Office of the Superintendent

DATE: February 5th, 2026

AGENDA TOPICS: Annual Mid-Year LCAP Report

PRESENTER: Michelle O'Dell, Director of Curriculum, Instruction, and Assessment

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BACKGROUND INFORMATION:

As an additional annual requirement, the Mid-Year LCAP Update is founded upon Education Code 52062(a)(6); where the superintendent of the school district shall present a report on the annual update to the LCAP and Budget Overview for Parents, on or before February 28th of each year, at a regularly scheduled meeting of the governing board of the school district. The mid-year report should be documented in the minutes of the board meeting for auditing purposes. The report shall include both of the following:

- All available midyear outcome data related to the metrics identified in the current years' LCAP, and
- All available midyear expenditure and implementation data on all actions identified in the current years' LCAP

The intent of the metrics, expenditure, and implementation information is to provide a meaningful update to educational partners on the work of the LEA's LCAP. Beyond the template, there is no COE oversight (filing, review, or approval) of the Board presentation of this information.

LEA's should utilize the mid-year update to:

- Assess where they are at with contributing expenditures,
- Estimate where they will be at the end of 2025-26, and
- Identify areas where resources need to be shifted in order to avoid carryover.

RECOMMENDATION:

 Information only.

Thank you!

Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Willows Unified School District	Emmett Koerperich Superintendent	ekoerperich@willowsunified.org 530-934-6600

Goal 1

Goal Description
Conditions of Learning – Establishing a High Performing District Culture with Quality Teaching and Learning

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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 (SARC) and/or Williams Report.		At WUSD, 77.5% 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, 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 (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.	100% of students have access to State Standards-aligned materials.
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 96.94% 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.
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.		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.
1.5	Local Indicator/Implementation of State Standards	As indicated on the 2022/23 CAASPP database for ELA, WUSD EL students scored: Met or Exceeded = 3.66%	As indicated on the 2023/24 CAASPP database for ELA, WUSD EL students scored: Met or Exceeded = 4.00%		As indicated on the 2024/25 CAASPP database for ELA, WUSD EL students scored: Met or Exceeded = 5.13%	The desired outcome for WUSD, as indicated by the CAASPP database for ELA, is to have EL students achieve the following scores:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Nearly Met = 16.46% Not Met = 79.88%	Nearly Met = 16.67% Not Met = 79.33%		Nearly Met = 17.31% Not Met = 77.56%	• Met or Exceeded: 30% • Nearly Met: 40% • 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: Met or Exceeded = 9.15% Nearly Met = 16.46% Not Met = 74.39%	As indicated on the 2023/24 CAASPP database for Math, WUSD EL students scored: Met or Exceeded = 6.00% Nearly Met = 20.00% Not Met = 74.00%		As indicated on the 2024/25 CAASPP database for Math, WUSD EL students scored: Met or Exceeded = 4.46% Nearly Met = 19.23% Not Met = 76.28%	The desired outcome for WUSD, as indicated by the CAASPP database for Math, is to have EL students achieve the following scores: • Met or Exceeded: 30% • Nearly Met: 40% • Not Met: 30%
1.7	State Indicator/College and Career Indicator	As indicated on the CA Dashboard for 2023, WUSD is 58.6% college/career prepared. Additional data for College/Career indicating percentage Prepared: WUSD Total = 58.6% (140) Hispanic = 58.1% (74) White = 56% (50) SED = 54.7% (128) Homeless = 14.3% (14) SWD = 10% (20)	As indicated on the CA Dashboard for 2024, WUSD is 32.3% college/career prepared. Additional data for College/Career indicating percentage Prepared: WUSD Total = 32.3% (127) Hispanic = 23.8% (15) White = 38.5% (52) SED = 30.5% (118) Homeless = N/A (9) SWD = 2.4% (22)		As indicated on the CA Dashboard for 2025, WUSD is 64.6% college/career prepared. Additional data for College/Career indicating percentage Prepared: WUSD Total = 64.6% (99) Hispanic = 62% (50) White = 71.8% (39) SED = 63.2% (87) Homeless = 41.7% (12) SWD = 31.6% (19)	The desired outcome for WUSD, as indicated on the CA Dashboard for college/career prepared, is to have: WUSD Total = 75% Hispanic = 75% White = 75% SED = 75% Homeless = 50% SWD = 50%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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		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.
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		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 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: Met or Exceeded = 6.17% Nearly Met = 13.58% Not Met = 80.25%	As indicated on the 2023/24 CAASPP database for ELA, WUSD students with disabilities scored: Met or Exceeded = 0% Nearly Met = 13.95% Not Met = 86.05%		As indicated on the 2024/25 CAASPP database for ELA, WUSD students with disabilities scored: Met or Exceeded = 6.06% Nearly Met = 9.09% Not Met = 84.85%	The desired outcome for WUSD, as indicated by the CAASPP database for ELA, is to have students with disabilities achieve the following scores: • Met or Exceeded: 25% • Nearly Met: 40% • Not Met: 35%
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: Met or Exceeded = 4.93% Nearly Met = 9.88%	As indicated on the 2023/24 CAASPP database for Math, WUSD students with disabilities scored: Met or Exceeded = 1.16% Nearly Met = 12.79%		As indicated on the 2024/25 CAASPP database for Math, WUSD students with disabilities scored: Met or Exceeded = 2.00% Nearly Met = 12.00%	The desired outcome for WUSD, as indicated by the CAASPP database for Math, is to have students with disabilities achieve the following scores:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Not Met = 85.19%	Not Met = 86.05%		Not Met = 86.00%	• Met or Exceeded: 20% • Nearly Met: 40% • Not Met: 40%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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.	No	Partially Implemented	As of January, three meetings have been held with a focus on textbook and novel adoption, examination of state data by district and site, concurrent enrollment policy, professional development opportunities, PLCs, math adoption, and the financial literacy course approval process.		$2,500.00	$0
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.	No	Partially Implemented	7 current candidates enrolled and participating in Center for Teacher Innovation (CTI) program: 1st year = 4		$32,400.00	$1200.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				2nd year = 3 Coaches = 7			
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).	Yes	Partially Implemented	Total coaching contacts for the year so far = 72 Individual impact cycles = 25 Grade-level Collaborations = 16 Systems-level support = 16 Other Coaching Contacts = 15		$113,501.00	$48965.74
1.4	**Fostering of Learning-Focused Grading Policies** Provide PD for staff and administration on grading practices.	No	Partially Implemented	Continuing working on refining Standards Based Grading (SBG) at WIS (5th and 6th grade) and at Murdock. Continue to include ongoing PD for teachers from WIS (4) and WHS (2) in Project Based Learning, for authentic summative and formative assessment.		$5,000.00	$0
1.5	**Strengthen the District Formative Assessment Model**	No	Partially Implemented	Supporting professional		$10,023.00	$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Supporting professional growth and fidelity in the use of Formative assessments through professional development in data analysis, intervention planning, and instructional guidance.			growth and fidelity in the use of Formative assessments through professional development, such as: Next Gen Math PD focused on data collection, tier 2 and tier 3 intervention as well as extension; Solution Tree coaching in the PLC process and data analysis, intervention, and instruction.			
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.	No	Partially Implemented	A WUSD technology plan is being developed. Some WHS (2 teachers and 1 principal) and WIS (4 teachers) staff attended the fall session and are scheduled to attend the spring session at High Tech High in San Diego.		$15,000.00	$110.60
1.7	**Adopted Instructional Materials**	No	Partially Implemented	WUSD has and		$222,628.00	$85010.24

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Maintain a curriculum calendar and purchase curriculum materials aligning with the state's adopted calendar.			maintains a curriculum adoption calendar, aligned to the state's adopted calendar.			
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.	No	Planned	The WUSD Safety Committee has met in Sept. and Dec. to address identified safety risks, needs to resolve risks, and strategies for prevention. The remaining funds will be spent in the spring on installing cameras in vans that transport students. WHS plans to fence a portion of the campus in the spring as well.		$45,000.00	$303.73
1.9	**Nutrition** Ensure access to healthy food and nutrition - General Fund support to the District Food Service program	No	Fully Implemented	WUSD continues to ensure access to healthy food and nutrition through support to the District Food Service program.	This is fully implemented without using this money.	$150,000.00	$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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).	No	Partially Implemented	WUSD provides ongoing training for our Student Information System (SIS). 3 staff members attended the Fall AERIES Conference. Two are registered to attend the Mar. conference. WUSD holds meetings to support attendance staff.		$10,000.00	$3077.00
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.).	Yes	Fully Implemented	WUSD continues to employ Library Media Techs to support our teachers and students and provide resources to improve our library services.		$224,135.00	$101907.36
1.12	**GCOE TREE Services** Continue to support our teachers and libraries by providing services and resources from GCOE.	No	Fully Implemented	WUSD continues to support our teachers and libraries by providing services and resources from GCOE.		$3,600.00	$3498.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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.	Yes	Partially Implemented	Ongoing professional development has included: -AP training -IMSE training -PLC -BE GLAD -Planning for effective integrated and designated ELD -Honoring Native Voices -Math through Play -UPK -RTI -UC Davis Math Project -ERWC		$72,475.00	$17594.30
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.	Yes	Partially Implemented	To provide support and emphasis in ELD standards alignment and instructional practices, the following PD activities have been attended or are planned: -VISTA Higher Learning -California Association of Bilingual Education		$5,000.00	$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				conference -EL Advocacy Institute			
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.	No	Partially Implemented	Planning and implementation to expand opportunities for engagement with a PBL focus on technical skills and CTE at WIS remains ongoing.	WUSD received CTEIG monies that we used in addition to the budgeted funds.	$36,163.00	$67559.21
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.	Yes	Planned	We have one teacher who has completed CSU ERWC training during the fall, and two who are planning to take the training in the spring. There were not costs associated to this training.		$10,000.00	$0
1.17	**Mastering Math: Effective Strategies for Strengthening Concepts and Procedures** 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 differentiation, as well as the importance of fostering mathematical discourse and promoting a growth mindset in the classroom.	Yes	Partially Implemented	Ongoing efforts for targeted professional development for instructional staff on strengthening mathematical concepts		$10,000.00	$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				and procedures includes: -CalCurriculum Math Adoption team training, with 8 staff members -ongoing WUSD training for NextGen Math -UCD Math Project participation with 2 staff members			
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.	No	Ongoing Implementation	Efforts to identify and implement specialized training for instructional staff on effective strategies for teaching problem-solving, with consistent integration of language development activities, includes professional development provided by GCOE to WHS staff.		$20,000.00	$0
1.19	**Ongoing Professional Development and Coaching for Professional Learning Communities (PLCs)**	Yes	Planned	Representatives from each site attended PLC Institutes in July		$30,000.00	$24743.12

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.			and October. GCOE staff have provided additional professional development around the PLC process as well. Guiding Coalitions have been formed at each site, and PLC teams have been established at each site. These teams are working to identify essential standards. WUSD has contracted with Solution Tree to provide 3 coaches.			

Goal 2

Goal Description
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.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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: All students = 20.2% EL = 3.10% SED = 17.30% 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: All students = 19.7% EL = 5.2% SED = 19.4% SWD = 0%		As indicated on the CAASPP database 2024/5, WUSD students (grades 3-8) scoring meets or exceeds standards in ELA: All students = 25.51% EL = 5.4% SED = 22.54% SWD = 6.98%	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: All students = 47% or higher EL = 25% or higher SED = 35% or higher 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: All students = 17.20% EL = 9% SED = 15.5% 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: All students = 15.6% EL = 5.2% SED = 13.8% SWD = N/A		As indicated on the CAASPP database for 2024/25, WUSD students (grades 3-8) scoring meets or exceeds standards in mathematics: All students = 19.97% EL = 4.7% SED = 17.49% SWD = 2.4%	The desired outcome for WUSD, as indicated on the CAASPP database and CERS for students (grades 3-8) scoring meets or exceeds standards in mathematics: All students = 40% or higher EL = 25% or higher SED = 30% or higher SWD = 25% or higher

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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 ELPAC scores for (238) ELs indicate: 1's = 17.28% 2's = 35.66% 3's = 34.93%, and 4's = 12.13%	As indicated on the 2023/24 CA Dashboard, WUSD EL students scored at 49.8% making progress towards English language proficiency. The 2023/24 Summative ELPAC scores for (227) ELs indicate: 1's = 20.08% 2's = 31.82% 3's = 36.36%, and 4's = 11.74%		As indicated on the 2024/25 CA Dashboard, WUSD EL students scored at 50.7% making progress towards English language proficiency. The 2024/25 Summative ELPAC scores for (251) ELs indicate: 1's = 21.51% 2's = 23.51% 3's = 34.26%, and 4's = 20.72%	The desired outcome for WUSD EL students making progress towards English language proficiency as 55%, and as indicated on the CA School Dashboard, : 1's = 15.5% 2's = 29% 3's = 35.5% 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: 4/Well Developed = 12.13% 3/Moderately Developed = 34.93% 2/Somewhat Developed = 35.66% 1/Beginning to Develop = 17.28%	Utilizing the 2023/24 CAASPP/ELPAC database, WUSD ELs (227) taking the Summative ELPAC scored: 4/Well Developed = 20.08% 3/Moderately Developed = 36.36% 2/Somewhat Developed = 31.82% 1/Beginning to Develop = 20.08%		Utilizing the 2024/25 CAASPP/ELPAC database, WUSD ELs (251) taking the Summative ELPAC scored: 4/Well Developed = 20.72% 3/Moderately Developed = 34.26% 2/Somewhat Developed = 23.51% 1/Beginning to Develop = 21.51%	Utilizing the CAASPP/ELPAC database, the desired outcome for WUSD EL students scoring is: 4/Well Developed = 25% 3/Moderately Developed = 35% 2/Somewhat Developed = 30% 1/Beginning to Develop = 10%
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 rate for ELs was 11.8%		As indicated using the CALPADS 2.16 and 2.9 for calculation of the 2024/25 EL RFEP rate, the WUSD reclassification rate for ELs was 21.77%	The desired outcome for WUSD, as indicated using the CALPADS 2.16 and 2.9 for calculation of the 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	As indicated on the 2023/24 College Board report, the percentage of WUSD		As indicated on the 2024/25 College Board report, the percentage of WUSD	As indicated on the annual College Board testing reports, the desired outcome for

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		students passing with a 3, 4, or 5 on an Advanced Placement exam was 27.5%	students passing with a 3, 4, or 5 on an Advanced Placement exam was 28.3%		students passing with a 3, 4, or 5 on an Advanced Placement exam was 34%	WUSD students scoring a 3, 4, or 5 on an Advanced Placement exam is 55%.
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: -All students = 42.37% -EL = 8.33% -RFEP = 47.06% -EO = 43.48% -SED = 38.71% -SWD = 4.55%	As indicated in the 2023/24 CAASPP test results for ELA, WUSD 11th grade students scored met or exceeded standards: -All students = 34.05% -EL = no data available -RFEP = 42.86% -EO = 33.92% -SED = 31.58% -SWD = 0%		As indicated in the 2024/25 CAASPP test results for ELA, WUSD 11th grade students scored met or exceeded standards: -All students = 33.65% -EL = no data available -RFEP = 25.71% -EO = 40.99% -SED = 27.63% -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: -All students = 58% -EL = 20% -RFEP = 70% -EO = 60% -SED = 50% -SWD = 20%
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 students scored met or exceeded standards: -All students = 22.03% -EL = 8.33 -RFEP = 23.53% -EO = 23.19% -SED = 19.36% -SWD = 4.55%	As indicated in the 2023/24 CAASPP test results for mathematics, WUSD 11th grade students scored met or exceeded standards: -All students = 30.76% -EL = no data available -RFEP = 32.15% -EO = 32.07% -SED = 25% -SWD = 0%		As indicated in the 2024/25 CAASPP test results for mathematics, WUSD 11th grade students scored met or exceeded standards: -All students = 30.76% -EL = no data available -RFEP = 27.78% -EO = 30.16% -SED = 23.38% -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: -All students = 45% -EL = 20% -RFEP = 45% -EO = 35% -SED = 35% -SWD = 20%
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), 70 WUSD students graduated having completed a CTE pathway sequence in 2024/25.	As indicated in the CALPADS database (3.19), the desired outcome for WUSD students graduating having completed a CTE pathway

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
						sequence is 100 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, 63% (264) 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%
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: 25.6% of WUSD students graduated having met A-G requirements in 2023. -All students (136) = 25.6% -EL = n/a -Foster = n/a -Homeless (12) = 16.7% -SWD (16) = 0% -SED (124) = 21.4%	Utilizing the 2024 four-year adjusted grad cohort in Dataquest, the WUSD students who graduated having met A-G requirements: 25.6% of WUSD students graduated having met A-G requirements in 2024. -All students (125) = 23.2% -EL (18) = 13.3% -Foster = n/a -Homeless = n/a -SWD (21) = 0% -SED (116) = 22.6%		Utilizing the 2025 four-year adjusted grad cohort in Dataquest, the WUSD students who graduated having met A-G requirements: 27.35% of WUSD students graduated having met A-G requirements in 2025. -All students (106) = 27.35% -EL (14) = 28.57% -Foster = suppressed -Homeless = suppressed -SWD (14) = 21.42% -SED (77) = 45.45%	Utilizing the four-year adjusted grad cohort in Dataquest, the desired outcome for WUSD of students graduating having met A-G requirements is: -All students = 60% -EL = 35% -Foster = 25% -Homeless = 25% -SWD (16) = 20% -SED (124) = 45%
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: ELA testing = 98% Math testing = 98% CAST testing = 95.6%	As indicated on Dataquest's report in 2024, the SBAC participation rate for WUSD was: ELA testing = 98% Math testing = 97% CAST testing = 95%		As indicated on Dataquest's report in 2025, the SBAC participation rate for WUSD was: ELA testing = 98% Math testing = 97% CAST testing = 98%	As indicated on Dataquest's report, the desired outcome for participation rates for WUSD is: ELA testing = 100% Math testing = 100% CAST testing = 100%
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)	As indicated on the CAASPP database and CERS for 2023/24, WUSD students (grades 5, 8, and high school)		As indicated on the CAASPP database and CERS for 2024/25, WUSD students (grades 5, 8, and high school)	The desired outcome for WUSD, as indicated on the CAASPP database and CERS for students scoring

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		scoring meets or exceeds standards in CAST: WUSD Overall: 14.61% 5th Grade: 15.62% 8th Grade: 11.58% High School: 16.24%	scoring meets or exceeds standards in CAST: WUSD Overall: 15.52% 5th Grade: 20.41% 8th Grade: 12.87% High School: 13.19%		scoring meets or exceeds standards in CAST: WUSD Overall: 18.96% 5th Grade: 20.16% 8th Grade: 18.58% High School: 18.33%	meets or exceeds standards in CAST: WUSD Overall: 50% 5th Grade: 35% 8th Grade: 40% High School: 50%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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.)	Yes	Partially Implemented	WUSD continues to utilize Rosetta Stone and other curricular embedded resources to support newcomers. We increased the number of accounts from 15-20.		$1,800.00	$675.00
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,).	No	Partially Implemented	Tk-4th grade staff were trained on the district adopted mCLASS screener for EC 53008. Students were screened at the beginning of the school year. Fourth and fifth grade teachers attended a	We received a reading screener grant which helped pay for Dibels.	$5,000.00	$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Morpheme Magic Boot Camp.			
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.	No	Planned	All test site coordinators will begin their training for testing at the beginning of February. This will be an ongoing practice with further training; to ensure the necessary materials and knowledge to lead their staff in administering annual state summative assessments.		$1,000.00	$0
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).	No	Partially Implemented	WUSD purchased the supplemental NextGen Math resource for WHS so all sites have access.		$0.00	$0
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.	Yes	Fully Implemented	WUSD has maintained staffing and class sizes at levels to ensure FirstBest Instruction.		$2,920,347.00	$1289417.08

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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.	No	Not Implementing	Due to financial constraints, the district no longer maintains the intervention teachers at MES and WIS.		$0.00	$0
2.7	**Strategic Support for At Risk Students - ELA and Math** Provide furniture and facilities space to support small group student interventions.	No	Not Implementing	WUSD no longer has the intervention program; as a result, the space to support them is no longer needed.		$0.00	$0
2.8	**Willows High School Schedule** Explore alternative bell schedule at WHS to increase core-subject instructional time.	No	Ongoing Implementation	Staff members from WHS visited Gridley High. A seven period day has been the topic of staff meetings, surveys, and a parent meeting. It was a discussion item on the Dec. board agenda.		$0.00	$0
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	Yes	Partially Implemented	There has been a partial implementation of Saturday School and		$17,262.00	$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Anytime School opportunities for credit/ADA recovery and intervention support at all schools. -MES = 0 -WIS = 12 -WHS = 0			
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.	Yes	Ongoing Implementation	WUSD continues to plan for the development of a Back to School math and ELA two week "Boot Camps" to provide support for below grade level students at WIS.		$7,500.00	$2479.62
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.	Yes	Fully Implemented	WUSD continues to maintain a District Long Term Independent Study (LTIS) teacher to provide instructional alternatives for students requiring a different learning model.		$90,277.00	$41072.32

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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.	Yes	Fully Implemented	WUSD continues to maintain the Edgenuity (online learning platform) for credit recovery (WHS and WCHS) and District distance learning needs.		$43,000.00	$47063.67
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.	Yes	Ongoing Implementation	WUSD continues to plan for employing one teacher for a 2 week incoming Frosh Summer "Boot Camp" for ELA and Math support at WHS.		$12,262.00	$0
2.14	**ELD Students** Continue to provide supplemental materials and resources to increase successful outcomes for English Learner students.	Yes	Partially Implemented	WUSD continues to evaluate and provide supplemental materials and resources to increase successful outcomes for English Learner students.		$10,000.00	$7046.34

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.15	**ELD Students** Increase Instructional Aide staffing to provide greater support to ELD / bilingual programs.	Yes	Fully Implemented	WUSD has increased Instructional Aide staffing to provide greater support to ELD / bilingual programs. MES(3) and WIS (4).		$421,888.00	$175812.41
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.	Yes	Ongoing Implementation	WUSD continues to monitor and furnish essential resources for our Foster/Homeless Youth, which may encompass required supplies and transportation assistance.		$20,000.00	$0
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.	Yes	Ongoing Implementation	School counselors use California Career Zone and Cal CRN curriculum to teach lessons to 5th-8th grade students. Students at MES will receive one career exploration		$5,000.00	$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				lesson in late spring.			
2.18	**Implement College and Career Readiness Curriculum** Implement K-12 college and career readiness curriculum, to include the California College Guidance Initiative (CCGI).	No	Partially Implemented	Ongoing implementation of the college and career readiness curriculum, including CCGI is continuing through the onboarding phases of CCGI and development and implementation of counseling curricular lessons.		$33,333.00	$0
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)	No	Partially Implemented	WUSD continues to contract with Hatching Results training for curricular lesson development and data analysis.		$10,000.00	$1950.00
2.20	**Student Support Services** Continue to employ paraprofessionals to work with our students in groups and individually	Yes	Not Implementing	These positions were laid off due to funding.		$0.00	$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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.	No	Partially Implemented	Additional pathways have been partially implemented. The new Arts, Media and Entertainment sector has Graphic Design- a two-course pathway consisting of Graphic Design 1 and 2 and a Studio Arts Pathway- Studio Art 1,2 and 3.	WUSD used CTEIG monies to support this action.	$0.00	$56567.24
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.	Yes	Fully Implemented	Opportunity programs continue to be fully staffed with ongoing support for instructional materials and supplies.		$259,019.00	$117825.67
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.	Yes	Partially Implemented	Ongoing professional development and availability of resources to support instructional materials/supplies, engagement of families and community, has	Partial implementation completed with other funds.	$0.00	$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				been partially implemented; in order to support the after-school programs. (i.e., Remix conferences).			
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.	Yes	Partially Implemented	Increased accessibility to the extended day programs for students through increased staffing, continues to support a safe, engaging environment for students.		$177,266.00	$58041.21
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.	Yes	Fully Implemented	Continued infrastructure upgrades, as well as routine procurement and servicing with the 1:1 deployments has ensured school and home accessibility.		$50,927.00	$35866.61
2.26	**Strategic Support for At-Promise Students - ELA and Math**	Yes	Not Implementing	WUSD has not maintained		$0.00	$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Provide ongoing instructional aide support for ELA and mathematics interventions at MES, WIS, and WHS.			intervention classes and therefore instructional aides to support those classes are no longer needed.			
2.27	**Strategic Support for At Promise Students - ELA and Math** Provide ongoing instructional support through Guided Study for Tier II intervention at WIS.	No	Partially Implemented	WUSD has provided ongoing instructional support through Guided Study for Tier II intervention at WIS, has been fully implemented.		$121,955.00	$5913.00
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.	No	Partially Implemented	The purchase and implementation of identified instructional and assessment materials and resources for Tier I and II intervention services has been fully implemented (e.g. Morpheme Magic books, IMSE consumables, mCLASS, IMSE Lab, Dibels, etc.)		$10,000.00	$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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.	No	Ongoing Implementation	Site allocations have been made to support the district-wide literacy initiative, but ongoing planning for full implementation has been identified as a need.		$10,000.00	$0
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)	Yes	Ongoing Implementation	Initial efforts to identify needs through Multilingual Learner shadowing at WIS and WHS and data analysis are underway, to support the targeted development in instructional strategies and approaches in all content areas, but specifically ELA and Math, for our designated and integrated programs.		$20,000.00	$0
2.31	**ELD Students** Identify, adopt and implement formal language acquisition curriculum to support EL and Newcomer students.	Yes	Partially Implemented	Identification, adoption, and implementation of		$20,000.00	$717.46

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				the Vista curriculum has been completed districtwide. We are examining the Get Reading! comprehension supplemental component to the curriculum.			
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.	Yes	Partially Implemented	WUSD contracted with VISTA to provide a 3-hr in-person training in Oct. and a 3-hr virtual training in Jan. A new WUSD ELD PLC team has been formed and meets with the PLC coach from Solution Tree.		$5,000.00	$4000.00
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	Yes	Ongoing Implementation	Multilingual Learner Shadowing has happened in December at Willows High and will happen in Feb. at Willows Intermediate. A second WHS shadowing date is being		$1,228.00	$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	quantitative data to inform site-specific professional development focused on improving ELL instruction, inclusion, and emotional support.			planned. The data from the two dates will be combined and shared with the staff.			
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.	Yes	Partially Implemented	The mCLASS DIBELS diagnostic was adopted in the Spring of 2025. MES staff were trained on the screening program in August 2025. Staff assessed K-4th grade students in Aug., Sept. and Jan.		$6,000.00	$98.00
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.	Yes	Ongoing Implementation	WIS has implemented Attendance Recovery opportunities for their students (1-hr M-Th). This is available for attendance recovery purposes and/or tutoring/intervention purposes. MES is in the planning stages.		$5,000.00	$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 3

Goal Description
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.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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 2024/25, 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.
3.2	Local Indicator/Parent Involvement/Local Evaluation Tool	In the 2022/23 school year, WUSD provided 12 Parent Education 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.	In the 2024/25 school year, WUSD provided 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.		In the 2025/26 school year, WUSD provided 8 Parent Education Nights, FAFSA support, high school bell schedule town hall, senior parents night, UC/CSU application workshops, LCAP Advisories, and DELAC meetings.	The desired outcome for WUSD Parent 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 2024/25 CA Dashboard, the WUSD graduation rate for individuals with exceptional needs is 73.7%	As indicated on the 2022/23 CA Dashboard, the desired outcome for the WUSD graduation rate of students with exceptional needs is 100%.
3.4	State Indicator/Student Engagement/Chronic Absenteeism rate	As indicated on Dataquest for 2022/23,	As indicated on Dataquest for 2023/24,		As indicated on Dataquest for 2024/25,	As indicated on Dataquest, the desired outcome for the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		the WUSD Chronic Absenteeism rate is: WUSD Total = 24.9% AI/AN = 58.1% (43) Hispanic = 22.8% (771) White = 26.5% (551) EL = 22% (297) SED = 26.4% (1,203) Foster = 23.5% (17) Homeless = 50% (26) SWD = 26.4% (193)	the WUSD Chronic Absenteeism rate is: WUSD Total = 20.5% AI/AN = 37.2% (43) Hispanic = 19.6% (765) White = 22.6% (545) EL = 18.83% (278) SED = 22.4% (1,210) Foster = 37.5% (16) Homeless = 60% (30) SWD = 29.9% (204)		the WUSD Chronic Absenteeism rate is: WUSD Total = 13.3% AI/AN = 21.1% (38) Hispanic = 12.4% (517) White = 14.5% (387) EL = 10% (220) SED = 13.5% (802) Foster = data not avail. (8) Homeless = 33.3% (15) SWD = 18.3% (175) Asian = 0% (36)	WUSD Chronic Absenteeism rate is: WUSD Total = Less than 8% AI/AN = 15% or lower Hispanic = 10% or lower White = 10% or lower EL = 10% or lower SED = 10% or lower Foster = 10% or lower Homeless = 15% or lower SWD = 10% or lower
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: WUSD Total = 91.5% (129) Hispanic = 93.2% (69) White = 88.2% (45) SED = 90.7% (117) Homeless = 85.7% (12) 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: WUSD Total = 91.4% (128) Hispanic = 90.5% (63) White = 90.6% (53) SED = 90.8% (119) Homeless = data not avail. (1) SWD = 63.6% (22)		As indicated on the 2024/25 CA Dashboard, the high school graduation rate is 93.4% with the additional data provided for four-year graduation rates: WUSD Total = 93.9% (99) Hispanic = 96% (50) White = 92.3% (39) SED = 95.4% (87) Homeless = 91.7% (12) Foster = data not avail. (4) EL = 93.3% (15) SWD = 73.7% (19)	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: WUSD Total = 98% or higher Hispanic = 98% or higher White = 98% or higher SED = 98% or higher Homeless = 98% or higher 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 for the 2024/25 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%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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 for the 2024/25 school year, WUSD has a 3.4% (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%
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: WUSD Total = 4.4% (1,539) Asian = 1.6% (61) AI/AN = 6.7% (45) Hispanic = 4.6% (804) White = 4.5% (575) EL = 2.9% (311) SED = 5% (1,249) Homeless = 7.4% (27) SWD = 2.9% (223)	As indicated on the 2023/24 CA Dashboard, the suspension rate for WUSD for how many students were suspended at least once, is: WUSD Total = 5% (1,529) Asian = 1.9% (54) AI/AN = 13.3% (45) Hispanic = 5% (794) White = 4.5% (581) EL = 3.4% (290) SED = 5.5% (1,265) Homeless = 5.4% (37) SWD = 7.2% (237)		As indicated on the 2024/25 CA Dashboard, the suspension rate for WUSD for how many students were suspended at least once, is: WUSD Total = 5.9% (1,515) Asian = 0% (52) AI/AN = 19.3% (57) Hispanic = 4.6% (803) White = 6.5% (554) EL = 4.3% (281) SED = 6.4% (1,188) Homeless = 0% (22) SWD = 9.6% (261)	As indicated on the 2022/23 CA Dashboard, the desired outcome for WUSD of how many students were suspended at least once, is: WUSD Total = 2% or lower Asian = .5% or lower AI/AN = 2% or lower Hispanic = 2% or lower White = 2% or lower EL = 1% or lower SED = 2% or lower Homeless = 2% or lower 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: 7th grade = 65% 9th grade = 45% 11th grade = 48% WCHS = 63%	As indicated on the 2023/24 CA Healthy Kids Survey, the data for WUSD students that perceive school to be safe: 5th grade = 87% 7th grade = 42% 9th grade = 39% 11th grade = not reported		CA Healthy Kids Survey was not administered in the 2024/25 school year.	As indicated on the 2021/22 CA Healthy Kids Survey, the desired outcome for WUSD of students perceiving school to be safe, is: 7th grade = 80% 9th grade = 80% 11th grade = 80% WCHS = 80%
3.10	Local Indicator/Expulsion rate	As indicated on Dataquest for 2022/23,	As indicated on Dataquest for 2023/24,		As indicated on Dataquest for 2024/25,	As indicated on Dataquest, the desired

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		the WUSD Expulsion rate is: WUSD Total .2% (1,517) AI/AN = 0% (45) Asian 0% (60) Hispanic = .4% (794) White 0% (565)	the WUSD Expulsion rate is: WUSD Total 0% (1,507) AI/AN = 0% (45) Asian = 0% (54) Hispanic = 0% (785) White = 0% (568)		the WUSD Expulsion rate is: WUSD Total 0% (1,482) AI/AN = 0% (57) Asian = 0% (52) Hispanic = 0% (787) White = 0% (540)	outcome for the WUSD expulsion rate is: WUSD Total = 0% AI/AN = 0% Asian 0% Hispanic = 0% White 0%
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 WUSD average attendance rate is 95.60% for the current month (January 2026)	As indicated on the AERIES-Daily Apportionment by Month Report, the desired outcome for the WUSD average attendance rate is 95% or higher.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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.	No	Partially Implemented	WUSD has contracted with Hatching Results for 12 hours of professional development and consulting services. School counselors have met with trainers for 9 total hours in Sept., Oct., Nov., Dec., and Jan. Counselors are working with students to make course		$3,135.00	$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				requests and plan in Aeries.			
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.	No	Not Implementing	Due to budget constraints, the District will not be hiring an additional part-time career teacher.		$33,332.00	$0
3.3	**Community Outreach** Employ two (2) classified Bilingual Community Liaisons to help improve outreach and engagement with our school community.	Yes	Partially Implemented	In December and January WUSD employed two classified Community Liaisons.	WUSD is using CCSPP implementation grant funds to support this action.	$0.00	$0
3.4	**Community Outreach** WUSD will continue to communicate with parents using a variety of media sources (i.e.. Parent Square, letters, etc.).	No	Fully Implemented	WUSD has fully adopted the Parent Square platform, providing abilities to communicate with our educational partners utilizing multiple modes (letters, flyers, social media, etc.). WUSD and school sites also use social media to communicate with the community.		$8,100.00	$8,236.99

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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.)	No	Ongoing Implementation	WUSD continues to provide increased opportunities for Parent Education Nights, which may include additional services (i.e., child care services) to support engagement. WUSD has hosted 8 such nights/activities so far this year.		$10,000.00	$0
3.6	**Environmental Camp** Willows Intermediate School will offer an opportunity for 5th graders to attend Shady Creek Environmental Camp.	Yes	Not Implementing	Action 3.25 is replacing this action.		$0.00	$0
3.7	**River Jim** Willows Intermediate School will offer an opportunity for all 6th graders to go on a River Jim field trip.	Yes	Planned	All 4 6th grade classes will be going on a trip in late May.		$5,000.00	$0
3.8	**Improving Student Attendance** WUSD will expand Positive Attendance Programs to encourage student engagement in the school community.	No	Partially Implemented	Trimester/quarter perfect attendance recognition was given at MES and WIS. At MES monthly		$2,500.00	$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				recognition is given to the grade with perfect attendance. The Iron Man Weekly award is given to the class with perfect attendance at MES. At WIS 4 students are randomly selected for recognition.			
3.9	**Social and Emotional Learning** WUSD will provide academics, behavioral, and social-emotional learning programs.	Yes	Ongoing Implementation	WHS implemented a seminar period, and WHS staff received training on School Connect SEL curriculum that will be used in their seminar period.	CCSPP Implementation grant funds	$20,000.00	$1357.00
3.10	**Student Services** Continue to employ counselors to support all our students socially, emotionally, and academically.	Yes	Fully Implemented	WUSD continues to support all students socially, emotionally, and academically; with a high quality counseling program and employing high quality counselors.		$505,651.00	$230013.45

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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.	Yes	Partially Implemented	WUSD continues to provide for the employment of a districtwide nurse and an health aide, along with the procurement of needed supplies and materials to support student health.		$231,678.00	$105426.35
3.12	**Outdoor Education, Science, Nutrition** WUSD will continue to support the Murdock Elementary School Garden by providing an allocation for materials and supplies.	Yes	Fully Implemented	WUSD continues to provide an allocation for the MES Garden, for materials and supplies.		$1,000.00	$0
3.13	**Student Support Services** Maintain Behavioral Intervention Aide at MES, to support SEL, counseling and PBIS services to "at-promise" students.	Yes	Partially Implemented	WUSD continues to provide an allocation for a Behavioral Intervention Aide, to support SEL, counseling, and PBIS services to "at promise" students.		$35,928.00	$16,435.12
3.14	**Student Support Services** Funding of one paraprofessional for the WCHS program to support at-promise student attendance and academic success.	Yes	Not Implementing	Due to budget restrictions, the District was unable to hire a		$0.00	$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				paraprofessiona l for WCHS.			
3.15	**Student Support Services** Provide ongoing transportation services to students at Cedar Hills to support improved attendance and academic achievement.	Yes	Fully Implemented	WUSD is committed to maintain a special route, within the district's "walk-zone", to support the attendance and related academic support to at promise students.		$30,495.00	$16,115.91
3.16	**Student Support Services and Enrichment** Provide ongoing music and enrichment instruction at Murdock Elementary.	Yes	Fully Implemented	WUSD provides funding for ongoing music and enrichment instruction at MES.		$149,807.00	$68,150.30
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.	Yes	Not Implementing	Financial constraints prevent us from completing this action.		$0.00	$0
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.	Yes	Partially Implemented	WUSD maintains a part-time Family, School, and Community Engagement Coordinator to provide	WUSD is using CCSPP Implementation monies to pay for this action.	$72,466.00	$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				oversight, outreach, and facilitation of truancy mitigation. At this point, truancy mitigation efforts this year have served to decrease chronic absenteeism from the 14.2% (per AERIES Analytics as of January 13th, 2025), to the current rate of 14.0% (per AERIES Analytics as of January 15th, 2026)			
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.	Yes	Fully Implemented	WUSD maintains a Director of Community Schools position to coordinate independent study programs, ELO-P, and engagement programs for school community partnerships.		$192,137.00	$51,300.85

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.20	**Community Outreach** Provide technology resources and materials for engagement and outreach activities to support student, parent, and community engagement.	Yes	Ongoing Implementation	WUSD maintains an allocation to provide the necessary technology resources and materials to support engagement and outreach activities that directly support student, parent, and community engagement. Ongoing needs assessments are in process to provide specific areas and needs to be addressed for efficiency and effectiveness.		$15,000.00	$134.04
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.	Yes	Ongoing Implementation	Sites are implementing behavior matrixes in an effort to reduce suspension rates. Support and training in the PBIS Framework is needed to support building positive school		$10,000.00	$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				communities and reduce suspension rates			
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).	Yes	Ongoing Implementation	Two WIS staff members attended a school climate and culture conference. Individual staff have attended professional development focused on Honoring Native Voices and Hmong History and Cultural Studies.		$10,000.00	$0
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.	Yes	Partially Implemented	WUSD uses SchoolStatus which allows for the efficient tracking student attendance and providing intervention for those identified or in danger of being identified as chronically absent. Additional support from the Community Schools Coordinator, includes		$20,000.00	$33,782.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				weekly check-ins with each site administration to collaborate in the identification and intervention process. Continued refinement, training, and fidelity to the process remain a priority with the check-ins. Data gathered from SchoolStatus is used by admin in a PLC.			
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.	Yes	Partially Implemented	WUSD continues to provide funding for additional Yard Duty Supervisors at WIS, to accommodate the increased enrollment from the movement of the 5th grade.		$57,287.00	$9,159.30
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	Yes	Planned	To provide hands-on environmental science experiences for 5th grade, the 5th grade team		$10,000.00	$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.			has planned an April 23rd trip to the California Academy of Sciences. In March they will be taking a trip to the Chico Seed Orchard.			
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.	Yes	Partially Implemented	WUSD has employed two wellness coaches and is actively seeking a third. The district has contracted with NVIH to provide school-based counseling at all four sites. The district employs three Wellness Coach Supervisors to oversee the district wellness efforts.		$176,036.00	$100119.91

Goal 4

Goal Description
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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Student Engagement/Chronic Absenteeism rate	Utilizing AERIES Analytics, WCHS Chronic absenteeism rate is: -Total = 88.2% -Hispanic = 87.5% -White (non-Hispanic) = 100% -Homeless = 100% -SED = 87.5% -EL = n/a (no EL students enrolled)	Utilizing AERIES Analytics, WCHS Chronic absenteeism rate, as of January, is: -Total = 64.7% -Hispanic = 58.3% -White (non-Hispanic) = 100% -Homeless = 100% -SED = 53.8% -EL = n/a (no EL students enrolled)		Utilizing AERIES Analytics, WCHS Chronic absenteeism rate, as of January, is: -Total = 66.7% -Hispanic = 44.4% -White (non-Hispanic) = 66.7% -Homeless = 100% -SED = 64.7% -EL = n/a (no EL students enrolled) -LEP = 100% -Foster = 100%	Using AERIES Analytics to identify the WCHS Chronic Absenteeism rate, the desired outcome for WUSD is: -Total = 42% -Hispanic =40% -White (non-Hispanic) = 40% -Homeless = 45% -SED = 45% -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)		According to the Dashboard (additional report), WCHS graduation rate for 2025 was 90.9% (11) = 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
4.3	Local Indicator/Academic Indicator/Career pathway completion	For 2023/24, the number of WCHS CTE/Industry certifications are as follows: -number of students earning a certification = 3 -total number of certifications earned = 4	For 2024/25, the number of WCHS CTE/Industry certifications are as follows: -number of students earning a certification = 10 -total number of certifications earned = 11		For 2025/26, the number of WCHS CTE/Industry certifications are as follows: -number of students earning a certification = 10 -total number of certifications earned = 13	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)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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).	No	Ongoing Implementation	WUSD has provided the resources for implementing a comprehensive plan to increase student engagement through hands-on, experiential learning opportunities(e.g. Cal OSHA certification coursework). WUSD is investigating Paxton Patterson's career exploration curriculum. Continued efforts to bring PBL to WCHS remains in-progress.		$5,000.00	$138.50
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.	No	Ongoing Implementation	The school counselor is investigating adoption of curriculum that focuses on		$0.00	$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				career exploration. Additionally, WUSD is considering changing the bell schedule where students have internships, shadowing, community service projects, or work built into their schedule.			
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.	No	Not Implementing	Layoffs removed the individual who provided this. We have yet to find an alternative.		$18,394.00	$0
4.4	**CTE Course Access** Provide access to CTE courses that meet student interest.	No	Ongoing Implementation	We look to explore additional CTE options and time to bring those options to WCHS.		$0.00	$0
4.5	**CTE Certifications** Provide access to opportunities for students to earn CTE/industry aligned certifications (i.e., OSHAAcademy).	No	Partially Implemented	WCHS has implemented the CalOSHA training and certification program into the curriculum, providing essential		$5,000.00	$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				certification for possible employment to our students.			
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.	No	Ongoing Implementation	Continued emphasis on the professional development for CTE/Career Planning and curriculum alignment to the state is ongoing. The WCHS teacher will participate in CSU Expository, Reading and Writing and Financial Literacy training.		$5,000.00	$0
4.7	**Student Engagement** Provide student exposure to unique cultural development and appreciation activities (i.e., cultural enrichment, experiential learning, physical fitness, etc.).	No	Partially Implemented	Continued efforts to provide unique cultural development and appreciation activities have included birding, while arts and drama productions have been planned throughout the year.		$5,000.00	$2,151.43

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.8	**Financial Literacy** Identify, adopt, and implement a formal curriculum for the instruction of financial literacy.	No	Ongoing Implementation	The financial literacy curriculum has been chosen by the curriculum advisory committee (CIA) and is in the district adoption progress.		$13,303.00	$467.70
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	Ongoing Implementation	WCHS staff perform frequent credit checks, student meetings, parent letters home, and conferences			$0

Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	19750022	20417847
LCFF Supplemental/Concentration Grants	4438592	4680124