.<br><br>In 2023–24, only 4% of English Learners (ELs), 20.17% of socioeconomically disadvantaged (SED) students, and 0% of students identified as homeless, demonstrated in English Language Arts. Math proficiency was similarly low, with 6% of ELs, 15.04% of SED students, and 0% of students identified as homeless meeting or exceeding standards. Among students with disabilities, 0% met or exceeded standards in either ELA or Math. | Analysis of California School Dashboard data and local surveys reveals increased student need for SEL supports and stronger family-school partnerships, especially among low-income, English learner, and foster youth populations. Educational partners—including school site councils and parent advisory groups—identified family engagement and mental wellness as critical for improving student attendance, connectedness, and academic success. By embedding Family-School and Community Engagement Coordinators and Wellness Coaches into school communities and expanding community partnerships, this action will directly address those needs.<br><br>These identified academic gaps underscore the importance of addressing non-academic barriers to learning, such as trauma, mental health needs, and limited family-school connection. Research consistently shows that SEL initiatives—when implemented comprehensively and equitably—can significantly improve both student behavior and academic outcomes, especially for students facing systemic disadvantages. | Metrics for effectiveness: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.11, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, and 3.11 |

| 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 |
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| | Moreover, through survey data provided by 2024 CHKS and the Community School Grant Planning Team, 53% of 7th graders, 60% of 9th graders, and 48% of 11th graders report that they perceive school to be safe; while Focus Group feedback revealed themes of negative social experiences at school (i.e., feelings of isolation, bullying, and stressors from home and school) were negatively impacting students at school.<br><br>**Scope:**<br>Schoolwide | To meet this need, the LEA will use Community Schools Grant funds to develop and maintain:<br>• Two Family-School and Community Engagement Coordinators to strengthen school-home relationships and increase family access to support services<br>• Two Wellness Coaches to provide direct SEL support, wellness programming, and early mental health interventions<br>• Community partnerships to expand access to whole-child services such as counseling, mentoring, and wraparound supports<br><br>This action will be implemented at all district sites to ensure that SEL and wellness support is equitable and inclusive of all students, while prioritizing services for unduplicated pupils.<br><br>By embedding SEL into the daily fabric of school life and connecting families with culturally responsive resources, the district will create conditions that support increased engagement, better classroom behavior, and ultimately improved academic performance. This action supports WUSD efforts towards:<br>• (Academic Achievement through Inclusive Systems)<br>• (Equity for Unduplicated Students) by addressing root causes that impact learning, and<br>• (Student Engagement) | |

### *Limited Actions*

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

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
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| **1.14** | **Action:**<br>Professional Development<br><br>**Need:**<br>We have no formal EL curriculum to support language development, relying upon the innovation of our teachers to develop and implement their own model.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | We realize that a formal curriculum will provide essential tools and resources that student need (as evidenced in ELPI rate). Moreover, this curriculum will broaden the support for our EL students in the core content. | Metrics: 1.5, 1.6, 2.3, 2.4, and 2.5 |
| **2.1** | **Action:**<br>ELD Students<br><br>**Need:**<br>WUSD EL students and newcomers struggle with language acquisition, as indicated by ELPI rates. To support their development, as well as academic content knowledge; through the incorporation of Rosetta Stone, WUSD provides an immersive language learning experience that helps newcomers develop their English language skills more rapidly. This program is particularly effective for students who are new to the English language, as it offers interactive lessons that cover listening, speaking, reading, and writing. In addition, tools like Flocabulary use engaging videos and music to teach vocabulary and language | To increase language acquisition and the developmental support for content areas, Rosetta Stone and other supplemental programs provide:<br><br>1. Targeted Support for ELD Teachers: Providing ELD teachers with supplemental materials equips them with additional tools to support their students effectively. These resources can be tailored to address specific language challenges faced by EL students, ensuring a more personalized and effective teaching approach.<br>2. Accelerated Language Acquisition: Programs like Rosetta Stone offer interactive and adaptive learning experiences that cater to the individual needs of each student. This personalized approach helps accelerate language acquisition, enabling EL students to achieve proficiency more quickly and integrate better into mainstream classrooms. | Metrics used for effectiveness: 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.8, and 2.11 |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
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| | concepts, making learning more accessible and enjoyable for EL students.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | 3. Improved Academic Performance: As EL students improve their English proficiency, they are better able to understand and participate in their regular academic classes. This leads to improved performance across all subjects, not just language arts. Moreover, enhanced language skills boost students' confidence, encouraging greater participation in class discussions, group activities, and other school-related functions, which contributes to overall academic success.<br>4. Inclusivity and Equity: By providing these resources, WUSD ensures that EL students have equal access to high-quality education and the tools they need to succeed, promoting an inclusive learning environment. Ensuring that all students, regardless of their background or language proficiency, have the support they need to achieve their full potential. | |
| **2.10** | **Action:**<br>Strategic Support for At Risk Students - ELA and Math<br><br>**Need:**<br>With the following district-wide Chronic Absenteeism rates identified for 2022/23—English Learners at 22.2%, Foster Youth at 23.5%, Homeless Youth at 50%, Students with Disabilities (SWD) at 35.8%, and Socioeconomically Disadvantaged (SED) students at 26.4%—chronic absenteeism is clearly tied to stagnation or declines in academic achievement among these groups. Increasing instructional time is vital to boosting academic growth across the district, while also enhancing unduplicated students' academic | A transitional pre-school camp supports unduplicated students by providing early academic preparation, helping them adjust to the school environment, and fostering social connections. This head start allows students to refresh their skills, build confidence, and form early relationships, leading to a smoother transition into the school year and improved academic outcomes. | Metrics used for effectiveness: 2.1 through 2.11, in addition to 3.4, 3.7, 3.9, and 3.11. |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
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| | preparation and social engagement within the school community.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | | |
| **2.32** | **Action:**<br>Ongoing Professional Development for Vista ELD Program Implementation<br><br>**Need:**<br>Districtwide student performance data clearly indicates a need for targeted, sustained professional development to improve English Learner (EL) outcomes. Despite adopting the Vista English Language Development (ELD) program, recent assessment results demonstrate that many EL students are not yet making sufficient academic or linguistic progress.<br><br>On the 2023–24 CAASPP, only 5.2% of EL students in grades 3–8 met or exceeded standards in English Language Arts, and just 5.2% met standards in Math. These numbers are far below the district's 2026–27 targets of 25% in both subjects. Additionally, Summative ELPAC data shows that while 20.08% of ELs scored at the "Well Developed" level in 2023–24, an equal 20.08% remain at the "Beginning to Develop" level. This indicates a significant gap in linguistic readiness, which limits students' access to academic content.<br><br>Progress on the English Language Progress Indicator (ELPI) also shows only 49.8% of ELs | The successful implementation of any new curriculum requires sustained professional learning to ensure fidelity, adaptation to student needs, and consistent practice across classrooms. Input from teachers and instructional leaders highlights the need for additional training to deepen understanding and enhance alignment of Vista ELD strategies with daily practice. This is especially critical to support English learners in making language development gains and accessing core academic content.<br>The recently adopted Vista ELD program provides a structured and standards-aligned platform for ELD instruction. However, effective implementation requires more than curriculum distribution—it demands ongoing professional development to ensure that educators can consistently apply research-based instructional routines, adapt lessons to students' language levels, and build cultural responsiveness into daily instruction.<br><br>This action will provide structured PD sessions, coaching cycles, PLC collaboration, and lesson modeling opportunities. These supports will build teacher capacity to deliver high-impact instruction, close linguistic gaps, and ensure ELs develop the academic English skills required to succeed across content areas. | Metrics for effectiveness: 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.8, and 2.12. |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
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| | making adequate progress—short of the 55% target. These trends point to the need not only for improved instructional strategies but also for coherent, sitewide implementation of designated and integrated ELD practices.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | By investing in the continued professional development of Vista ELD implementation, WUSD will improve instructional fidelity, accelerate English proficiency, and ultimately improve long-term academic outcomes for EL students—aligning directly with the district's LCAP goals for implementation of standards, student achievement, and equity. | |
| **2.33** | **Action:**<br>Multilingual Learner Shadowing Program (MES, WIS, WHS)<br><br>**Need:**<br>District metrics highlight an urgent need to better understand and support the academic, linguistic, and socio-emotional needs of English Learners (ELs) across all grade spans. While the district has invested in ELD curriculum and instructional supports, recent data underscores ongoing inequities in EL outcomes.<br><br>In ELA, only 5.2% of EL students in grades 3–8 met or exceeded standards on the 2023–24 CAASPP, with Math performance equally low at 5.2%. At the secondary level, the data is either missing or reflective of continued underperformance, suggesting limited academic access and instructional alignment for EL students.<br><br>Additionally, EL progress toward language proficiency remains below the district's desired benchmarks. While 49.8% of EL students | LEA Dashboard data and local feedback from English Learner Advisory Committees (ELACs) indicate that while ELL students are present in classrooms, their engagement and access to content are uneven across sites. Educational partners requested deeper insight into students' lived experiences to ensure instructional strategies are responsive. This shadowing approach supports data-driven improvement in academic supports, language access, and social-emotional integration for ELL students.<br><br>To address these gaps, the LEA proposes the implementation of a Multilingual Learner Shadowing Program at MES, WIS, and WHS. This program will train staff to conduct structured, qualitative observations of English learners' daily academic and social experiences. The shadowing approach will document how EL students interact with content, peers, and instructional supports throughout their school day. These insights will inform professional development plans and strengthen the district's capacity to deliver culturally responsive, linguistically appropriate instruction. | Metrics for effectiveness: 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.8, and 2.12. |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
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| | demonstrated progress on the English Language Progress Indicator (ELPI), only 20.08% achieved "Well Developed" status on the 2023/24 Summative ELPAC, and 20.08% remain at the “Beginning to Develop” level. These numbers indicate that many EL students are not making sufficient linguistic gains to access grade-level content effectively.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | By understanding the lived experiences of multilingual learners and using that data to guide instructional improvement, WUSD aims to increase engagement, improve academic access, and accelerate both language development and content mastery. This action directly supports the district’s LCAP goals related to state standards, student achievement, and school climate—and fulfills a critical equity obligation to ensure EL students are seen, heard, and served effectively. | |

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.

Additional Concentration Grant funding will continue to be used towards the cost of ELA and Math Intervention teachers and additional instructional aides added over the past three years to support the intervention activities and reading initiatives in grades K-3 at Murdock Elementary.

| **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 - there are no district schools with a student concentration of 55 percent or less | 1 - 20 in TK and 1 - 24 in Grades K - 3 |

| **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 certificated staff providing direct services to students | N/A - there are no district schools with a student concentration of 55 percent or less | 1 - 12 in TK, 1 - 24 in K-3, 1 - 28 in 4 - 12 |

# 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 | 15175674 | 4438592 | 29.248% | 0.000% | 29.248% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $4,509,205.00 | $1,760,256.00 | $45,000.00 | $639,277.00 | $6,953,738.00 | $5,775,306.00 | $1,178,432.00 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Ongoing collective development in curricular alignment and vertical articulation, supported by first-best instructional pedagogy. | All | No | | | All Schools | | $0.00 | $2,500.00 | $2,500.00 | | | | $2,500.00 | |
| 1 | 1.2 | First and Second Year Teachers in CA Induction Program | All | No | | | All Schools | | $0.00 | $32,400.00 | | | | $32,400.00 | $32,400.00 | |
| 1 | 1.3 | Coaching for First-Best Instructional Practices and Literacy | English Learners<br>Foster Youth<br>Low Income | Yes | School wide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Murdock Elementary and Willows Intermediate<br>TK-6 | | $113,501.00 | $0.00 | $113,501.00 | | | | $113,501.00 | 100 |
| 1 | 1.4 | Fostering of Learning-Focused Grading Policies | All | No | | | All Schools | | $0.00 | $5,000.00 | $5,000.00 | | | | $5,000.00 | |
| 1 | 1.5 | Strengthen the District Formative Assessment Model | All | No | | | All Schools | | $0.00 | $10,023.00 | | $10,023.00 | | | $10,023.00 | |
| 1 | 1.6 | Develop Strategies to Improve Access to Technology and Project Based Learning (PBL) | All | No | | | All Schools | | $0.00 | $15,000.00 | $15,000.00 | | | | $15,000.00 | |
| 1 | 1.7 | Adopted Instructional Materials | All | No | | | All Schools | | $0.00 | $222,628.00 | | $222,628.00 | | | $222,628.00 | |
| 1 | 1.8 | Safety Committee Team | All | No | | | All Schools | | $0.00 | $45,000.00 | | | $45,000.00 | | $45,000.00 | |
| 1 | 1.9 | Nutrition | All | No | | | All Schools | | $0.00 | $150,000.00 | $150,000.00 | | | | $150,000.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.10 | Professional Development for Student Information System | All | No | | | All Schools | | $0.00 | $10,000.00 | $10,000.00 | | | | $10,000.00 | |
| 1 | 1.11 | Student Services | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | | $224,135.00 | $0.00 | $110,626.00 | | | $113,509.00 | $224,135.00 | 100 |
| 1 | 1.12 | GCOE TREE Services | All | No | | | All Schools | | $0.00 | $3,600.00 | $3,600.00 | | | | $3,600.00 | |
| 1 | 1.13 | Professional Development | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | | $0.00 | $72,475.00 | $2,475.00 | $70,000.00 | | | $72,475.00 | 100 |
| 1 | 1.14 | Professional Development | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | | $0.00 | $5,000.00 | $5,000.00 | | | | $5,000.00 | 100 |
| 1 | 1.15 | Student Services for Technical Skill/CTE Development | All | No | | | All Schools<br>Specific Schools: Willows Intermediate School | | $36,163.00 | $0.00 | | $36,163.00 | | | $36,163.00 | |
| 1 | 1.16 | Inspiring Writers: Strategies for Enhancing ELA Writing Instruction | | Yes | LEA-wide | | All Schools | | $0.00 | $10,000.00 | $10,000.00 | | | | $10,000.00 | 100 |
| 1 | 1.17 | Mastering Math: Effective Strategies for Strengthening Concepts and Procedures | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | | | $0.00 | $10,000.00 | $10,000.00 | | | | $10,000.00 | 100 |
| 1 | 1.18 | Empowering English Learners: Enhancing Problem-Solving Proficiency in Mathematics | All | No | | | All Schools | | $0.00 | $20,000.00 | | $20,000.00 | | | $20,000.00 | |
| 1 | 1.19 | Ongoing Professional Development and Coaching for Professional Learning Communities (PLCs) | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | | | $0.00 | $30,000.00 | | $30,000.00 | | | $30,000.00 | |
| 2 | 2.1 | ELD Students | English Learners | Yes | Limited to Unduplicated | English Learners | All Schools | | $0.00 | $1,800.00 | $1,800.00 | | | | $1,800.00 | 100 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Student Group(s) | | | | | | | | | | | |
| **2** | **2.2** | Strategic Support for At Risk Students - ELA and Math | All | No | | | All Schools | | $0.00 | $5,000.00 | $5,000.00 | | | | $5,000.00 | |
| **2** | **2.3** | Training for all Test Site Administrators | All | No | | | All Schools | | $0.00 | $1,000.00 | $1,000.00 | | | | $1,000.00 | |
| **2** | **2.4** | Strategic Support for At-Promise Students - ELA and Math | All | No | | | All Schools | | $0.00 | $0.00 | $0.00 | | | | $0.00 | |
| **2** | **2.5** | Strategic Support for At-Promise Students - ELA and Math | English Learners<br>Foster Youth<br>Low Income | Yes | School wide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Murdock Elementary | | $2,920,347.00 | $0.00 | $2,703,173.00 | $217,174.00 | | | $2,920,347.00 | |
| **2** | **2.6** | Strategic Support for At-Promise Students - ELA and Math | All | No | | | All Schools | | $0.00 | $0.00 | $0.00 | | | | $0.00 | |
| **2** | **2.7** | Strategic Support for At Risk Students - ELA and Math | All | No | | | All Schools | | $0.00 | $0.00 | $0.00 | | | | $0.00 | |
| **2** | **2.8** | Willows High School Schedule | All | No | | | Specific Schools: Willows High School<br>9-12 | | $0.00 | $0.00 | $0.00 | | | | $0.00 | |
| **2** | **2.9** | Strategic Support for At Risk Students - ELA and Math | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | | $12,060.00 | $5,202.00 | $17,262.00 | | | | $17,262.00 | 100 |
| **2** | **2.10** | Strategic Support for At Risk Students - ELA and Math | English Learners<br>Foster Youth<br>Low Income | Yes | Limited to Unduplicated Student Group(s) | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Willows Intermediate<br>5-8 | | $0.00 | $7,500.00 | $7,500.00 | | | | $7,500.00 | 100 |
| **2** | **2.11** | Strategic Support for At Risk Students - ELA and Math | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | | | $90,277.00 | $0.00 | | $90,277.00 | | | $90,277.00 | 100 |
| **2** | **2.12** | Strategic Support for At Risk Students - ELA and Math | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | | $0.00 | $43,000.00 | $43,000.00 | | | | $43,000.00 | 100 |

| 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 | 2.13 | Strategic Support for At Risk Students - ELA and Math | English Learners<br>Foster Youth<br>Low Income | Yes | School wide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Willows High School<br>9 - 12 | | $12,262.00 | $0.00 | $12,262.00 | | | | $12,262.00 | 100 |
| 2 | 2.14 | ELD Students | English Learners | Yes | LEA-wide | English Learners | All Schools | | $0.00 | $10,000.00 | $10,000.00 | | | | $10,000.00 | 100 |
| 2 | 2.15 | ELD Students | English Learners | Yes | LEA-wide | English Learners | All Schools | | $421,888.00 | $0.00 | | $248,644.00 | | $173,244.00 | $421,888.00 | 100 |
| 2 | 2.16 | Foster/Homeless Youth Services | Foster Youth | Yes | LEA-wide | Foster Youth | All Schools | | $0.00 | $20,000.00 | $20,000.00 | | | | $20,000.00 | 100 |
| 2 | 2.17 | Implement College and Career Readiness Curriculum | English Learners<br>Foster Youth<br>Low Income | Yes | School wide | English Learners<br>Foster Youth<br>Low Income | All Schools<br>Specific Schools: Murdock Elementary and Willows Intermediate<br>K-8 | | $0.00 | $5,000.00 | $5,000.00 | | | | $5,000.00 | 100 |
| 2 | 2.18 | Implement College and Career Readiness Curriculum | All | No | | | All Schools | | $33,333.00 | $0.00 | | $33,333.00 | | | $33,333.00 | |
| 2 | 2.19 | Continued Strengthening of College and Career Readiness Curriculum | All | No | | | All Schools | | $0.00 | $10,000.00 | | $10,000.00 | | | $10,000.00 | |
| 2 | 2.20 | Student Support Services | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | | $0.00 | $0.00 | $0.00 | | | | $0.00 | 100 |
| 2 | 2.21 | CTE Pathways | All | No | | | Specific Schools: Willows Intermediate and Willows High School<br>7 - 12 | | $0.00 | $0.00 | $0.00 | | | | $0.00 | |
| 2 | 2.22 | Opportunity Program | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Murdock Elementary and Willows Intermedi | | $259,019.00 | $0.00 | $259,019.00 | | | | $259,019.00 | 100 |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | ateMurdock Elementary and Willows Intermediate | | | | | | | | | |
| 2 | 2.23 | Support for After-School Program | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Murdock Elementary and Willows Intermediate | | $0.00 | $0.00 | $0.00 | $0.00 | | | $0.00 | 100 |
| 2 | 2.24 | Support for After-School Program | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Murdock Elementary and Willows Intermediate | | $0.00 | $177,266.00 | | $177,266.00 | | | $177,266.00 | 100 |
| 2 | 2.25 | Support of Technology Access | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | | $50,927.00 | $0.00 | | $10,000.00 | | $40,927.00 | $50,927.00 | 100 |
| 2 | 2.26 | Strategic Support for At-Promise Students - ELA and Math | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | | $0.00 | $0.00 | $0.00 | | | | $0.00 | 100 |
| 2 | 2.27 | Strategic Support for At Promise Students - ELA and Math | All | No | | | Specific Schools: Willows Intermediate | | $121,955.00 | $0.00 | | $121,955.00 | | | $121,955.00 | |
| 2 | 2.28 | Strategic Support for At Promise Students - ELA and Math | All | No | | | All Schools | | $0.00 | $10,000.00 | $10,000.00 | | | | $10,000.00 | |
| 2 | 2.29 | Strategic Support for Improved Student Literacy | All | No | | | All Schools | | $0.00 | $10,000.00 | $10,000.00 | | | | $10,000.00 | |
| 2 | 2.30 | ELD Students | English Learners | Yes | LEA-wide | English Learners | All Schools | | $0.00 | $20,000.00 | | $20,000.00 | | | $20,000.00 | 100 |
| 2 | 2.31 | ELD Students | English Learners | Yes | LEA-wide | English Learners | All Schools | | $0.00 | $20,000.00 | $20,000.00 | | | | $20,000.00 | 100 |

| 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 | 2.32 | Ongoing Professional Development for Vista ELD Program Implementation | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | Specific Schools: Murdock Elementary, Willows Intermediate School, and Willows High School | | $0.00 | $5,000.00 | | $2,500.00 | | $2,500.00 | $5,000.00 | |
| 2 | 2.33 | Multilingual Learner Shadowing Program (MES, WIS, WHS) | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | Specific Schools: Murdock Elementary, Willows Intermediate School, and Willows High School | | $1,228.00 | $0.00 | $1,228.00 | | | | $1,228.00 | |
| 2 | 2.34 | Implement Reading Diagnostic Assessment and Screening Program at MES | English Learners<br>Foster Youth<br>Low Income | Yes | School wide | English Learners<br>Foster Youth<br>Low Income | All Schools<br>Specific Schools: Murdock Elementary (MES)<br>K-4 | | $0.00 | $6,000.00 | | $6,000.00 | | | $6,000.00 | |
| 2 | 2.35 | Implement Districtwide After-School Tutoring with Attendance Recovery (LREBG) | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools<br>K-12 | | $5,000.00 | $0.00 | | $5,000.00 | | | $5,000.00 | |
| 3 | 3.1 | Personalized Graduation Plans for Grades 7-12 | All | No | | | All Schools | | $0.00 | $3,135.00 | $3,135.00 | | | | $3,135.00 | |
| 3 | 3.2 | Pathways to Viable Careers | All | No | | | All Schools | | $33,332.00 | $0.00 | | $33,332.00 | | | $33,332.00 | |
| 3 | 3.3 | Community Outreach | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | | $0.00 | $0.00 | $0.00 | $0.00 | | | $0.00 | 100 |
| 3 | 3.4 | Community Outreach | All | No | | | All Schools | | $0.00 | $8,100.00 | $8,100.00 | | | | $8,100.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 3 | 3.5 | Community Outreach | All | No | | | All Schools | | $0.00 | $10,000.00 | $10,000.00 | | | | $10,000.00 | |
| 3 | 3.6 | Environmental Camp | English Learners<br>Foster Youth<br>Low Income | Yes | School wide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Willows Intermediate School<br>5th | | $0.00 | $0.00 | $0.00 | | | | $0.00 | 100 |
| 3 | 3.7 | River Jim | English Learners<br>Foster Youth<br>Low Income | Yes | School wide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Willows Intermediate<br>6th | | $0.00 | $5,000.00 | $5,000.00 | | | | $5,000.00 | 100 |
| 3 | 3.8 | Improving Student Attendance | All | No | | | All Schools | | $0.00 | $2,500.00 | $2,500.00 | | | | $2,500.00 | |
| 3 | 3.9 | Social and Emotional Learning | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | | $0.00 | $20,000.00 | | | | $20,000.00 | $20,000.00 | 100 |
| 3 | 3.10 | Student Services | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | | $505,651.00 | $0.00 | $248,954.00 | | | $256,697.00 | $505,651.00 | 75 |
| 3 | 3.11 | Health Aide Services | English Learners<br>Foster Youth<br>Low Income | Yes | School wide | English Learners<br>Foster Youth<br>Low Income | All Schools | | $231,678.00 | $0.00 | $231,678.00 | | | | $231,678.00 | 100 |
| 3 | 3.12 | Outdoor Education, Science, Nutrition | English Learners<br>Foster Youth<br>Low Income | Yes | School wide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Murdock ElementaryMurdock Elementary | | $0.00 | $1,000.00 | $1,000.00 | | | | $1,000.00 | 100 |
| 3 | 3.13 | Student Support Services | English Learners<br>Foster Youth<br>Low Income | Yes | School wide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Murdock Elementary | | $35,928.00 | $0.00 | $0.00 | $35,928.00 | $0.00 | | $35,928.00 | 100 |
| 3 | 3.14 | Student Support Services | English Learners<br>Foster Youth<br>Low Income | Yes | School wide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Willows Community High | | $0.00 | $0.00 | $0.00 | | | | $0.00 | 100 |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | School | | | | | | | | | |
| 3 | 3.15 | Student Support Services | Low Income | Yes | LEA-wide | Low Income | All Schools | | $30,495.00 | $0.00 | $30,495.00 | | | | $30,495.00 | 100 |
| 3 | 3.16 | Student Support Services and Enrichment | English Learners<br>Foster Youth<br>Low Income | Yes | School wide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Murdock Elementary<br>TK - 4 | | $149,807.00 | $0.00 | $149,807.00 | | | | $149,807.00 | 100 |
| 3 | 3.17 | Student Support Services and Enrichment | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | | $0.00 | $0.00 | $0.00 | | | | $0.00 | 75 |
| 3 | 3.18 | Student Support Services and Community Outreach | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | | $72,466.00 | $0.00 | $36,233.00 | $36,233.00 | | | $72,466.00 | 100 |
| 3 | 3.19 | Student Support Services and Community Outreach | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | | $192,137.00 | $0.00 | $96,070.00 | $96,067.00 | | | $192,137.00 | 100 |
| 3 | 3.20 | Community Outreach | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | | $0.00 | $15,000.00 | $15,000.00 | | | | $15,000.00 | 100 |
| 3 | 3.21 | Building Positive School Culture: Implementing PBIS to Foster Inclusive Learning Environments | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | | $0.00 | $10,000.00 | $10,000.00 | | | | $10,000.00 | 100 |
| 3 | 3.22 | Building Positive and Inclusive School Culture: Equity, Bias, and Cultural Responsive Practices | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | | $0.00 | $10,000.00 | $10,000.00 | | | | $10,000.00 | 100 |
| 3 | 3.23 | Improving Student Attendance | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | | $0.00 | $20,000.00 | $20,000.00 | | | | $20,000.00 | 100 |
| 3 | 3.24 | Student Support Services-Additional Supervision | English Learners<br>Foster Youth<br>Low Income | Yes | School wide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Willows Intermediate<br>5-8 | | $57,287.00 | $0.00 | $57,287.00 | | | | $57,287.00 | 100 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 3 | 3.25 | Support 5th Grade Environmental Science Outdoor Learning Experience | English Learners<br>Foster Youth<br>Low Income | Yes | School wide | English Learners<br>Foster Youth<br>Low Income | | | $0.00 | $10,000.00 | $10,000.00 | | | | $10,000.00 | |
| 3 | 3.26 | Expand Social-Emotional Learning (SEL) Services through Community Schools Grant | English Learners<br>Foster Youth<br>Low Income | Yes | School wide | English Learners<br>Foster Youth<br>Low Income | All Schools<br>Specific Schools: Murdock Elementary, Willows Intermediate School, and Willows Community High School | | $146,036.00 | $30,000.00 | | $176,036.00 | | | $176,036.00 | |
| 4 | 4.1 | Building Student Engagement | All | No | | | All Schools<br>Specific Schools: Willows Community High) | | $0.00 | $5,000.00 | | $5,000.00 | | | $5,000.00 | 100 |
| 4 | 4.2 | Fostering Academic Success | All | No | | | All Schools<br>Specific Schools: Willows Community High | | $0.00 | $0.00 | $0.00 | $0.00 | | | $0.00 | |
| 4 | 4.3 | Providing Academic Support and Intervention | All | No | | | All Schools<br>Specific Schools: Willows Community High | | $18,394.00 | $0.00 | | $18,394.00 | | | $18,394.00 | 100 |
| 4 | 4.4 | CTE Course Access | All | No | | | All Schools<br>Specific Schools: Willows Community High | | $0.00 | $0.00 | | $0.00 | | | $0.00 | 100 |
| 4 | 4.5 | CTE Certifications | All | No | | | All Schools<br>Specific | | $0.00 | $5,000.00 | | $5,000.00 | | | $5,000.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Schools: Willows Community High | | | | | | | | | |
| 4 | 4.6 | Professional Development | All | No | | | All Schools Specific Schools: Willows Community High | | $0.00 | $5,000.00 | | $5,000.00 | | | $5,000.00 | |
| 4 | 4.7 | Student Engagement | All | No | | | All Schools Specific Schools: Willows Community High School | | $0.00 | $5,000.00 | | $5,000.00 | | | $5,000.00 | |
| 4 | 4.8 | Financial Literacy | All | No | | | All Schools Specific Schools: Willows Community High | | $0.00 | $13,303.00 | | $13,303.00 | | | $13,303.00 | |
| 4 | 4.9 | Graduation Guidance | All | No | | | All Schools Specific Schools: Willows Community High School 10-12 | | | | | | | | | |

# 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 |
|---|---|---|---|---|---|---|---|---|---|
| 15175674 | 4438592 | 29.248% | 0.000% | 29.248% | $4,273,370.00 | 4550.000% | 4,578.159 % | **Total:** | $4,273,370.00 |
| | | | | | | | | **LEA-wide Total:** | $969,134.00 |
| | | | | | | | | **Limited Total:** | $15,528.00 |
| | | | | | | | | **Schoolwide Total:** | $3,288,708.00 |

| 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** | **1.3** | Coaching for First-Best Instructional Practices and Literacy | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Murdock Elementary and Willows Intermediate<br>TK-6 | $113,501.00 | 100 |
| **1** | **1.11** | Student Services | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $110,626.00 | 100 |
| **1** | **1.13** | Professional Development | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $2,475.00 | 100 |
| **1** | **1.14** | Professional Development | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $5,000.00 | 100 |
| **1** | **1.16** | Inspiring Writers: Strategies for Enhancing ELA Writing Instruction | Yes | LEA-wide | | All Schools | $10,000.00 | 100 |
| **1** | **1.17** | Mastering Math: Effective Strategies for Strengthening Concepts and Procedures | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | | $10,000.00 | 100 |

| 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 | 1.19 | Ongoing Professional Development and Coaching for Professional Learning Communities (PLCs) | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | | | |
| 2 | 2.1 | ELD Students | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $1,800.00 | 100 |
| 2 | 2.5 | Strategic Support for At-Promise Students - ELA and Math | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Murdock Elementary | $2,703,173.00 | |
| 2 | 2.9 | Strategic Support for At Risk Students - ELA and Math | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $17,262.00 | 100 |
| 2 | 2.10 | Strategic Support for At Risk Students - ELA and Math | Yes | Limited to Unduplicated Student Group(s) | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Willows Intermediate<br>5-8 | $7,500.00 | 100 |
| 2 | 2.11 | Strategic Support for At Risk Students - ELA and Math | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | | | 100 |
| 2 | 2.12 | Strategic Support for At Risk Students - ELA and Math | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $43,000.00 | 100 |
| 2 | 2.13 | Strategic Support for At Risk Students - ELA and Math | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Willows High School<br>9 - 12 | $12,262.00 | 100 |
| 2 | 2.14 | ELD Students | Yes | LEA-wide | English Learners | All Schools | $10,000.00 | 100 |
| 2 | 2.15 | ELD Students | Yes | LEA-wide | English Learners | All Schools | | 100 |
| 2 | 2.16 | Foster/Homeless Youth Services | Yes | LEA-wide | Foster Youth | All Schools | $20,000.00 | 100 |
| 2 | 2.17 | Implement College and Career Readiness Curriculum | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | All Schools<br>Specific Schools: Murdock Elementary and Willows Intermediate<br>K-8 | $5,000.00 | 100 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| **2** | **2.20** | Student Support Services | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $0.00 | 100 |
| **2** | **2.22** | Opportunity Program | Yes | LEA-wide | English Learners Foster Youth Low Income | Specific Schools: Murdock Elementary and Willows Intermediate | $259,019.00 | 100 |
| **2** | **2.23** | Support for After-School Program | Yes | LEA-wide | English Learners Foster Youth Low Income | Specific Schools: Murdock Elementary and Willows Intermediate | $0.00 | 100 |
| **2** | **2.24** | Support for After-School Program | Yes | LEA-wide | English Learners Foster Youth Low Income | Specific Schools: Murdock Elementary and Willows Intermediate | | 100 |
| **2** | **2.25** | Support of Technology Access | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | 100 |
| **2** | **2.26** | Strategic Support for At-Promise Students - ELA and Math | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $0.00 | 100 |
| **2** | **2.30** | ELD Students | Yes | LEA-wide | English Learners | All Schools | | 100 |
| **2** | **2.31** | ELD Students | Yes | LEA-wide | English Learners | All Schools | $20,000.00 | 100 |
| **2** | **2.32** | Ongoing Professional Development for Vista ELD Program Implementation | Yes | Limited to Unduplicated Student Group(s) | English Learners | Specific Schools: Murdock Elementary, Willows Intermediate School, and Willows High School | | |
| **2** | **2.33** | Multilingual Learner Shadowing Program (MES, WIS, WHS) | Yes | Limited to Unduplicated Student Group(s) | English Learners | Specific Schools: Murdock Elementary, Willows | $1,228.00 | |

| 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 (%) |
|---|---|---|---|---|---|---|---|---|
| | | | | | | Intermediate School, and Willows High School | | |
| 2 | 2.34 | Implement Reading Diagnostic Assessment and Screening Program at MES | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | All Schools<br>Specific Schools: Murdock Elementary (MES)<br>K-4 | | |
| 2 | 2.35 | Implement Districtwide After-School Tutoring with Attendance Recovery (LREBG) | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools<br>K-12 | | |
| 3 | 3.3 | Community Outreach | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $0.00 | 100 |
| 3 | 3.6 | Environmental Camp | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Willows Intermediate School<br>5th | $0.00 | 100 |
| 3 | 3.7 | River Jim | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Willows Intermediate<br>6th | $5,000.00 | 100 |
| 3 | 3.9 | Social and Emotional Learning | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | | 100 |
| 3 | 3.10 | Student Services | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $248,954.00 | 75 |
| 3 | 3.11 | Health Aide Services | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | All Schools | $231,678.00 | 100 |
| 3 | 3.12 | Outdoor Education, Science, Nutrition | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Murdock Elementary | $1,000.00 | 100 |
| 3 | 3.13 | Student Support Services | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Murdock Elementary | $0.00 | 100 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 3 | 3.14 | Student Support Services | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Willows Community High School | $0.00 | 100 |
| 3 | 3.15 | Student Support Services | Yes | LEA-wide | Low Income | All Schools | $30,495.00 | 100 |
| 3 | 3.16 | Student Support Services and Enrichment | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Murdock Elementary<br>TK - 4 | $149,807.00 | 100 |
| 3 | 3.17 | Student Support Services and Enrichment | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $0.00 | 75 |
| 3 | 3.18 | Student Support Services and Community Outreach | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $36,233.00 | 100 |
| 3 | 3.19 | Student Support Services and Community Outreach | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $96,070.00 | 100 |
| 3 | 3.20 | Community Outreach | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $15,000.00 | 100 |
| 3 | 3.21 | Building Positive School Culture: Implementing PBIS to Foster Inclusive Learning Environments | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $10,000.00 | 100 |
| 3 | 3.22 | Building Positive and Inclusive School Culture: Equity, Bias, and Cultural Responsive Practices | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $10,000.00 | 100 |
| 3 | 3.23 | Improving Student Attendance | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $20,000.00 | 100 |
| 3 | 3.24 | Student Support Services- Additional Supervision | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Willows Intermediate<br>5-8 | $57,287.00 | 100 |
| 3 | 3.25 | Support 5th Grade Environmental Science | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | | $10,000.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| | | Outdoor Learning Experience | | | | | | |
| **3** | **3.26** | Expand Social-Emotional Learning (SEL) Services through Community Schools Grant | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | All Schools<br>Specific Schools: Murdock Elementary, Willows Intermediate School, and Willows Community High School | | |
| **4** | **4.4** | CTE Course Access | | | | Specific Schools: | | 100 |

# 2024-25 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $8,119,218.32 | $6,953,706.00 |

| 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** | Ongoing collective development in curricular alignment and vertical articulation, supported by first-best instructional pedagogy. | No | $7,600.00 | 2500 |
| **1** | **1.2** | First and Second Year Teachers in CA Induction Program | No | $49,614.80 | 32400 |
| **1** | **1.3** | Coaching for First-Best Instructional Practices and Literacy | Yes | $93,443.52 | 113501 |
| **1** | **1.4** | Fostering of Learning-Focused Grading Policies | No | $15,000.00 | 5000 |
| **1** | **1.5** | Strengthen the District Formative Assessment Model | No | $15,000.00 | 10023 |
| **1** | **1.6** | Develop Strategies to Improve Access to Technology and Project Based Learning (PBL) | No | $50,000.00 | 15000 |
| **1** | **1.7** | Adopted Instructional Materials | No | $250,000.00 | 222628 |
| **1** | **1.8** | Safety Committee Team | No | $45,000.00 | 45000 |
| **1** | **1.9** | Nutrition | No | $150,000.00 | 150000 |
| **1** | **1.10** | Professional Development for Student Information System | No | $15,000.00 | 10000 |
| **1** | **1.11** | Student Services | Yes | $153,200.00 | 224135 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| | | | | | |
| 1 | 1.12 | GCOE TREE Services | No | $3,600.00 | 3600 |
| 1 | 1.13 | Professional Development | Yes | $75,000.00 | 72475 |
| 1 | 1.14 | Professional Development | Yes | $10,000.00 | 5000 |
| 1 | 1.15 | Student Services for Technical Skill/CTE Development | No | $125,000.00 | 36163 |
| 1 | 1.16 | Inspiring Writers: Strategies for Enhancing ELA Writing Instruction | Yes | $20,000.00 | 10000 |
| 1 | 1.17 | Mastering Math: Effective Strategies for Strengthening Concepts and Procedures | Yes | $20,000.00 | 10000 |
| 1 | 1.18 | Empowering English Learners: Enhancing Problem-Solving Proficiency in Mathematics | No | $20,000.00 | 20000 |
| 1 | 1.19 | | | 0 | 30000 |
| 2 | 2.1 | ELD Students | Yes | $15,000.00 | 1800 |
| 2 | 2.2 | Strategic Support for At Risk Students - ELA and Math | No | $14,200.00 | 5000 |
| 2 | 2.3 | Training for all Test Site Administrators | No | $7,500.00 | 1000 |
| 2 | 2.4 | Strategic Support for At-Promise Students - ELA and Math | No | $50,000.00 | 0 |
| 2 | 2.5 | Strategic Support for At-Promise Students - ELA and Math | Yes | $2,403,445.00 | 2920347 |
| 2 | 2.6 | Strategic Support for At-Promise Students - ELA and Math | No | $309,397.00 | 0 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| | | | | | |
| 2 | 2.7 | Strategic Support for At Risk Students - ELA and Math | No | $150,000.00 | 0 |
| 2 | 2.8 | Willows High School Schedule | No | $0.00 | 0 |
| 2 | 2.9 | Strategic Support for At Risk Students - ELA and Math | Yes | $20,000.00 | 17262 |
| 2 | 2.10 | Strategic Support for At Risk Students - ELA and Math | Yes | $15,000.00 | 7500 |
| 2 | 2.11 | Strategic Support for At Risk Students - ELA and Math | Yes | $95,000.00 | 90227 |
| 2 | 2.12 | Strategic Support for At Risk Students - ELA and Math | Yes | $35,000.00 | 43000 |
| 2 | 2.13 | Strategic Support for At Risk Students - ELA and Math | Yes | $15,000.00 | 12262 |
| 2 | 2.14 | ELD Students | Yes | $10,500.00 | 10000 |
| 2 | 2.15 | ELD Students | Yes | $100,000.00 | 421888 |
| 2 | 2.16 | Foster/Homeless Youth Services | Yes | $20,000.00 | 20000 |
| 2 | 2.17 | Implement College and Career Readiness Curriculum | Yes | $15,000.00 | 5000 |
| 2 | 2.18 | Implement College and Career Readiness Curriculum | No | $30,000.00 | 33333 |
| 2 | 2.19 | Continued Strengthening of College and Career Readiness Curriculum | No | $10,000.00 | 10000 |

| 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** | **2.20** | Student Support Services | Yes | $250,000.00 | 0 |
| **2** | **2.21** | CTE Pathways | No | $0.00 | 0 |
| **2** | **2.22** | Opportunity Program | Yes | $382,053.00 | 259019 |
| **2** | **2.23** | Support for After-School Program | Yes | $190,000.00 | 0 |
| **2** | **2.24** | Support for After-School Program | Yes | $75,000.00 | 177266 |
| **2** | **2.25** | Support of Technology Access | Yes | $435,000.00 | 50927 |
| **2** | **2.26** | Strategic Support for At-Promise Students - ELA and Math | Yes | $204,750.00 | 0 |
| **2** | **2.27** | Strategic Support for At Promise Students - ELA and Math | No | $67,700.00 | 121955 |
| **2** | **2.28** | Strategic Support for At Promise Students - ELA and Math | No | $15,000.00 | 10000 |
| **2** | **2.29** | Strategic Support for Improved Student Literacy | No | $85,000.00 | 10000 |
| **2** | **2.30** | ELD Students | Yes | $20,000.00 | 20000 |
| **2** | **2.31** | ELD Students | Yes | $25,000.00 | 20000 |
| **2** | **2.32** | | | 0 | 5000 |
| **2** | **2.33** | | | 0 | 1228 |
| **2** | **2.34** | | | 0 | 6000 |
| **2** | **2.35** | | | 0 | 5000 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| **3** | **3.1** | Personalized Graduation Plans for Grades 7-12 | No | $5,000.00 | 3153 |
| **3** | **3.2** | Pathways to Viable Careers | No | $50,000.00 | 33332 |
| **3** | **3.3** | Community Outreach | Yes | $134,295.00 | 0 |
| **3** | **3.4** | Community Outreach | No | $15,000.00 | 8100 |
| **3** | **3.5** | Community Outreach | No | $45,000.00 | 10000 |
| **3** | **3.6** | Environmental Camp | Yes | $13,000.00 | 0 |
| **3** | **3.7** | River Jim | Yes | $5,000.00 | 5000 |
| **3** | **3.8** | Improving Student Attendance | No | $5,000.00 | 2500 |
| **3** | **3.9** | Social and Emotional Learning | Yes | $35,000.00 | 20000 |
| **3** | **3.10** | Student Services | Yes | $475,000.00 | 505651 |
| **3** | **3.11** | Health Aide Services | Yes | $275,000.00 | 231678 |
| **3** | **3.12** | Outdoor Education, Science, Nutrition | Yes | $1,000.00 | 1000 |
| **3** | **3.13** | Student Support Services | Yes | $32,000.00 | 35928 |
| **3** | **3.14** | Student Support Services | Yes | $32,000.00 | 0 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| | | | | | |
| **3** | **3.15** | Student Support Services | Yes | $47,000.00 | 30495 |
| **3** | **3.16** | Student Support Services and Enrichment | Yes | $135,420.00 | 149807 |
| **3** | **3.17** | Student Support Services and Enrichment | Yes | $200,000.00 | 0 |
| **3** | **3.18** | Student Support Services and Community Outreach | Yes | $81,500.00 | 72466 |
| **3** | **3.19** | Student Support Services and Community Outreach | Yes | $145,000.00 | 192137 |
| **3** | **3.20** | Community Outreach | Yes | $25,000.00 | 15000 |
| **3** | **3.21** | Building Positive School Culture: Implementing PBIS to Foster Inclusive Learning Environments | Yes | $25,000.00 | 10000 |
| **3** | **3.22** | Building Positive and Inclusive School Culture: Equity, Bias, and Cultural Responsive Practices | Yes | $10,000.00 | 10000 |
| **3** | **3.23** | Improving Student Attendance | Yes | $35,000.00 | 20000 |
| **3** | **3.24** | Student Support Services-Additional Supervision | Yes | $45,000.00 | 57287 |
| **3** | **3.25** | | | 0 | 10000 |
| **3** | **3.26** | | | 0 | 176036 |
| **4** | **4.1** | Building Student Engagement | Yes | $2,000.00 | 5000 |
| **4** | **4.2** | Fostering Academic Success | Yes | $0.00 | 0 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| **4** | **4.3** | Providing Academic Support and Intervention | Yes | $15,000.00 | 18394 |
| **4** | **4.4** | CTE Course Access | Yes | $37,000.00 | 0 |
| **4** | **4.5** | CTE Certifications | Yes | $5,000.00 | 5000 |
| **4** | **4.6** | Professional Development | | $1,000.00 | 5000 |
| **4** | **4.7** | Student Engagement | No | $1,000.00 | 5000 |
| **4** | **4.8** | Financial Literacy | Yes | $5,000.00 | 13303 |

# 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) |
|---|---|---|---|---|---|---|
| 4679170 | $5,699,611.52 | $5,695,670.00 | $3,941.52 | 4650.000% | 0.000% | -4650.000% |

| 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 | 1.3 | Coaching for First-Best Instructional Practices and Literacy | Yes | $93,443.52 | 113501 | 100 | |
| 1 | 1.11 | Student Services | Yes | $61,280.00 | 10000 | 100 | |
| 1 | 1.13 | Professional Development | Yes | $75,000.00 | 72475 | 100 | |
| 1 | 1.14 | Professional Development | Yes | $10,000.00 | 5000 | 100 | |
| 1 | 1.16 | Inspiring Writers: Strategies for Enhancing ELA Writing Instruction | Yes | $20,000.00 | 10000 | 100 | |
| 1 | 1.17 | Mastering Math: Effective Strategies for Strengthening Concepts and Procedures | Yes | $20,000.00 | 10000 | 100 | |
| 2 | 2.1 | ELD Students | Yes | $15,000.00 | 1800 | 100 | |
| 2 | 2.5 | Strategic Support for At-Promise Students - ELA and Math | Yes | $2,403,445.00 | 2920347 | 100 | |
| 2 | 2.9 | Strategic Support for At Risk Students - ELA and Math | Yes | $20,000.00 | 17262 | 100 | |
| 2 | 2.10 | Strategic Support for At Risk Students - ELA and Math | Yes | $15,000.00 | 7500 | 100 | |
| 2 | 2.11 | Strategic Support for At Risk Students - ELA and Math | Yes | $95,000.00 | 90277 | 100 | |

| 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** | **2.12** | Strategic Support for At Risk Students - ELA and Math | Yes | $35,000.00 | 43000 | 100 | |
| **2** | **2.13** | Strategic Support for At Risk Students - ELA and Math | Yes | $15,000.00 | 12262 | 100 | |
| **2** | **2.14** | ELD Students | Yes | $10,500.00 | 10000 | 100 | |
| **2** | **2.15** | ELD Students | Yes | $100,000.00 | 421888 | 100 | |
| **2** | **2.16** | Foster/Homeless Youth Services | Yes | $20,000.00 | 20000 | 100 | |
| **2** | **2.17** | Implement College and Career Readiness Curriculum | Yes | $15,000.00 | 5000 | 100 | |
| **2** | **2.20** | Student Support Services | Yes | $250,000.00 | 0 | 100 | |
| **2** | **2.22** | Opportunity Program | Yes | $382,053.00 | 259019 | 100 | |
| **2** | **2.23** | Support for After-School Program | Yes | $155,000.00 | 0 | 100 | |
| **2** | **2.24** | Support for After-School Program | Yes | | 177266 | 100 | |
| **2** | **2.25** | Support of Technology Access | Yes | $435,000.00 | 50927 | 100 | |
| **2** | **2.26** | Strategic Support for At-Promise Students - ELA and Math | Yes | $204,750.00 | 0 | 100 | |
| **2** | **2.30** | ELD Students | Yes | $20,000.00 | 20000 | 100 | |
| **2** | **2.31** | ELD Students | Yes | $25,000.00 | 20000 | 100 | |
| **3** | **3.3** | Community Outreach | Yes | $100,720.00 | 0 | 100 | |
| **3** | **3.6** | Environmental Camp | Yes | $13,000.00 | 0 | 100 | |
| **3** | **3.7** | River Jim | Yes | $5,000.00 | 5000 | 100 | |
| **3** | **3.9** | Social and Emotional Learning | Yes | $35,000.00 | 20000 | 100 | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| **3** | **3.10** | Student Services | Yes | $190,000.00 | 505651 | 75 | |
| **3** | **3.11** | Health Aide Services | Yes | $275,000.00 | 231678 | 100 | |
| **3** | **3.12** | Outdoor Education, Science, Nutrition | Yes | $1,000.00 | 1000 | 100 | |
| **3** | **3.13** | Student Support Services | Yes | $15,000.00 | 35928 | 100 | |
| **3** | **3.14** | Student Support Services | Yes | $32,000.00 | 0 | 100 | |
| **3** | **3.15** | Student Support Services | Yes | $47,000.00 | 30495 | 100 | |
| **3** | **3.16** | Student Support Services and Enrichment | Yes | $135,420.00 | 149807 | 100 | |
| **3** | **3.17** | Student Support Services and Enrichment | Yes | $200,000.00 | 0 | 75 | |
| **3** | **3.18** | Student Support Services and Community Outreach | Yes | | 72466 | 100 | |
| **3** | **3.19** | Student Support Services and Community Outreach | Yes | | 192137 | 100 | |
| **3** | **3.20** | Community Outreach | Yes | $25,000.00 | 15000 | 100 | |
| **3** | **3.21** | Building Positive School Culture: Implementing PBIS to Foster Inclusive Learning Environments | Yes | $25,000.00 | 10000 | 100 | |
| **3** | **3.22** | Building Positive and Inclusive School Culture: Equity, Bias, and Cultural Responsive Practices | Yes | $10,000.00 | 10000 | 100 | |
| **3** | **3.23** | Improving Student Attendance | Yes | $35,000.00 | 20000 | 100 | |
| **3** | **3.24** | Student Support Services-Additional Supervision | Yes | $45,000.00 | 57287 | 100 | |
| **4** | **4.1** | Building Student Engagement | Yes | | 5000 | 100 | |
| **4** | **4.2** | Fostering Academic Success | Yes | $0.00 | 0 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| **4** | **4.3** | Providing Academic Support and Intervention | Yes | $15,000.00 | 18394 | 100 | |
| **4** | **4.4** | CTE Course Access | Yes | | 0 | 100 | |
| **4** | **4.5** | CTE Certifications | Yes | | 5000 | | |
| **4** | **4.8** | Financial Literacy | Yes | | 13303 | | |

# 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) |
|---|---|---|---|---|---|---|---|---|
| 15184380 | 4679170 | 0 | 30.816% | $5,695,670.00 | 0.000% | 37.510% | $0.00 | 0.000% |

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

# Introduction and Instructions

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

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

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

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

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

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

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

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

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

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

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

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

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

# Plan Summary

## *Purpose*

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

# Requirements and Instructions

**General Information**

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

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

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

**Reflections: Annual Performance**

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

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

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

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

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

*EC* Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 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:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

***Required Descriptions:***

**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

### Metric(s) to Monitor Effectiveness

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

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

### Limited Actions

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

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

Complete the table as follows:

### Identified Need(s)

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

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

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

### Metric(s) to Monitor Effectiveness

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

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

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

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

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

### Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

# Action Tables

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

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

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

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

## *Total Planned Expenditures Table*

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

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

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

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

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

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

## LCFF Carryover Table

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

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

## *Calculations in the Action Tables*

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

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

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

## LCFF Carryover Table

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

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

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

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

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

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