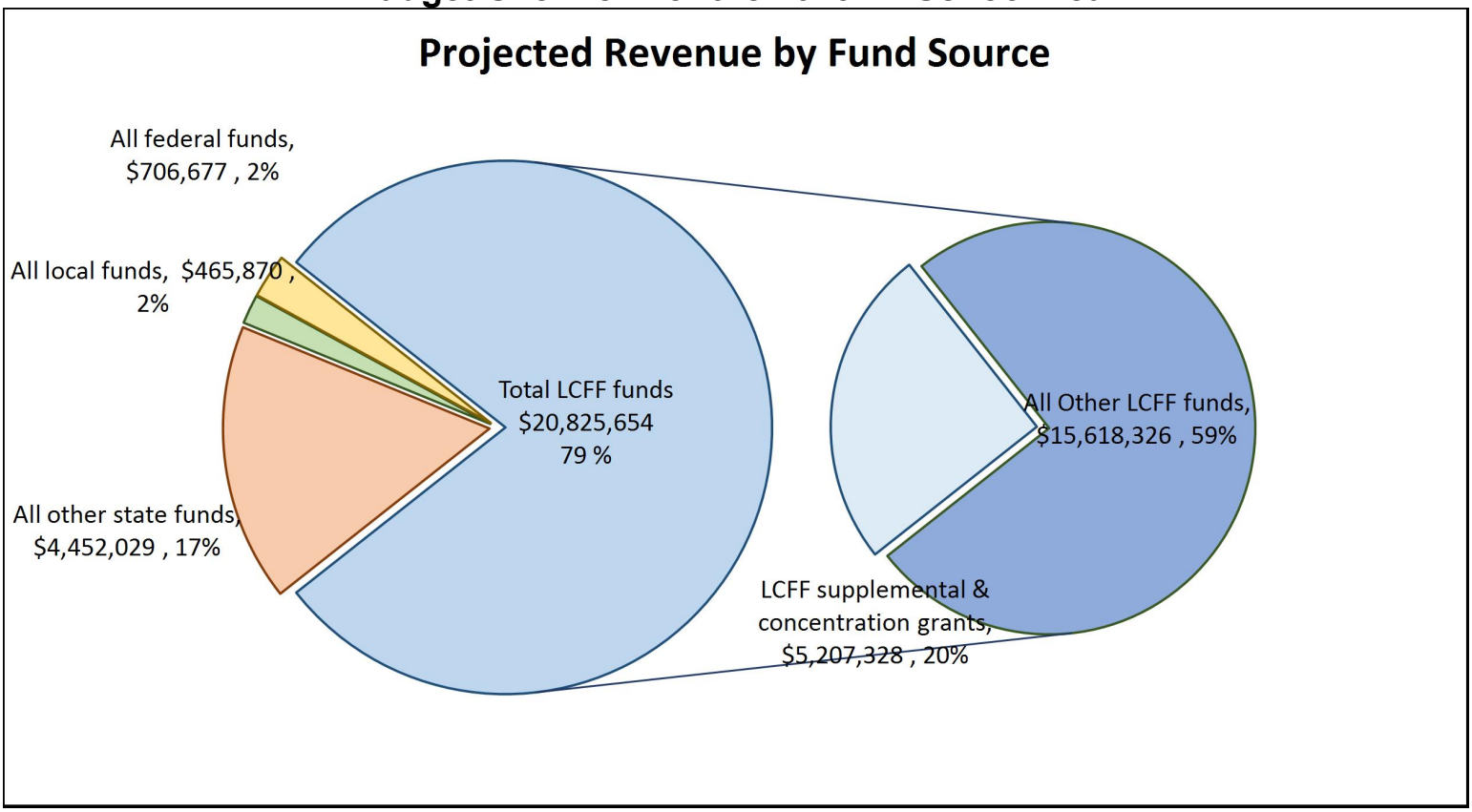
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Willows Unified School District
CDS Code: 11-62661-0000000
School Year: 2026-27
LEA contact information:
Emmett Koerperich
Superintendent
ekoerperich@willowsunified.org
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 2026-27 School Year

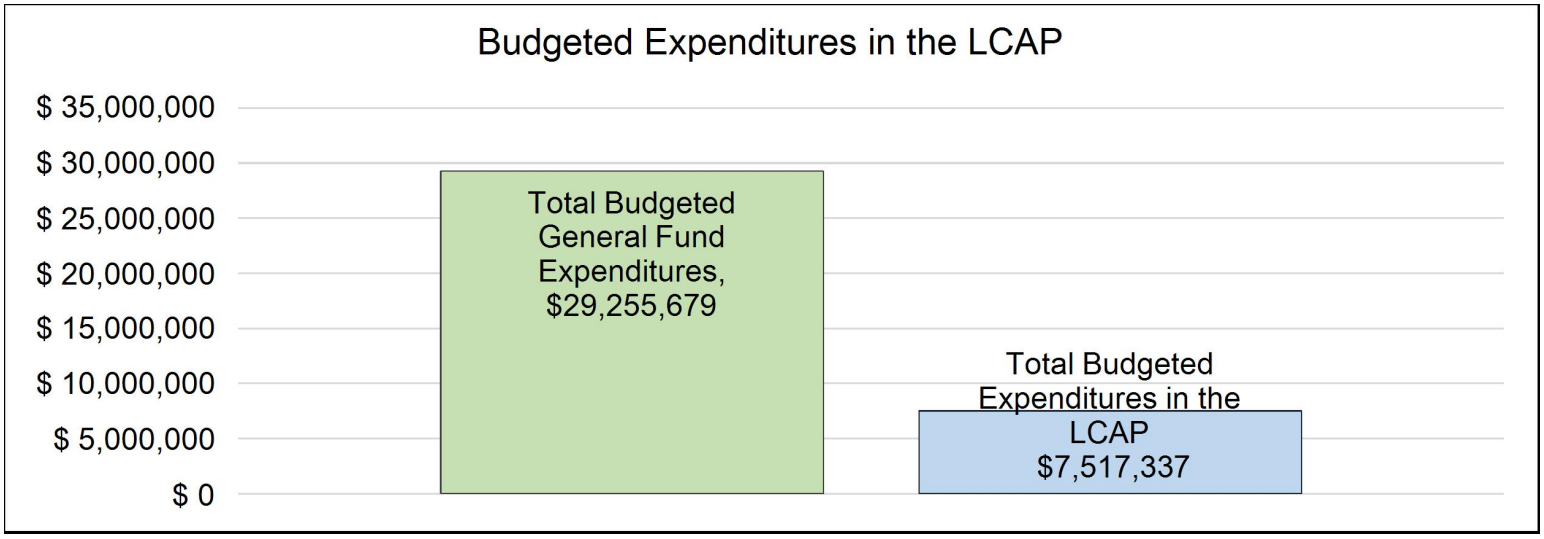


This chart shows the total general purpose revenue Willows Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Willows Unified School District is $26,450,230, of which $20,825,654 is Local Control Funding Formula (LCFF), $4,452,029 is other state funds, $465,870 is local funds, and $706,677 is federal funds. Of the $20,825,654 in LCFF Funds, $5,207,328 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Willows Unified School District plans to spend $29,255,679 for the 2026-27 school year. Of that amount, $7,517,337 is tied to actions/services in the LCAP and $21,738,342 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Administrative and operational (ie, PGE) expenditures

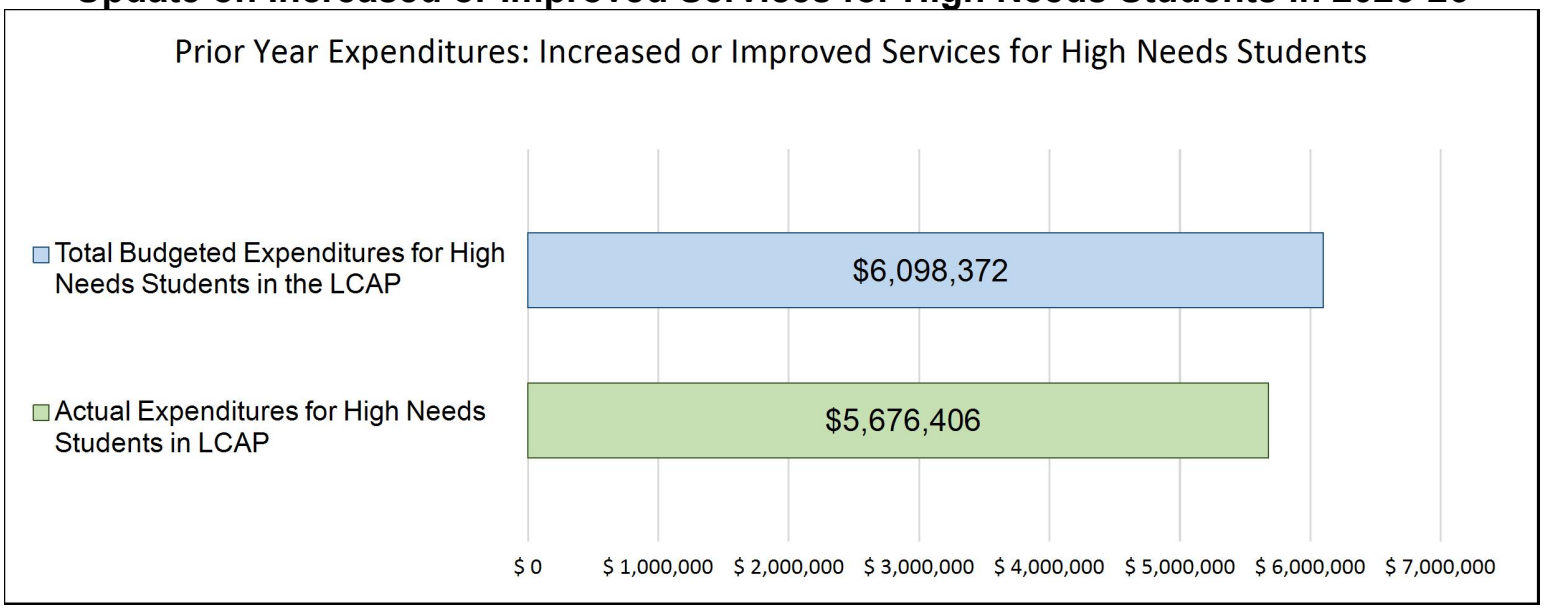
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Willows Unified School District is projecting it will receive $5,207,328 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 $4,104,605 towards meeting this requirement, as described in the LCAP.

The district is continuing efforts to contain costs due to recent budgetary pressures.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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 2025-26, Willows Unified School District's LCAP budgeted $6,098,372 for planned actions to increase or improve services for high needs students. Willows Unified School District actually spent $5,676,406 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $421,966 had the following impact on Willows Unified School District’s ability to increase or improve services for high needs students:

The 25-26 LCAP included several actions that were not implemented due to either need and/or cost containment.

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 Superintendent	ekoerperich@willowsunified.org 530-934-6600

Plan Summary [2026-27]

General Information

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

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 1,350 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 77.9%, WUSD is deeply committed to serving all students, including our English Learners (14.9%), Foster Youth (.1%), Homeless Youth (1.0%), and socioeconomically disadvantaged students (77.9%). 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, Design, Media Arts, and Transportation. Dual Enrollment partnerships with local community colleges have enabled over half (63%) of Willows High School students to earn college credit during the 2025–26 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 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 WUSD's obligations.
3. Ensure District Policies are clear, concise, up-to-date, and accessible.
4. Ensure safe, clean, orderly, and drug-free campuses that promote a positive learning environment.
5. Recruit and retain high quality staff 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. Strengthen communication and collaboration with students, parents, and the community to build cultural awareness, understanding, and transparent engagement.
10. Integrate student and staff members' use of technology to improve achievement and performance in all subject areas.
11. Promote college and career readiness by ensuring access to rigorous coursework, academic or technical pathways, and employability skills.

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 2025 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 93.4% rate compared to the state average of 86.7%. Career

Technical Education (CTE) completion is strong, with 70.7% of graduates completing at least one pathway with a grade of C- or better in the capstone course. Additionally, the LEA's College/Career Indicator increased 30.8% on the 2025 Dashboard to 64.6% of students who are in the "prepared" level.

Dual Enrollment (DE) has expanded significantly: in 2025–26, 63% of Willows High School students participated in a junior college program, a slight increase from 60% in 2024-25 and a substantial increase from 48.7% in 2023–24 and just 8.5% in 2020–21. Advanced Placement (AP) passage rates also improved, with 34% of students passing with a score of 3 or higher in 2025-26, up from 28.3% in 2024-25 and 27.5% in 2023-24.

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. In 2024-2025 it further declined to 13.3%.

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 2025 Dashboard identifies WUSD and multiple schools in the red performance category in the following areas:
1. ELA Achievement: WHS, across student groups including All Students, Hispanic, and SED.
2. Mathematics Achievement: WUSD student groups Hispanic, LTEL, and SWD and WIS (including Hispanic, LTEL and SWD).
3. ELPI: MES, specifically among EL students.
4. Suspension Rate: MES (including SED, SWD, and White) and WUSD overall for American Indian, Foster Youth, SWD and two or more races groups.
5. Science Achievement: WUSD student group SWD

Identified Challenges – Local Assessment Trends

2025/26 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
• 2025/26 Overall ELA median of 49th percentile and distribution = 16% scored in >80th percentile
• 2025/26 Overall ELA median and distribution = 20% scored in 61st-80th percentile

- 2025/26 Overall Math median 45th percentile and distribution = 12% scored in >80th percentile.
- 2025/26 Overall Math median and distribution = 20% scored in 61st-80th percentile.
- 2025/26 Overall Science median 50th percentile and distribution = 14% scored in >80th percentile.
- 2025/26 Overall Science median and distribution = 25% scored in 61st-80th percentile.

2025 CAASPP results reveal additional needs:
• In 2025 ELA, WUSD scored 60.1 points below standard, increasing by 14.8 points. Only 5.13% of ELs met or exceeded standards (a slight increase from 4% in 2024), while 23.08% of SED students (an increase from 20.17% in 2024) and 6.06% of SWD met standards (up from 0% in 2024).
• In 2025 Mathematics, WUSD maintained 1.3 points for a total of 80.8 points below standard. Only 4.49% of ELs met standards (down from 6% in 2024), 18% of SED (up from 15.04%), and 2% of SWD (up from 1.16%).

These data sets reflect a persistent inequity that requires intensified interventions and a focus on Tier-1 instruction.

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 2024–25 and 2025-26 due to socioeconomic and non-stability factors. Goal 4 addresses targeted support for these students.

School Climate and Student Engagement

Chronic absenteeism continues to disproportionately affect unduplicated pupils:
• 11.1% of ELs
• 16.5% of SED students
• 40.0% of Homeless students
• 18.8% of SWD

Suspension rates have also increased. MES, identified in the red category, reports a 6.1% overall suspension rate with higher rates among American Indian or Alaska Native (30.0%)

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 Community Schools Coordinator over 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 Community Schools Coordinator over student attendance to ensure equitable engagement

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

Lowest Performing Groups (Red) on the 2023 Dashboard

LEA
ELA: Asian, English Learners, Hispanic, SED, Students with Disabilities
Math: Hispanic, SED, Students with Disabilities

Site
MES: ELA (English Learners, Hispanic, SED)
WIS: ELA (Hispanic, English Learners, and SED); math (Hispanic, English Learners, Students with Disabilities, and SED)
WHS: Math (Hispanic and SED); Suspension (English Learners and Students with Disabilities)
WCHS: no performance colors

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, LREBG allocation of $691,568 and additional 2026-27 allocation of $277,123. 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/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 2025 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; WUSD identified as "orange" categories for ELA and Math for the following English Learners (EL) and for Long Term English Learners (LTEL) groups, they identified as "orange" in ELA and Science and "red" for math. By site, the trends continue. At MES the EL group is identified as "orange", and at WIS the EL and LTEL groups are identified as "orange" in ELA, and LTEL is identified as "red" in math. In addition, the English Learner Progress Indicator indicates "red" categories for the following: MES-ELPI (EL). Furthermore, for suspension rates, the following "orange" categories remain persistent: WIS (EL) and WIS (LTEL) and "orange" for MES (EL). There is one "red" for MES (ELPI-EL). 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 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 2025 Dashboard and CAASPP results reveal that student achievement has had some growth since last year, but overall 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 2025/26 local assessment data (NWEA Map Growth), where Winter assessment data for grades 2-4 indicate students are performing in ELA at the 47th percentile and Math at the 37th percentile. In addition, according to the 2025 Dashboard, suspension rates for MES have increased to 6.1% in 2024-25, compared to the 2022 1.9% 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, wellness coaches, 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.

Reflections: Technical Assistance

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

Willows Unified School District is eligible for Differentiated Assistance based on the 2024 and 2025 California School Dashboards. Based on the 2024 California School Dashboard, the district is eligible for the Students with Disabilities student group in Pupil Achievement — English Language Arts (Red) and Mathematics (Red) (Priority 4). On the 2025 California School Dashboard, the district remains eligible for the Students with Disabilities student group in School Climate — Suspension Rate (Priority 6).

As part of receiving technical assistance, Willows Unified School District has engaged in ongoing collaboration with the Glenn County Office of Education to analyze Dashboard data and identify root causes contributing to persistent gaps in academic achievement and suspension rates for Students with Disabilities and English Learners. Beginning in November 2025, the district and COE launched a structured leadership data inquiry process resulting in a clear problem of practice: Students with Disabilities are 129.9 points below standard in ELA and 159 points below standard in mathematics, and are absent and suspended at higher rates than their non-disabled peers. Through this process, the district and COE identified six primary driver areas, including inconsistent districtwide systems for inclusion, MTSS, and SWD access to grade-level instruction; low and inconsistent teacher expectations for Students with Disabilities; fragmented service delivery that pulls SWD from core instruction; limited implementation of UDL and accommodations; underdeveloped progress monitoring; and overreliance on exclusionary discipline. This analysis informed the development of a Driver Diagram with specific change ideas and action steps across leadership, instruction, and school climate systems.

To examine the experience of English Learners, the Glenn County Office of Education conducted Multilingual Learner Shadowing at Willows High School in December 2025 and Willows Intermediate School in January 2026. Shadowing data revealed stark engagement disparities — several students had zero speaking interactions across an entire school day, with high rates of off-task behavior, absent scaffolding and translated materials, and a lack of individual teacher check-ins for EL students. A comparative analysis of findings across both sites was completed in February 2026 and shared with district leadership. This process led the district and COE to identify a shared root cause and problem of practice: insufficient structures and expectations for student academic language production across all classrooms. In response, the district formalized a Multilingual Learner Shadowing Program as an ongoing action (Goal 2, Action 2.33) and is implementing professional development on the Vista ELD program to support integrated and designated ELD across all sites (Goal 2, Action 2.32).

Concurrent with this work, the district engaged Solution Tree consultants to build high-functioning Professional Learning Communities at all three sites, with an emphasis on identifying essential standards, developing common formative assessments, analyzing data to guide instruction, and ensuring that intervention does not displace core learning time (Goal 1, Action 1.19). Instructional coaching support has been strengthened with a focus on feedback, data use in PLCs, and classroom modeling, particularly to support inclusive practices for SWD and English Learners (Goal 1, Action 1.3). Professional development has been expanded to include structured literacy across disciplines, UDL strategies, ELD integration into core content, and culturally responsive pedagogy (Goal 1, Actions 1.13 and 1.14).

To address identified needs for Students with Disabilities and English Learners, the district has implemented a coordinated set of actions. Academic supports include maintaining staffing and class sizes at Murdock Elementary to ensure first-best instruction for students with high needs (Goal 2, Action 2.5), increasing ELD and bilingual instructional aide staffing (Goal 2, Action 2.15), implementing a reading diagnostic and screening program at Murdock Elementary (Goal 2, Action 2.34), providing supplemental EL instructional materials and language acquisition curriculum (Goal 2, Actions 2.14 and 2.31), and developing a districtwide after-school tutoring program with attendance recovery (Goal 2, Action 2.35). To reduce suspension rates and improve school climate, the district is implementing PBIS training and framework development (Goal 3, Action 3.21), equity and culturally responsive practices professional development (Goal 3, Action 3.22), expanded SEL and Wellness Coach services through the Community Schools Grant (Goal 3, Action 3.26), a behavioral intervention aide at Murdock Elementary to support Tier 2 PBIS and SEL (Goal 3, Action 3.13), and expanded school counseling services across all sites (Goal 3, Action 3.10).

Educational partner input gathered through ELAC, parent education nights, and bilingual community liaison outreach has informed the prioritization of English Language Development, academic intervention, and school climate strategies (Goal 3, Actions 3.3 and 3.5). Progress will be monitored through CAASPP performance in ELA and mathematics, suspension rate data, English Learner Progress Indicator outcomes, Summative ELPAC results, MAP Growth data, and local measures of PLC implementation fidelity and follow-up ML shadowing observations.

Willows Unified School District will continue to refine its systems through ongoing data analysis and collaboration with the county office to ensure improved outcomes for its identified student groups.

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 9/17/25, 12/10/25, 2/11/26, and 5/20/26), Curriculum, Instruction, and Assessment Advisory (Analysis, feedback, and action planning activities on 9/9/25, 11/13/25, 1/13,26, 2/25/26, 4/16/26, and 5/21/26), MES Site Council (Analysis and feedback activities on 9/24/25, 11/19/25, 2/11/26 and 4/22/26), WIS Site Council (Analysis and feedback activities on 9/25/25, 11/20/25, 1/22/26, 3/26/26, and 4/30/26), WHS Site Council (Analysis and feedback activities on 9/23/25, 11/18/25, 1/14/26, 3/18/26, and 4/29/26), and Staff survey Jan. 30-Feb. 13 (feedback for Equity Multiplier WCHS). 5/5/26 and 5/7/26 Action Item Review.
Principals	As part of the LCAP Advisory (Analysis and feedback activities on 9/17/25, 12/10/25, 2/11/26, and 5/20/26); Curriculum, Instruction, and Assessment Advisory (Analysis, feedback, and action planning activities on 9/9/25, 11/13/25, 1/13,26, 2/25/26, 4/16/26, and 5/21/26); MES Site Council (Analysis and feedback activities on 9/24/25, 11/19/25, 2/11/26 and 4/22/26); WIS Site Council (Analysis and feedback activities on 9/25/25, 11/20/25, 1/22/26, 3/26/26, and 4/30/26); and WHS Site Council (Analysis and feedback activities on 9/23/25, 11/18/25, 1/14/26, 3/18/26, and 4/29/26). MES ELAC (Analysis, feedback and action planning activities on 9/25/25, 11/19/25, 1/7/26, and 5/6/26; WIS ELAC (Analysis, feedback and action planning activities on 10/9/25, 11/19/25, 1/7/25, and 5/6/26; WHS ELAC (Analysis, feedback and action planning on 11/19/25, 1/7/25, and 5/6/26; DELAC (Analysis, feedback, action planning

Educational Partner(s)	Process for Engagement
	activities on 8/27/25, 9/24/25, 11/19/25, 1/7/25, and 5/6/26); and (Discussion, feedback, metric, and action planning on 7/23/25, 8/18/25, 9/8/25, 9/22/25, 10/6/25, 10/20/25, 11/3/25, 11/17/25, 12/1/25, 12/15/25 [DA -root cause analysis], 1/12/26 [DA-driver identification], 1/26/26, 2/9/26, 2/23/26 [DA-Tier 1 instruction speaking and listening], 3/9/26, 3/23/26, 4/13/26, 4/27/26 [DA], 5/11/26, and 5/26/26). Staff survey Jan. 30-Feb. 13. Survey 4/27/26 (Local Indicator Self-Reflection).
Administrators	As part of the LCAP Advisory (Analysis and feedback activities on 9/17/25, 12/10/25, 2/11/26, and 5/20/26); Curriculum, Instruction, and Assessment Advisory (Analysis, feedback, and action planning activities on 11/13/25, 1/13,26, 2/25/26, 4/16/26, and 5/21/26); MES Site Council (Analysis and feedback activities on 9/24/25, 11/19/25, 2/11/26 and 4/22/26); WIS Site Council (Analysis and feedback activities on 9/25/25, 11/20/25, 1/22/26, 3/26/26, and 4/30/26); and WHS Site Council (Analysis and feedback activities on 9/23/25, 11/18/25, 1/14/26, 3/18/26, and 4/29/26). MES ELAC (Analysis, feedback and action planning activities on 9/25/25, 11/19/25, 1/7/26, and 5/6/26; WIS ELAC (Analysis, feedback and action planning activities on 10/9/25, 11/19/25, 1/7/25, and 5/6/26; WHS ELAC (Analysis, feedback and action planning on 11/19/25, 1/7/25, and 5/6/26; DELAC (Analysis, feedback, action planning activities on 8/27/25, 9/24/25, 11/19/25, 1/7/25, and 5/6/26); and Management Meetings (Discussion, feedback, metric, and action planning on 7/23/25, 8/18/25, 9/8/25, 9/22/25, 10/6/25, 10/20/25, 11/3/25, 11/17/25, 12/1/25, 12/15/25 [DA -root cause analysis], 1/12/26 [DA-driver identification], 1/26/26, 2/9/26, 2/23/26 [DA-Tier 1 instruction speaking and listening], 3/9/26, 3/23/26, 4/13/26, 4/27/26 [DA], 5/11/26, and 5/26/26). Staff survey Jan. 30-Feb. 13. Survey 4/27/26 (Local Indicator Self-Reflection). 5/5/26 and 5/7/26 Action Item Review.
Other School Personnel	As part of the LCAP Advisory (Analysis and feedback activities on 9/17/25, 12/10/25, 2/11/26, and 5/20/26); MES Site Council (Analysis and feedback activities on 9/24/25, 11/19/25, 2/11/26 and 4/22/26); WIS Site Council (Analysis and feedback activities on 9/25/25, 11/20/25, 1/22/26, 3/26/26, and 4/30/26); and WHS Site Council (Analysis and feedback activities on 9/23/25, 11/18/25, 1/14/26,

Educational Partner(s)	Process for Engagement
	3/18/26, and 4/29/26). (Discussion, feedback, metric, and action planning on 11/3/25, 11/17/25, 12/1/25, 12/15/25 [DA -root cause analysis], 1/12/26 [DA-driver identification], [DA-Tier 1 instruction speaking and listening], 3/9/26, 3/23/26, 4/27/26 [DA], 5/11/26, and 5/26/26). Staff survey April 3-11.
Certificated Bargaining Unit	Consultation offered and conducted on April 2, 2026 at the WUTA chapter meeting. Input provided on themes identified in parent, staff, community survey responses.
Classified Bargaining Unit	Consultation offered and conducted April 15, 2026 at the CSEA chapter meeting. Input provided on themes identified in parent, staff, community survey responses.
Parents	As part of the LCAP Advisory (Analysis and feedback activities on 9/17/25 [data analysis], 12/10/25, 2/11/26, and 5/20/26); MES Site Council (Analysis and feedback activities on 9/24/25, 11/19/25, 2/11/26 and 4/22/26); WIS Site Council (Analysis and feedback activities on 9/25/25, 11/20/25, 1/22/26, 3/26/26, and 4/30/26); and WHS Site Council (Analysis and feedback activities on 9/23/25, 11/18/25, 1/14/26, 3/18/26, and 4/29/26). MES ELAC (Analysis, feedback and action planning activities on 9/25/25 [data analysis], 11/19/25, 1/7/26, and 5/6/26; WIS ELAC (Analysis, feedback and action planning activities on 10/9/25 [data analysis], 11/19/25 [, 1/7/25, and 5/6/26; WHS ELAC (Analysis, feedback and action planning on 11/19/25 [family needs], 1/7/25 [current EL supports], and 5/6/26 [additional supports needed]; DELAC (Analysis, feedback, action planning activities on 8/27/25, 9/24/25 [data analysis], 11/19/25 [what does ELD look like and student achievement], 1/7/25 [what the ELPAC looks like and how to help students prepare], and 5/6/26 [reclassification and LCAP action item effectiveness]); Transportation survey conducted Feb. 18-Mar. 6 (feedback). Family Voices survey administered October 2025 (feedback for planning). Parent, Staff, and Community survey conducted Jan. 30-Feb. 13 (feedback). Parents of students in special programs phone calls conducted March 31-April 17(feedback). 5/5/26 and 5/7/26 Action Item Effectiveness Review.
Students	As part of the LCAP Advisory (Analysis and feedback activities on 9/17/25, 12/10/25, 2/11/26, and 5/20/26); WHS Site Council (Analysis and feedback activities on 9/23/25, 11/18/25, 1/14/26, 3/18/26, and 4/29/26) and a student survey was conducted Jan. 30-Feb. 25. MES

Educational Partner(s)	Process for Engagement
	ELAC (Analysis, feedback and action planning activities on 9/25/25 [data analysis], 11/19/25, 1/7/26, and 5/6/26; WIS ELAC (Analysis, feedback and action planning activities on 10/9/25 [data analysis], 11/19/25, 1/7/25, and 5/6/26; WHS ELAC (Analysis, feedback and action planning on 11/19/25, 1/7/25, and 5/6/26; DELAC (Analysis, feedback, action planning activities on 8/27/25, 9/24/25 [data analysis], 11/19/25, 1/7/25, and 5/6/26). Multilingual Learner Shadowing (data collection and empathy interviews for feedback) at WIS (2/2/26) and WHS (10/29/25 and 12/5/25). Leadership focus group at WHS (feedback and clarification on student survey themes) on (4/1/26). WCHS CCSPP Spring Focus Group (4/16/26 feedback for Equity Multiplier). Kelvin Cal Hope Survey administered in October 2025 and March 2026 (data collection and feedback).
Equity Multiplier	Leadership focus group at WCHS (feedback and clarification on student survey theme for creation and revision of Equity Multiplier actions). WCHS CCSPP Spring Focus Group (4/16/26 feedback for Equity Multiplier).
SELPA	Consultation and review of the LCAP was completed on May 11, 2026 and May 18, 2026.

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 2026/27 LCAP. In addition, meetings and survey data to develop our Community Schools Grant yielded a tremendous amount of feedback. Additional focus groups with Student Leadership focus at Willows High School and Willows Community High School provided valuable insights into the planning for the awarded Equity Multiplier funding and provided significant and unique feedback to shape the LCAP.

Throughout the 2025-2026 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, September, November, January, and May provided essential additional insights for making progress with our EL students and families. Additionally, Multi-lingual Learner (MLL) shadowing at the Intermediate and High School provided valuable data about MLLs educational experience and empathy interview data. This feedback continues to support the continued need for actions currently in the LCAP, specifically afterschool academic support for struggling students,

SEL support for students, inclusive learning environments, establishing high expectations, personalized and varied two-way communication with parents, providing additional opportunities for EL students to speak, increasing district transportation to get students to school, and establishing partnerships with parents. Additionally, feedback indicated a need for a more clearly defined and consistently implemented Multi-Tiered System of Supports (MTSS) to ensure timely identification and support for students who are struggling academically, behaviorally, or socially-emotionally.

Moreover, Site Council meetings held quarterly at each school site from September 2025 to April 2026 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 September 24, December 10, February 11, and May 20; 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, students, and community members; whose feedback focused on the continued need for consistent, strong Tier-1 instruction, increased student engagement, and an MTSS system. In addition, feedback collected identified the urgency of reaching the academic needs of unduplicated populations (EL, socio-economically disadvantaged, and foster/homeless, and students with disabilities) and established the need for increased academic and language support for students such as tutoring.

Furthermore, efforts were made to engage with bargaining units, including the California School Employees Association (CSEA), with a consultation meeting held on April 15, 2026; and a consultation with the Willows Unified Teachers Association (WUTA) on April 21, 2026. In addition to these engagements, consultations were conducted with the Curriculum, Instruction, and Assessment (CIA) Advisory (certificated members throughout the district) on September 9, November 13, January 13, February 25, April 16, and May 21; focusing on data review, root cause analysis, and a survey of the Local Performance Indicators. The data analysis and other activities from the Management Meetings and Differentiated Assistance, provided not only root-cause determinations and a focus on first-best instruction, but advanced the focus on training and implementation of high-quality PLCs and implementation of a Multi-Tiered System of Supports, districtwide to support academic achievement of the unduplicated students in the district. Compliance and Improvement Monitoring (CIM) activities led by our SELPA Director initiated discussions around increasing the number of minutes Special Education students spend in general education classes, Ed Specialists holding office hours for general education teachers to drop in and ask questions, and working to eliminate the us vs them culture between the WUSD and GCOE staff.

Furthermore, discussions with the Special Education Local Plan Area (SELPA) took place on May 11, 2026 where the SELPA Director shared Special Education parent survey data and which showed parents believe their children are getting the support they need and are making progress; it also indicated a desire for more inclusion, additional checks with the classroom teacher, and fewer partial days. Additionally consultation with the SELPA director on May 18, 2026, 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, development of an MTSS system, and need for increased student engagement in grade-level content. Student input, collected through surveys and meetings with student focus 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), continued focus on building Tier-1 instructional practices in math and ELA 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, 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	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	-19.5%

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.	(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.	No Change
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.	-0.85%
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.	No Change
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% Nearly Met = 16.46% Not Met = 79.88%	As indicated on the 2023/24 CAASPP database for ELA, WUSD EL students scored: Met or Exceeded = 4.00% Nearly Met = 16.67%	As indicated on the 2024/25 CAASPP database for ELA, WUSD EL students scored: Met or Exceeded = 5.13% Nearly Met = 17.31%	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 = +1.47% Nearly Met = +0.21% Not Met = -2.32%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Not Met = 79.33%	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%	Met or Exceeded = -4.69% Nearly Met = +2.77% Not Met = +1.89%
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)	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)	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)	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%	+6% are college/career prepared WUSD Total = +6% (-41) Hispanic = +3.9% (-24) White = +15.8% (-11) SED = +8.5% (-41) Homeless = +27.4 (-2)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED = 54.7% (128) Homeless = 14.3% (14) SWD = 10% (20)	Hispanic = 23.8% (15) White = 38.5% (52) SED = 30.5% (118) Homeless = N/A (9) SWD = 2.4% (22)	Hispanic = 62% (50) White = 71.8% (39) SED = 63.2% (87) Homeless = 41.7% (12) SWD = 31.6% (19)	Homeless = 50% SWD = 50%	SWD = +21.6% (-1)
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.	No Change
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.	No Change
1.10	Local Indicator/Programs and/or Services developed and provided	As indicated on the 2022/23 CAASPP database for ELA,	As indicated on the 2023/24 CAASPP database for ELA,	As indicated on the 2024/25 CAASPP database for ELA,	The desired outcome for WUSD, as	Met or Exceeded =-0.11%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	to individuals with exceptional needs	WUSD students with disabilities scored: Met or Exceeded = 6.17% Nearly Met = 13.58% Not Met = 80.25%	WUSD students with disabilities scored: Met or Exceeded = 0% Nearly Met = 13.95% Not Met = 86.05%	WUSD students with disabilities scored: Met or Exceeded = 6.06% Nearly Met = 9.09% Not Met = 84.85%	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%	Nearly Met = -4.49% Not Met = -4.6%
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% Not Met = 85.19%	As indicated on the 2023/24 CAASPP database for Math, WUSD students with disabilities scored: Met or Exceeded = 1.16% Nearly Met = 12.79% Not Met = 86.05%	As indicated on the 2024/25 CAASPP database for Math, WUSD students with disabilities scored: Met or Exceeded = 2.00% Nearly Met = 12.00% Not Met = 86.00%	The desired outcome for WUSD, as indicated by the CAASPP database for Math, is to have students with disabilities achieve the following scores: • Met or Exceeded : 20% • Nearly Met: 40% • Not Met: 40%	Met or Exceeded = -2.93% Nearly Met = +2.12% Not Met = +0.81%

Goal Analysis [2025-26]

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

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

1.1 Ongoing collective development in curricular alignment and vertical articulation, supported by first-best instructional pedagogy. - Partially Implemented - Held 8 meetings throughout the year, focused on math adoption and some data analysis. Further emphasis to be placed on use of data in PLCs and instructional planning.

1.2 First and Second Year Teachers in CA Induction Program - Partially Implemented - 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 - Fully Implemented - Second year implementation with ongoing development of program, including targeted feedback cycles.

1.4 Fostering of Learning-Focused Grading Policies - Planned - 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 - This is largely due to teacher turnover and movement. The district is continuing to invest in the development of PLC models that includes work on common formative assessments by grade-level. Coaching will continue throughout the 2026-27 school year to build on the momentum building during the 2025-26 year.

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 Cal Curriculum 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. This action was not implemented as planned, as Food Services remained financially self-sustaining and did not require the budgeted support.

1.10 Professional Development for Student Information System - Partially Implemented - Ongoing training is provided, but implementation of SIS professional development was partially limited by site-level operational demands, which restricted staff availability to participate in scheduled training sessions.

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. Access to professional development is available to all; however, participation trends show that requests are primarily submitted by the same group of teachers, indicating a need to expand engagement across all staff.

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 and looks to develop a child development pathway at WCHS. WIS and WHS 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. WUSD has encouraged 6th-12th grade ELA teachers to attend Expository Reading and Writing Curriculum trainings so they can utilize the ERWC curriculum. Both WHS and WCHS have adopted this curriculum for grades 11 and 12 and have approved the courses for the 2026-27 school year. WIS and WHS will participate in the Lead-to-Literacy Grant for 2026-2029 school years to provide support and learning on structured literacy for adolescents, disciplinary literacy intervention, and assessment literacy in an effort to build capacity, align supports and ensure equitable evidence-based instruction.

1.17 Mastering Math: Effective Strategies for Strengthening Concepts and Procedures - Planned - With limited PD and focusing on the new frameworks, this will be a continued focus for WUSD through the adoption cycle. The use of NextGen Math has allowed math teachers to receive professional development focused on providing students with targeted intervention and extension opportunities based on assessment data results. A Cal Curriculum team and SCOE math curriculum review team have received professional development that drives conversations about the non-negotiables our new math curriculum must have.

1.18 Empowering English Learners: Enhancing Problem-Solving Proficiency in Mathematics - Planned - 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) - Ongoing Implementation - As a key foundational element for growth, development and implementation of high-quality PLCs is instrumental. Teams from the three comprehensive sites attended PLC at Work Institutes which kicked off our year long focus of implementing PLCs in WUSD. This has been especially critical for new, inexperienced instructional staff. Solution Tree PLC Coaches will continue to provide professional development on the PLC process and guide us in the implementation process during the 2026-27 school year.

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

1.1 Ongoing collective development in curricular alignment and vertical articulation, supported by first-best instructional pedagogy. - Material differences due to committee members not submitting time sheets for the time spent attending the meetings.

1.2 First and Second Year Teachers in CA Induction Program - Slight material differences due to fewer new teachers needing to be enrolled in the induction program.

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

1.4 Fostering of Learning-Focused Grading Policies - Material differences due to initiative fatigue and the District's goal of focusing on implementing PLCs to improve first-best instruction and development of common assessments which used the allotted professional development time in our calendar.

1.5 Strengthen the District Formative Assessment Model - Material differences due to initiative fatigue and the District's focus on implementing PLCs to improve first-best instruction and development of common assessments which used the allotted professional development time in our calendar. This work will lead to strengthening the district's formative assessment model.

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

1.7 Adopted Instructional Materials - Material differences due to the new TK-8th grade math adoption being postponed until the 2026-27 school year.

1.8 Safety Committee Team - No material differences.

1.9 Nutrition - Material difference as expenditures for this action were not necessary, as Food Services maintained financial stability and did not require additional support this year.

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 - Some material differences due to the District using Educator Effectiveness funds to pay for some of the professional development teachers attended.

1.14 Professional Development - Slight material difference due to the increased number of participants sent to CABE and the costs associated with that.

1.15 Student Services for Technical Skill/CTE Development - Material differences due to the addition of a CTE teacher at WHS to teach digital media and art.

1.16 Inspiring Writers: Strategies for Enhancing ELA Writing Instruction - Material differences due to the professional development provided not having a cost and the District's focus on implementing PLCs which used the allotted professional development time in our calendar.

1.17 Mastering Math: Effective Strategies for Strengthening Concepts and Procedures - Material differences due to the professional development provided being included in the purchase of a supplemental math platform and the District's focus on implementing PLCs which used the allotted professional development time in our calendar.

1.18 Empowering English Learners: Enhancing Problem-Solving Proficiency in Mathematics - Material differences due to initiative fatigue and the District's goal of focusing on implementing PLCs to improve first-best instruction and development of common assessments which used the allotted professional development time in our calendar.

1.19 Ongoing Professional Development and Coaching for Professional Learning Communities (PLCs) - Material difference. In addition to the funds allocated for this action, the district used Educator Effectiveness funds to contract with Solution Tree for a PLC Coach for each site.

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 - Effective – 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 - Effective – This is the second 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. With coaching, PLC teams identified essential standards and have created common formative assessments. WUSD has seen small gains in state academic indicators. Associated metric(s): 1.5, 1.6, 2.1 and 2.2 provide baseline data from 2023.

1.4 Fostering of Learning-Focused Grading Policies - Somewhat Effective – Inability to provide targeted PD due to limited scheduled PD. Ongoing implementation of high-quality PLCs have taken the district's professional development and collaboration time. PLC teams have started to have discussions about common formative assessments and some have started to develop those assessments. Next steps will involve 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 – This is the second year teams have attended intensive PD and lesson development through the PBLLA. This training is planned to be ongoing. New teams will attend in 2026-27. 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 - Somewhat Effective – WUSD has provided limited PD, to emphasize the area of 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 2026/27. WCHS is developing a CTE child development pathway for 2026/27. Associated metric(s): 1.7 and 1.8.

1.16 Inspiring Writers: Strategies for Enhancing ELA Writing Instruction - Somewhat 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. Some high school teachers attended ERWC training, but there is still the 6th-8th grade teachers who need to be trained and as well as one additional high school teacher. Associated metric(s): 1.2, 1.5, 1.7, and 1.10.

1.17 Mastering Math: Effective Strategies for Strengthening Concepts and Procedures - Somewhat 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 Cal Curriculum capitalizes on research-based strategies for all domains. Learning gained through Cal Curriculum is not shared back to the site. Associated metric(s): Metrics: 1.2, 1.6, 1.7, and 1.11

1.18 Empowering English Learners: Enhancing Problem-Solving Proficiency in Mathematics - Somewhat Effective – Challenged with the coordination of a new frameworks and state adoption; ongoing PD through Cal Curriculum capitalizes on research-based strategies for instruction, as well as fostering mathematical discourse. Learning gained through Cal Curriculum is not shared back to the site. 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) - Effective – This action has been effective, as monthly coaching days have resulted in consistent team engagement and targeted, personalized support aligned to each team's current needs. PLC grade-level and subject-level teams have produced essential standards documents, scope and sequence documents, and are beginning to create documents clarifying essential learning within each of the units. Associated metric(s): 1.2, 1.10, 1.11 2.1, 2.2, 2.7, 2.8.

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 2026-2027:

- Action 1.3: Coaching

This action has been effective in improving literacy support; however, following a staff resignation, the district, after reviewing resources, has reallocated funds to maximize impact across priority areas and will be deleting this action for the 2026-27 school year.

- Action 1.4: Fostering of Learning-Focused Grading Policies

To improve effectiveness, this action will be revised to embed learning-focused grading practices within existing PLC structures, utilizing coaching days, targeted tools, and clear expectations to support consistent implementation across teams.

- Action 1.9: Nutrition

Based on improved financial stability, funding for this action has been reduced, with a limited reserve maintained to support the Food Services program if future needs arise.

- Action 1.16: Inspiring Writers

The LEA increased the allocation for this action to expand integrated professional learning and instructional support in literacy, mathematics, and academic language development in order to better address the identified needs of unduplicated pupils, including English learners, low-

income students, and foster youth. The LEA also consolidated three related actions (1.16, 1.17 and 1.18) into one comprehensive action to strengthen coherence, improve alignment of services and expenditures, and provide a more coordinated approach to supporting high-quality instruction and improved student outcomes. The title will be changed to Integrated Literacy, Mathematics, and Academic Language Instruction.

- Actions 1.17 and 1.18 will be deleted and combined into 1.16

- Action 1.19: PLC Development

WUSD will continue to 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. The LEA will allocate additional funding to support the PLC coaching.

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.	$5,000.00	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.	$25,000.00	No
1.4	Fostering of Learning-Focused Grading Policies	Embed learning-focused grading practices within existing PLC structures to improve equitable access, feedback, and academic outcomes for unduplicated pupils, including English learners, low-income students, and foster youth. Teacher teams will develop common assessments, analyze student achievement data, and calibrate grading practices aligned to standards, student mastery, and responsive instructional supports.	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$27,960.00	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.	$15,200.00	No
1.7	Adopted Instructional Materials	Maintain a curriculum calendar and purchase curriculum materials aligning with the state's adopted calendar.	$250,000.00	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.	$75,000.00	No
1.9	Nutrition	Ensure access to healthy food and nutrition - General Fund support to the District Food Service program	$50,000.00	Yes
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.).	$197,577.00	Yes
1.12	GCOE TREE Services	Continue to support our teachers and libraries by providing services and resources from GCOE.	$3,700.00	No

Action #	Title	Description	Total Funds	Contributing
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.	$59,500.00	
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.	$36,913.00	No
1.16	Integrated Literacy, Mathematics, and Academic Language Instruction	Provide targeted professional learning and instructional support for teachers to strengthen standards-aligned literacy and mathematics instruction for unduplicated pupils, including English learners, low-income students, and foster youth. Training will focus on writing across genres, mathematical reasoning and problem-solving, differentiation, academic language development, culturally responsive instructional practices, and the use of formative assessments and student discourse to improve student achievement and engagement.	$7,500.00	Yes
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.	$42,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Training and coaching will emphasize a shared focus on learning, collaboration, and accountability for student outcomes.		

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: 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%	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	All students = +5.31% EL = +2.3% SED = +5.24% SWD = +0.28%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SWD = 0%		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	All students = +2.77% EL = -4.3% SED = +1.99% SWD = -7.4%
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:	As indicated on the 2023/24 CA Dashboard, WUSD EL students scored at 49.8% making progress towards English language proficiency. The 2023/24	As indicated on the 2024/25 CA Dashboard, WUSD EL students scored at 50.7% making progress towards English language proficiency. The 2024/25	The desired outcome for WUSD EL students making progress towards English language proficiency as 55%, and as indicated on the	+3.2% 1's = +4.23% 2's = -12.15% 3's = -0.67% 4's = +8.59%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		1's = 17.28% 2's = 35.66% 3's = 34.93%, and 4's = 12.13%	Summative ELPAC scores for (227) ELs indicate: 1's = 20.08% 2's = 31.82% 3's = 36.36%, and 4's = 11.74%	Summative ELPAC scores for (251) ELs indicate: 1's = 21.51% 2's = 23.51% 3's = 34.26%, and 4's = 20.72%	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%	-21 students took the Summative ELPAC 4/Well Developed = +8.59% 3/Moderately Developed = -0.67% 2/Somewhat Developed = -12.15% 1/Beginning to Develop = +4.23%
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.	+15.17%
2.6	State Indicator/Academic Indicator/College and	As indicated on the 2022/23 College Board	As indicated on the 2023/24 College	As indicated on the 2024/25 College	As indicated on the annual College	+6.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Career Indicator/AP pass rate	report, the percentage of WUSD students passing with a 3, 4, or 5 on an Advanced Placement exam was 27.5%	Board report, the percentage of WUSD students passing with a 3, 4, or 5 on an Advanced Placement exam was 28.3%	Board report, the percentage of WUSD students passing with a 3, 4, or 5 on an Advanced Placement exam was 34%	Board testing reports, the desired outcome for 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%	-All students = -8.72% -EL = -8.33% -RFEP = -21.35% -EO = -2.49% -SED = -11.08% -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 students scored met or exceeded standards: -All students = 22.03% -EL = 8.33 -RFEP = 23.53%	As indicated in the 2023/24 CAASPP test results for mathematics, WUSD 11th grade students scored met or exceeded standards:	As indicated in the 2024/25 CAASPP test results for mathematics, WUSD 11th grade students scored met or exceeded standards:	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 = +6.16% -EL = -8.33 -RFEP = +4.25% -EO = +6.97% -SED = +4.02% -SWD = -4.55%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-EO = 23.19% -SED = 19.36% -SWD = 4.55%	-All students = 30.76% -EL = no data available -RFEP = 32.15% -EO = 32.07% -SED = 25% -SWD = 0%	-All students = 28.19% -EL = no data available -RFEP = 27.78% -EO = 30.16% -SED = 23.38% -SWD = 0%	-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 sequence is 100 students	-7 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%	+14.3% (+33)
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%	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	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	Utilizing the four-year adjusted grad cohort in Dataquest, the desired outcome for WUSD of students graduating having met A-G requirements is:	+1.75% -All students = +1.75% (-30) -EL = +15.27% (-4) -Foster = NA -Homeless = -16.7% (-12) -SWD = +21.42% (-2) -SED = 24.05% (+47)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-EL = n/a -Foster = n/a -Homeless (12) = 16.7% -SWD (16) = 0% -SED (124) = 21.4%	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%	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%	-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%	ELA testing = no change Math testing = -1% CAST testing = +2.4%
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 or exceeds standards in CAST: WUSD Overall: 14.61%	As indicated on the CAASPP database and CERS for 2023/24, WUSD students (grades 5, 8, and high school) scoring meets or exceeds standards in CAST:	As indicated on the CAASPP database and CERS for 2024/25, WUSD students (grades 5, 8, and high school) scoring meets or exceeds standards in CAST:	The desired outcome for WUSD, as indicated on the CAASPP database and CERS for students scoring meets or exceeds standards in CAST:	WUSD Overall: +4.35% 5th Grade: +4.54% 8th Grade: +7% High School: +2.09%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5th Grade: 15.62% 8th Grade: 11.58% High School: 16.24%	WUSD Overall: 15.52% 5th Grade: 20.41% 8th Grade: 12.87% High School: 13.19%	WUSD Overall: 18.96% 5th Grade: 20.16% 8th Grade: 18.58% High School: 18.33%	WUSD Overall: 50% 5th Grade: 35% 8th Grade: 40% High School: 50%	

Goal Analysis [2025-26]

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

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

2.1 ELD Students - Fully Implemented - Implementing a new, formal curriculum; as a result, 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 intervention has provided additional data to complement NWEA MAP Growth; however, minimal impact to date highlights the need for targeted teacher training in analyzing and using this data to inform instruction.

2.3 Training for all Test Site Administrators - Fully Implemented - WUSD continues to provide training and support for CAASPP and ELPAC site testing coordination and administration 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 - Partially Implemented - The purchase of a math supplemental, and its use district-wide in creating benchmark assessment and extra support is showing an increase in student achievement. The district expanded the use of this supplemental from MES and WIS to include WHS in December 2025.

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 - Not Implemented - While funding Tier II Interventions at MES for several years, the result of increased student achievement has not materialized, and the positions were eliminated for the 2025-26 school year.

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 - Partially Implemented - Student, community, staff, and parent input was sought; presentations were made to the board in the winter of 2025-26, and the board adopted a seven period day at WHS starting in the 2026-27 school year.

2.9 Strategic Support for At Risk Students - ELA and Math - Partially Implemented - Anytime School efforts were implemented throughout the district in this year at one site, providing a significant impact.

2.10 Strategic Support for At Risk Students - ELA and Math - Ongoing Implementation - WUSD has been unable to secure staffing for a Back-to-School intervention at WIS in 2025, but current site leadership has recruited staff to put on a two week learning opportunity prior to the 2026-27 school year.

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 online learning platforms for credit recovery and LTIS services. Input gathered indicated a need to find a different learning platform for 6th-12th grade. This new platform will be implemented for the 2026-27 school year.

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 - Fully Implemented - WUSD continues to provide this allocation for supplementary resources for EL students and increase growth in ELPAC scores.

2.15 ELD Students-Aide Staffing - Fully Implemented - Increasing instructional aide staffing to support the ELD program has demonstrated positive local assessment gains and California School Dashboard English Learner Progress growth.

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 WIS and WHS participation in the 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 year. Lessons are being taught at WHS during seminar period. Lessons have not been implemented at WIS or WCHS.

2.19 Continued Strengthening of College and Career Readiness Curriculum - Ongoing 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 - Not 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. The positions were not filled in 2025/26 and will not be brought back in the 2026/27 year.

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 program at MES.

2.23 Support for After-School Program - Fully 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 was suspended for 2025/26 and the action will be deleted for the 2026/27.

2.26 Strategic Support for At-Promise Students - ELA and Math - Not 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. The positions will not be brought back for the 2026/27 school year.

2.27 Strategic Support for At Promise Students - ELA and Math - Fully Implemented - WUSD implemented Guided Study for Tier II intervention support at WIS.

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. Teachers from MES, WIS, and WHS have attended CABE in March 2026.

2.31 ELD Students-Formal Curriculum - Fully Implemented - WUSD has adopted and implemented a formal ELD curriculum; ELD teachers have received training from curriculum specialists and are using the program with fidelity.

2.32 Ongoing Professional Development for Vista ELD Program Implementation - Fully Implemented - Additional follow-up training planned for 2026/27 with a reduced allocation for this action.

2.33 Multilingual Learner Shadowing Program (MES, WIS, WHS) - Ongoing Implementation - Shadowing sessions were held at WIS and WHS during the winter of 2025/26. Additional sessions will be planned for the 2026/27 school year to compare to the 2025/26 data with the hope that there is an increase in speaking and listening opportunities.

2.34 Implement Reading Diagnostic Assessment and Screening Program at MES - Ongoing Implementation - Teachers were trained to use the screening program and assessed students in the fall, winter, and spring. More work needs to be done around building an MTSS system to support the at-risk students this screener is identifying.

2.35 Implement Districtwide After-School Tutoring with Attendance Recovery (LREBG) - Ongoing Implementation - MapGrowth data was used to identify students at WIS who would benefit from four-week cycles of after-school tutoring. MES and WHS will implement sessions in the 2026/27 school year. Funding for this action will no longer come from LREBG funds.

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 - Slight material differences for 2025/26 as the unit price was reduced.

2.2 Strategic Support for At Risk Students - ELA and Math - Material differences as we received a screener grant which paid for the reading screener.

2.3 Training for all Test Site Administrators - Slight material differences as training costs were not as high as estimated.

2.4 Strategic Support for At-Promise Students - ELA and Math - Material differences for 2025/26 as the LEA purchased a math supplemental program that the district piloted in 2024/25 that showed a positive impact on student achievement.

2.5 Strategic Support for At-Promise Students - ELA and Math - No material differences for 2025/26.

2.6 Strategic Support for At-Promise Students - ELA and Math - No material differences for 2025/26; Tier II intervention services at MES remain eliminated for 2026/27. Focus continues to be on building and strengthening Tier I services for students.

2.7 Strategic Support for At Risk Students – ELA and Math - No material differences, however, with all areas provided with new and/or adequate furniture, this action has been completed and will be deleted for the following year 2026/27.

2.8 Willows High School Schedule - No material differences

2.9 Strategic Support for At Risk Students – ELA and Math - Material differences for 2025/26 as teachers were paid with ELOP funds instead of money allocated to this action.

2.10 Strategic Support for At Risk Students - ELA and Math - Material differences for 2025/26 as WIS was unable to find teachers to run the "boot camp" for 2025-26. Plans are currently in place to run one in August 2026.

2.11 Strategic Support for At Risk Students - ELA and Math - No material differences for 2025/26.

2.12 Strategic Support for At Risk Students - ELA and Math - Slight material increase for 2025/26, as the online learning platform cost increased for the 2025-26 school year.

2.13 Strategic Support for At Risk Students - ELA and Math - Material differences for 2025/26 as staffing was not found to run the WHS "incoming Frosh Summer Boot Camp."

2.14 ELD Students-Supplemental Materials - No material differences for 2025/26.

2.15 ELD Students-Aide Staffing - No material differences for 2025/26.

2.16 Foster/Homeless Youth Services - Material differences as actual expenditures for this action were lower than budgeted, as the district experienced fewer identified needs requiring supplemental services for foster and homeless youth during the year.

2.17 Implement College and Career Readiness Curriculum - Material differences for 2025/26 as there were no professional development costs associated with the college and career readiness curriculum.

2.18 Implement College and Career Readiness Curriculum - Material differences for 2025/26 as the college and career readiness curriculum doesn't have a cost.

2.19 Continued Strengthening of College and Career Readiness Curriculum - Slight material differences as the contract with Hatching Results was lower than budgeted.

2.20 Student Support Services - No material differences for 2025/26, however, due to budget constraints and the lack of evidence in any positive impact for student achievement, these Aide I positions remain eliminated for 2026/27.

2.21 CTE Pathways - Material differences but WUSD used CTEIG money to add the additional CTE pathway at WHS.

2.22 Opportunity Program - Slight material differences for 2025/26 due the reduction of the opportunity program at WIS.

2.23 Support for After-School Program - No material differences for 2025/26. The district used ELOP funds to support this action.

2.24 Support for After-School Program - No material differences for 2025/26.

2.25 Support of Technology Access - Material differences for 2025/26 as WUSD has completed the infrastructure upgrades so there aren't as many costs.

2.26 Strategic Support for At-Promise Students - ELA and Math - No material differences for 2025/26, however, due to budget constraints and the lack of evidence in any positive impact for student achievement, Aide I positions were eliminated (MES, WIS, and WHS) for 2025/26 and will not return in 2026/27.

2.27 Strategic Support for At Promise Students – ELA and Math - Material differences as the intervention teach at WIS moved to WHS after the start of the school year to fill a vacant English position.

2.28 Strategic Support for At Promise Students – ELA and Math - Material differences; materials were purchased, but the cost was charged to a different fund.

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 - Material differences for 2025/26 as the district purchased the curriculum in 2024/25 and the consumables costs for 2025/26 were paid out of the curriculum fund. The consumables will need to be replaced for 2026/27.

2.32 Ongoing Professional Development for Vista ELD Program Implementation - No material differences.

2.33 Multilingual Learner Shadowing Program (MES, WIS, WHS) - No material differences. Some of the substitute costs were not charged to this action as they should have been.

2.34 Implement Reading Diagnostic Assessment and Screening Program at MES - Material differences as not all of the substitute costs were connected to this action item.

2.35 Implement Districtwide After-School Tutoring with Attendance Recovery (LREBG) - Material differences. ELOP funds were used to compensate certificated staff to provide Attendance Recovery.

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

2.1 ELD Students - Effective – Consistent and effective use at WHS and WIS with EL students making progress towards English language proficiency as measured in metrics 2.3, 2.4 and 2.5.

2.2 Strategic Support for At Risk Students - ELA and Math - Effective – Despite the low number of students performing at or above grade level, CAASPP data for 2024/25 indicates incremental growth in math and ELA at MES and WIS. Winter MapGrowth scores in ELA and math also show an increase at WIS.

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 - Effective – In the analysis of CAASPP results, there is indication that use of NextGen Math to create common formative assessments has had a positive impact on student achievement.

2.5 Strategic Support for At-Promise Students - ELA and Math - Effective – MES is showing incremental academic progress in the 2024/25 CAASPP and 41% of students are at or above benchmark in reading according to Dibels spring 2026 data.

2.6 Strategic Support for At-Promise Students - ELA and Math - Not Evaluated – The action was not implemented.

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 - Effective - A seven period day was adopted by the board and will be implemented for the 2026/27 school year at WHS.

2.9 Strategic Support for At Risk Students - ELA and Math - Effective - Anytime school efforts were implemented at WIS, providing a significant academic support and ADA-recovery.

2.10 Strategic Support for At Risk Students - ELA and Math - Not Evaluated – 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 2024/25 CAASPP; as a key element of flexibility, personalization, and accessibility and inclusion for our LTIS and credit recovery, WUSD continues to maintain the online learning platforms for credit recovery and LTIS services.

2.13 Strategic Support for At Risk Students - ELA and Math - Not Evaluated - 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 2024/25 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 2024/25 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 PBL Leadership Academy (WIS and WHS) 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 2025/26 with WHS counselors teaching CCGI units during seminar period.

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 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 - Not Evaluated - The action item was not implemented.

2.21 CTE Pathways - Not Evaluated - To this point, WUSD has been unable to secure staffing for an additional Career Tech. The results will be evaluated in 2026/27.

2.22 Opportunity Program - Effective - Despite the lack of consistent academic progress being demonstrated in the 2024/25 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 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 - Not Evaluated - The action was completed in 2024-25 and will be deleted for 2026-27.

2.26 Strategic Support for At-Promise Students - ELA and Math - Not Evaluated - The action item was not implemented.

2.27 Strategic Support for At Promise Students - ELA and Math - Effective - WUSD continues to support Guided Study at WIS. Maintaining 0% dropouts for metrics 3.6 indicates effectiveness.

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 - Effective - A formal language acquisition program was adopted and implemented in 2024/25, to support EL and Newcomer students. The program was implemented with fidelity in 2025/26. Data is currently unavailable, but preliminary CAASPP and ELPAC data for 2025/26 looks significantly promising. Data for 2024/25 showed growth at WIS where the teacher implemented the program with fidelity last year.

2.32 Ongoing Professional Development for Vista ELD Program Implementation - Effective - Teachers received training in the fall and winter to help ensure implementation success.

2.33 Multilingual Learner Shadowing Program (MES, WIS, WHS) - Effective - Multilingual learner shadowing was implemented at two of the three sites, and while data was collected, it was minimally utilized. The data informed initial discussions around speaking strategies to support multilingual learners; next steps include implementation of strategies, repeating shadowing in the 2026/27 school year, and having MES participate.

2.34 Implement Reading Diagnostic Assessment and Screening Program at MES - Effective - Staff was trained and administered the assessment in the fall, winter, and spring. Next steps include training new staff and using the data to drive PLC discussions and identifying intervention supports for students.

2.35 Implement Districtwide After-School Tutoring with Attendance Recovery (LREBG) - Effective - This is a new action was implemented at WIS. Next steps include having MES and WHS participate and making it part of the ELOP program and wider MTSS system.

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 2026-2027:

- Action 2.4 (supplementals) was adjusted to reflect the math supplemental we will be using.
- Several actions (2.6, 2.20, 2.26) will be eliminated after multiple years of investment failed to yield improved outcomes on CAASPP 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 2.7 (intervention furniture) The action was completed and intervention connected to 2.6 is being eliminated, so we are eliminating this corresponding one as well.

- Action 2.8 (WHS alternative bell schedule) will be eliminated as it was completed in the 2025-2026 school year. Starting 2026-2027, WHS will have a seven period bell schedule to increase core-subject instructional time.
- Action 2.12 (Online learning platform for LTIS and credit recovery) had the name Edgenuity removed so as not to specify which learning platform to use for LTIS. This will allow addition of Subject AI as the LTIS and credit recovery learning platform for grades 6-12. This program will provide access to alternative learning pathways that are adaptive and can provide personalized feedback and has more multilingual supports for our EL learners. Edgenuity will remain the LTIS platform for grades K-5 as Subject AI doesn't have content for those grades.
- Action 2.25 (technology) will be eliminated in the 2026-27 as the action was completed in 2024-25.
- Action 2.35 To reflect the desire for a stronger MTSS system, action 2.35 will be adjusted to focus on developing and implementing a comprehensive MTSS-aligned intervention program.

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.)	$1,000.00	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.	$2,000.00	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 (e.g. NextGen Math, etc.).	$9,290.00	No

Action #	Title	Description	Total Funds	Contributing
2.5	Strategic Support for At-Promise Students - ELA and Math (LREBG)	Murdock Elementary - Maintain staffing and class sizes at levels to ensure First-Best Instruction. (LREBG)	$2,990,165.00	Yes
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.	$8,500.00	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.	$92,165.00	No
2.12	Strategic Support for At Risk Students - ELA and Math	Maintain the online learning platform for credit recovery (WHS and WCHS) and distance learning (District-wide) needs.	$44,457.00	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
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 (LREBG)	Increase Instructional Aide staffing to provide greater support to ELD / bilingual programs. (LREBG)	$307,939.00	No

Action #	Title	Description	Total Funds	Contributing
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).	$0.00	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)	$7,800.00	No
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.	$130,970.00	No
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.	$113,867.00	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.	$200,000.00	No
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	$555,420.00	No

Action #	Title	Description	Total Funds	Contributing
		supportive environment, active and engaging learning, skill building, youth voice and leadership, healthy choices, and access and equity.		
2.27	Strategic Support for At Promise Students - ELA and Math	Provide ongoing instructional support through Guided Study for Tier II intervention at WIS.	$0.00	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.	$5,000.00	No
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)	$25,000.00	Yes
2.31	ELD Students	Identify, adopt and implement formal language acquisition curriculum to support EL and Newcomer students.	$5,398.00	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.	$3,000.00	No

Action #	Title	Description	Total Funds	Contributing
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.	$5,000.00	No
2.35	Expanded Academic Supports for Student Achievement and Engagement	Develop and implement a comprehensive, MTSS-aligned intervention system that includes a high-quality after-school tutoring and attendance recovery program at all school sites, providing targeted academic support in core subjects for students identified through data and teacher input. Services will include Tier 1, Tier 2, and Tier 3 supports with progress monitoring and small group instruction, utilizing credentialed staff and coordinated systems to ensure consistent implementation and equitable access for unduplicated pupils.	$135,308.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	The schools and district will develop and maintain a 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 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.	no change
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	In the 2025/26 school year, WUSD provided	The desired outcome for WUSD Parent	+1 parent night

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.	13 Parent Education Nights, FAFSA support, high school bell schedule town hall, senior parents night, UC/CSU application workshops, LCAP Advisories, and DELAC meetings.	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%.	+3.7%
3.4	State Indicator/Student Engagement/Chronic Absenteeism rate	As indicated on Dataquest for 2022/23, 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)	As indicated on Dataquest for 2023/24, the WUSD Chronic Absenteeism rate is: WUSD Total = 20.5% AI/AN = 37.2% (43)	As indicated on Dataquest for 2024/25, the WUSD Chronic Absenteeism rate is: WUSD Total = 13.3% AI/AN = 21.1% (38)	As indicated on Dataquest, the desired outcome for the WUSD Chronic Absenteeism rate is: WUSD Total = Less than 8%	WUSD Total = -11.6% AI/AN = -37% (-5) Hispanic = -10.4% (-254) White = -12% (-164) EL = -12% (-77) SED = -12.9% (-401)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster = 23.5% (17) Homeless = 50% (26) SWD = 26.4% (193)	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)	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)	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	Foster = not avail. (-9) Homeless = -16.7% (-11) SWD = -8.1% (-18)
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) 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	WUSD Total = +2..4 (-30) Hispanic = +2.8% (-19) White = +4.1% (-6) SED = +4.7% (-30) Homeless = +6% (0) SWD = +3.7% (+5)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					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%	no change
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%	+0.6 (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)	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)	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	WUSD Total = +1.5% (-24) Asian = -1.6% (-9) AI/AN = +12.6% (+12) Hispanic = no change (1) White = +2% (-21) EL = +1.4% (-30) SED = +1.4% (-61) Homeless = -7.4% (-5) SWD = +6.7% (+38)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			EL = 3.4% (290) SED = 5.5% (1,265) Homeless = 5.4% (37) SWD = 7.2% (237)	EL = 4.3% (281) SED = 6.4% (1,188) Homeless = 0% (22) SWD = 9.6% (261)	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 2024/25 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	As indicated on the 2025/26 CA Healthy Kids Survey, the data for WUSD students that perceive school to be safe: 5th grade = not reported 7th grade = 66% 9th grade = 57% 11th grade = 65%	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%	5th grade = baseline not reported 7th grade = +1% 9th grade = +12% 11th grade = +17% WCHS = waiting on data
3.10	Local Indicator/Expulsion rate	As indicated on Dataquest for 2022/23, the WUSD Expulsion rate is: WUSD Total .2% (1,517) AI/AN = 0% (45) Asian 0% (60) Hispanic = .4% (794) White 0% (565)	As indicated on Dataquest for 2023/24, the WUSD Expulsion rate is: WUSD Total 0% (1,507) AI/AN = 0% (45) Asian = 0% (54) Hispanic = 0% (785) White = 0% (568)	As indicated on Dataquest for 2024/25, the WUSD Expulsion rate is: WUSD Total 0% (1,482) AI/AN = 0% (57) Asian = 0% (52) Hispanic = 0% (787) White = 0% (540)	As indicated on Dataquest, the desired outcome for the WUSD expulsion rate is: WUSD Total = 0% AI/AN = 0% Asian 0% Hispanic = 0% White 0%	WUSD Total -.2% (-35) AI/AN = no change (+12) Asian = no change (-8) Hispanic = -0.4% (-7) White = no change (-25)

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 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.	+1.9%

Goal Analysis [2025-26]

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

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

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 - Not Implementing - The district is not moving forward with the hiring of an additional Career Technician as originally planned due to the unavailability of funding to support the position. As a result, this action will not be implemented, and the district will reassess how to support career technical education within existing resources.

3.3 Community Outreach-Parent Engagement Team - Partially Implemented - The parent engagement team was only partially implemented due to funding constraints that resulted in the elimination of positions in the spring of 2025. While the district later secured a CCSPP grant to support the hiring of two new liaisons, their December start date delayed implementation and limited the effectiveness of this action during the year.

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 educational partners. Continued PD and other efforts to increase staff and parent 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. Hiring the new liaisons mid-year decreased the number of activities they hosted. Employing them from the start of the 2026-27 school year will increase the number of parent education events.

3.6 Environmental Camp-Shady Creek - Not Implementing - WUSD was challenged in 2024-25 with the inability to staff this camp for our students. To remedy this, action (3.25) was created to afford more flexibility beyond Shady Creek.

3.7 River Jim - Planned - Implementation of this action was not fully realized, as 6th grade participation did not occur due to the unexpected unavailability of the facilitator. This has highlighted the need to revise the goal to reduce reliance on a single individual and strengthen the sustainability of the action.

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

3.9 Social and Emotional Learning - Partially Implemented - WUSD has provided opportunities for SEL implementation and development, to include training with Capturing Kids Hearts.

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 - Fully Implemented - WUSD continues to employ a district nurse and health aide, 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 - Not Implemented - Unfortunately, due to significant budget constraints, this position was eliminated for 2025/26 and will not be brought back for the 2026/27 school year.

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 - Not Implemented - This allocation was eliminated for 2025/26 but will be brought back for the 2026/27 school year.

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 2025/26 school year. The position will be replaced with a Family, School, and Community Engagement Coordinator.

3.19 Student Support Services and Community Outreach-Director of Instructional Services - Fully Implemented - WUSD position has been replaced with the Director of Community Schools 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 practices to support a more inclusive, positive school culture.

3.23 Improving Student Attendance-School Status - Partially Implemented - WUSD continues to implement the School Status program. Led by our Director of Student Attendance, sites use School Status attendance information to hold weekly "huddles" to discuss specific students' attendance, make calls to verify student absences, and hold SST meetings to support student attendance.

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 - Fully Implemented - The 5th grade science learning experience was fully implemented as planned, with all components executed. Students engaged in hands-on, standards-aligned activities designed to deepen understanding of core science concepts, and implementation occurred with fidelity.

3.26 Expand Social-Emotional Learning (SEL) Services through Community Schools Grant - Ongoing Implementation - WUSD continues to employ two wellness coaches and seeks to find a third. The LEA continues the partnership with NVIH for mental health services to provide three therapists who provide school-based therapy for WUSD students.

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 - Material differences as the professional development counselors attended was paid for with Educator Effectiveness funds.

3.2 Pathways to Viable Careers - Material differences as the district did not hire an additional part-time career teacher due to financial constraints

3.3 Community Outreach-Parent Engagement Team - A material difference occurred as liaison positions were discontinued due to funding constraints and later reestablished through the CCSPP grant, resulting in delayed and adjusted implementation and expenditures.

3.4 Community Outreach-Media Resources - No material differences

3.5 Community Outreach-Parent Ed Nights - Material differences as CCSPP and CEI funds were used to cover the costs associated with parent education events.

3.6 Environmental Camp-Shady Creek - Not implemented - 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 - Not implemented - A material difference in implementation occurred due to the unavailability of the program lead, which prevented student participation and highlighted a reliance on a single individual, resulting in the action not being implemented as intended.

3.8 Improving Student Attendance - Material differences due to partnerships with local businesses and PTO organizations who provided recognition awards. Other recognition awards had no costs associated.

3.9 Social and Emotional Learning - Material differences for 2025/26.

3.10 Student Services-Counseling - No material differences for 2025/26.

3.11 Health Aide Services - No material differences 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 2025/26.

3.14 Student Support Services-WCHS Paraprofessional - Not Implemented - This position was been eliminated for 2025/26, due to significant budget constraints and will not be brought back for the 2026/27.

3.15 Student Support Services-Cedar Hills Transportation - No material differences for 2025/26.

3.16 Student Support Services and Enrichment-MES - No material differences for 2025/26.

3.17 Student Support Services and Enrichment-Passenger Van Transportation - Not Implemented. The action was been suspended for 2025/26, due to significant budget constraints, but will be brought back in 2026/27.

3.18 Student Support Services and Community Outreach-Director of Student Attendance - No material differences for 2025/26.

3.19 Student Support Services and Community Outreach-Director of Instructional Services - No material differences for 2025/26.

3.20 Community Outreach-Technology and Materials - Material differences as the Community Liaisons were not employed until December 2025, and they did not hold monthly events like planned.

3.21 Building Positive School Culture: Implementing PBIS to Foster Inclusive Learning Environments-PBIS - No material differences for 2025/26.

3.22 Building Positive and Inclusive School Culture: Equity, Bias, and Cultural Responsive Practices - Material differences as the training staff went to were free.

3.23 Improving Student Attendance-School Status - Material increase for 2025/26 because the district added the tardy letter feature to their School Status feature.

3.24 Student Support Services-Additional Supervision - No material differences for 2025/26.

3.25 Support 5th Grade Environmental Science Outdoor Learning Experience - No material differences.

3.26 Expand Social-Emotional Learning (SEL) Services through Community Schools Grant - No material differences.

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 - WUSD has been unable to secure staffing for an additional Career Tech. WUSD will be eliminating this action item.

3.3 Community Outreach-Parent Engagement Team - Effective - WUSD has had success with our PE Team and the translation services they provide for families and relationships they build with families and community partners. 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 educational 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 developed a new action (3.25) that affords more flexibility beyond Shady Creek. This action will be deleted.

3.7 River Jim - Not Evaluated - 6th graders were not able to experience River Jim this year. The 6th grade team is making plans for next year that don't rely on the on the one vendor. The action item will be revised to reflect this.

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 Capturing Kids Hearts training. 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 aide, 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 - Not Evaluated - This position was eliminated for 2025/26 and will be deleted for 2026/27.

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 - This allocation was been eliminated for 2025/26.

3.18 Student Support Services and Community Outreach-Director of Student Attendance - Effective - WUSD continues to maintain a part-time Family, School, and Community Engagement Coordinator position, whose guidance in efforts to improve attendance has shown to be effective in the 2025/26 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 Community Schools, 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 positive, inclusive 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 - Effective - Metric 3.11 shows growth for 2025/26.

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 - Effective - Positive growth has been demonstrated for metrics 3.4, 3.6, 3.8, 3.9, 3.10, and 3.11.

3.26 Expand Social-Emotional Learning (SEL) Services through Community Schools Grant - Effective - Positive growth has been demonstrated for metrics 3.4, 3.6, 3.7, 3.8, 3.9, 3.10, and 3.11.

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 2026-2027:

- Actions 3.2: Additional staffing and funding for a part-time Career Tech was not secured; the action item will not be continued into the 2026-27 plan.
- Action 3.3: Due to the CCSPP funding liaison positions were brought back and funding was allocated to this action.
- 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. As a result 3.6 has been eliminated.

- Action 3.7: The action title and action description have been adjusted to allow for an outdoor science experience for 6th graders that is not tied to River Jim as circumstances outside of the school's control prevented students from participating in River Jim this year.
- Action 3.8: This action has been deleted as funding from unrestricted lottery money for positive attendance programs has been provided to sites and has replaced the need for this action.
- Action 3.14: The WCHS paraprofessional funding was eliminated in 2025/26 and will not be funded for 2026/27; as a result, this action is being eliminated.
- Action 3.17: Passenger van replacement allocations were eliminated due to budget constraints for the 2025/26 school year, but will be resumed for the 2026/27 school year.
- Action 3.15: The action will be adjusted to include adding additional bus stops to current bus routes within the district.
- Actions 3.18 and 3.19: The positions of Director of Attendance and Director of Instructional Services have been eliminated and the new roles of Community Schools Coordinator and Director of Community Schools have been added to reflect the changes within the district and the receipt of the CCSPP grant.

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.	$2,000.00	No
3.3	Community Outreach	Employ two (2) classified Bilingual Community Outreach Liaisons to help improve outreach and engagement with our school community.	$159,128.00	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

Action #	Title	Description	Total Funds	Contributing
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
3.7	6th Grade Outdoor Science Learning Experience	Willows Intermediate School will offer an outdoor, project-based learning experience for 6th graders that integrates environmental education, engineering design, and teamwork through hands-on applied scientific inquiry.	$5,000.00	No
3.9	Social and Emotional Learning	WUSD will provide academics, behavioral, and social-emotional learning programs.	$20,000.00	No
3.10	Student Services	Continue to employ counselors to support all our students socially, emotionally, and academically.	$520,812.00	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.	$234,999.00	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.	$1,853.00	No
3.13	Student Support Services (LREBG)	Maintain Behavioral Intervention Aide at MES, to support SEL, counseling and PBIS services to “at-promise” students. (LREBG)	$36,873.00	No
3.15	Student Support Services	Provide ongoing transportation services to students at Cedar Hills and increase bus route stops within the LEA’s boundaries to improve access for students, in order to support improved attendance and academic achievement for low-income, foster, and homeless youth.	$41,279.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.16	Student Support Services and Enrichment	Provide ongoing music and enrichment instruction at Murdock Elementary.	$152,927.00	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.	$80,000.00	Yes
3.18	Student Support Services and Community Outreach	Maintain a part-time Family, School, and Community Engagement Coordinator 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 Community Schools position to coordinate independent study, Community Schools, 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.	$119,151.00	No
3.20	Community Outreach	Provide technology resources and materials for engagement and outreach activities to support student, parent, and community engagement.	$5,000.00	No
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.	$5,000.00	Yes
3.22	Building Positive and Inclusive School Culture: Equity, Bias, and Cultural Responsive Practices	Provide professional development focused on developing positive, inclusive, and culturally responsive school cultures, including training in understanding bias, increasing self-awareness and cultural competency, and supporting cultural awareness, representation, and schoolwide cultural celebrations that foster belonging, respect, and engagement for all students.	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$35,000.00	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.	$76,912.00	No
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	No
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 maintain three 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.	$264,907.00	No

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: -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)	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%	-Total = -21.5% -Hispanic = -43.1% -White (non-Hispanic) = -33.3% -Homeless = no change -SED = -22.8% -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% -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	+24.2% (-1)
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)	-number of students earning a certification = +7 -total number of certifications earned = +9

Goal Analysis [2025-26]

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

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

4.1 Building Student Engagement - Experiential Learning - Partially Implemented - Increasing students engagement through this action has provided for art-based projects, yielding more students engagement. CTE experiences have been limited this year. 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. WCHS is the course offerings and format for the 2026-27 school year. Work experience, internships and job shadowing will be part of the school's offerings.

4.3 Providing Academic Support and Intervention - Did Not Implement - Due to budget restrictions which resulted in the reduction in the assigned staff, providing after-school intervention and academic support did not occur.

4.4 CTE Course Access - Did Not Implement - The construction pathway course did not continue in the 2025-26 school year. In the 2026-27 school year, students will have access to a CTE child development course. Continuing to allow for input and interest will be essential to continued growth in this effort.

4.5 CTE Certifications - Partially Implemented - With 10 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 limits the amount of professional development the teacher can complete in a year which is a challenge for this action. Collaboration time this year has been spent identifying essential standards and creating scope and sequences. Professional development on Expository Reading and Writing Curriculum and NextGen Financial Literacy has also helped align instruction to standards. Additional training in PBL design is needed to support the one hour training provided at the beginning of the school year.

4.7 Student Engagement - Partially Implemented - Students actively engaged in school outings that included a dance performance and concerts at CSU Chico, monthly wildlife identification tours of Sacramento Wildlife refuge, and a trip to see the Vietnam Wall that Heals in Orland; providing unique experiential learning and cultural development opportunities.

4.8 Personal Finance - Ongoing Implementation - WCHS has identified Next Gen Personal Finance as the curriculum they will be piloting in the coming year. WCHS will join with the district in the adoption and implementation process, to ensure appropriate alignment.
4.9 Graduation Guidance - Ongoing Implementation - The School Counselor tracks what students have and what they need for graduation and postsecondary success. No predictive data analysis

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 - Some material difference. Differences between budgeted and estimated actual expenditures are attributed to the position not being staffed.

4.4 CTE Course Access - No material differences

4.5 CTE Certifications - Some material differences due to the loss of the Career Technician who provided students with access and content for the industry aligned certifications which reduced the number of students obtaining the certifications.

4.6 Professional Development - Material difference due to the professional development trainings having no cost and required no travel expenses.

4.7 Student Engagement - No material differences

4.8 Financial Literacy - Differences between budgeted and estimated actual expenditures are attributed to the curriculum and professional development associated with it not having a cost.

4.9 Graduation Guidance - 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 these 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 these metrics 4.1, 4.2, and 4.3.

4.3 Providing Academic Support and Intervention - Not Evaluated - Implementation of this action was limited due to staffing shortages, resulting in reduced effectiveness in achieving the intended outcomes. Despite this limited action, positive growth has been demonstrated in this initial year for metrics 4.1, 4.2, and 4.3

4.4 CTE Course Access - Not Evaluated - Implementation of this action was limited due to lack of staff, resulting in reduced effectiveness in achieving the intended outcomes. The current classified staff member is working on getting their CTE credential to teach Child Development next school year. Despite this limited action, positive growth has been demonstrated in this initial year for metrics 4.1, 4.2, and 4.3

4.5 CTE Certifications - Effective - The number of students earning an industry certification continues to have a positive difference from baseline (+7 students earning certification and +9 in the total number of certifications earned). Positive growth has been demonstrated in metric 4.3.

4.6 Professional Development - Effective - The Certificated Teacher attended training on Expository Reading and Writing Curriculum, PBL, financial literacy, and our new online learning platform. PLC coaching was provided and helped the staff member identify essential standards and create scope and sequences. Positive growth has been demonstrated in metrics 4.1, 4.2, and 4.3.

4.7 Student Engagement - Effective - Students actively engaged in 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 Personal Finance - Effective - Because the curriculum has been chosen but not been implemented yet, there were no implementation costs. As the curriculum is implemented next year, there will be more relevant data.

4.9 Graduation Guidance - Effective - Graduation rates at WCHS continue to rise. There has been a +24.2% increase from baseline to year 2 outcomes. Effective Positive growth has been demonstrated in metric 4.2.

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 2026-2027:

Action 4.3 has been expanded to include an allocation for a portion of a certificated FTE to provide a full-time teacher at WCHS who can provide the after-school intervention and academic support described in the action description.

4.8 Financial Literacy title will be changed to Personal Finance and the description has been updated to match that change.

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).	$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
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, including the addition of a certificated employee in the afternoon to provide targeted afternoon academic intervention, tutoring, and instructional support for students requiring additional assistance.	$91,949.00	No
4.4	CTE Course Access	Provide access to CTE courses that meet student interest.	$0.00	No
4.5	CTE Certifications	Provide access to opportunities for students to earn CTE/industry aligned certifications (i.e., OSHAAcademy).	$1,000.00	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	Personal Finance	Identify, adopt, and implement a formal curriculum for the instruction of personal finance.	$1,000.00	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,	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
		behavioral, or attendance patterns that place them at risk of not graduating within four years.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$5,207,328	$521520

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
33.100%	0.000%	$0.00	33.100%

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
1.4	**Action:** Fostering of Learning-Focused Grading Policies **Need:** English learners, socioeconomically disadvantaged students, and foster youth demonstrate significant academic needs in English language arts and mathematics. Only 4.49% of English learner students met or exceeded standards on the CAASPP	This action addresses the needs of unduplicated pupils by strengthening equitable grading, assessment, and instructional practices that support English learners, low-income students, and foster youth in demonstrating mastery of academic standards. Through collaborative PLC structures, teachers will use student data, common assessments, and calibrated grading practices to identify learning gaps, provide responsive supports, and improve access to consistent, standards-aligned feedback and instruction for	Metrics 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.7, 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
	Mathematics assessment and only 5.13% met or exceeded standards in ELA. Additionally, only 23.08% of socioeconomically disadvantaged students met or exceeded standards in ELA and only 18% met or exceeded standards in mathematics. Foster youth assessment results were suppressed to protect student privacy; however, district data and educational partner feedback indicate that foster youth continue to require additional academic and instructional support. These data demonstrate a need for increased access to equitable instructional practices, targeted academic support, standards-aligned assessment and feedback, and differentiated instruction designed to improve outcomes for unduplicated pupils. **Scope:** LEA-wide	students who have historically experienced disparities in academic outcomes. Because the LEA has a high percentage of unduplicated pupils and inequities in grading and access to rigorous instruction impact students across all schools and grade levels, this action is being implemented on an LEA-wide basis. Providing consistent learning-focused grading practices districtwide increases and improves services for unduplicated pupils by creating more equitable instructional systems and improving academic achievement, engagement, and student success across all school sites.	
1.9	**Action:** Nutrition **Need:** Our low-income students need access to nutritious meals to meet their basic biological needs and create optimal conditions for learning, engagement, attendance, and academic success. Many unduplicated pupils, including low-income students, foster youth, and English learners, experience barriers related to food insecurity that can negatively impact concentration, participation, behavior, physical wellness, and overall school performance. Ensuring consistent access to	Providing access to breakfast and lunch addresses the physical and biological needs students must have met in order to fully participate in learning and is aligned with the USDA Healthy, Hunger-Free Kids Act of 2010 and California SB 250. Students are less able to concentrate, engage, attend regularly, and achieve academically when basic nutritional needs are unmet. Unduplicated pupils, including low-income students, English learners, and foster youth, are disproportionately impacted by food insecurity and related barriers that affect school readiness, wellness, and academic performance.	The identified metric to monitor the effectiveness of this action is 1.9

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
	healthy meals during the school day supports students' ability to fully engage in instruction, maintain regular attendance, and access equitable educational opportunities. This service is intended to reduce barriers to learning and improve educational outcomes for unduplicated pupils by supporting their physical well-being and readiness to learn. **Scope:** LEA-wide	Because the LEA has an unduplicated pupil percentage of 77.92%, these services are being provided on an LEA-wide basis to ensure broad and equitable access to nutritious meals for students with the greatest needs. Food access has been identified as a school-wide need across the district, and all WUSD school sites operate as Title I schoolwide programs. Providing meals districtwide increases and improves services for unduplicated pupils by reducing barriers to learning, supporting consistent attendance and engagement, and creating conditions that better enable students to access instruction and achieve academic success.	
1.11	**Action:** Student Services **Need:** Continued lack of academic progress, as indicated by CAASPP testing results; specifically, ELA (writing and reading domains) and Mathematics (Concepts & Procedures) are red categories. **Scope:** LEA-wide	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: 1. Enhanced Access to Resources: Diverse Collection: Library Media Techs can curate a diverse collection of books and materials that reflect the cultural backgrounds and interests of unduplicated students, making the library a more inclusive and welcoming space. 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. 2. Support for Academic Achievement: Research Skills: Library Media Techs can teach students essential research skills, helping them learn how to find, evaluate, and use information	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
		effectively. These skills are crucial for academic success, particularly for low-income students who may not have access to these resources at home. Homework Assistance: Library Media Techs can provide homework help and tutoring, offering additional academic support to unduplicated students who may need extra assistance. 3. Promotion of Literacy: 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. 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. 4. Support for English Learners: 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. Language Development: Libraries can offer programs and materials specifically designed to support language development for English learners, such as English language learning books, audiobooks, and language apps. 5. Equitable Access: 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. Resource Lending: Library Media Techs can manage the lending of resources such as	

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
		textbooks, calculators, and other learning materials, ensuring that all students have what they need to succeed academically. 6. Safe and Supportive Environment: 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. Positive Relationships: Library Media Techs can build positive relationships with students, offering support and encouragement that can boost their confidence and motivation. 7. Support for Foster Youth: 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. 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. 8. Parental and Community Engagement: Family Programs: Libraries can offer programs and events that engage families and the community, promoting a culture of reading and learning beyond the school. Resource Sharing: Library Media Techs can provide resources and information to parents, helping them support their children's education at home. 9. Technology Integration: Digital Literacy: Library Media Techs can teach digital literacy skills, helping unduplicated 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
		navigate online resources, use educational technology effectively, and stay safe online. 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. 10. Holistic Support: 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. 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.	
1.16	**Action:** Integrated Literacy, Mathematics, and Academic Language Instruction **Need:** 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). Mathematical concepts and procedures has been identified as the lowest math domain for	The listed action provides needed professional development for instructional staff on effective writing and math instruction which includes writing across different genres, incorporating writing process strategies, providing timely and meaningful feedback to students, integrated supports. This will provide a richer, high-quality base of instruction for the needs of our EL and SED students.	Metrics for Effectiveness: 1.2, 1.5, 1.6, 1.7, 2.1, 2.2, 2.7, 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
	all students and student groups. For EL students in particular, this issue is further compounded by the deficit in problem solving skills where you must be able to apply problem solving skills. These are areas which are "red" categories indicated on the Dashboard for WUSD (SED), WIS (SED and EL) and WHS (SED). **Scope:** LEA-wide		
1.19	**Action:** Ongoing Professional Development and Coaching for Professional Learning Communities (PLCs) **Need:** 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 5.13% of English learners met or exceeded standards in English Language Arts (ELA), and just 4.49% did so in Math. The proposed PLC action directly addresses these needs by providing ongoing professional development and site-based coaching to teacher teams to ensure essentials are identified and communicated to our unduplicated students. This action is intended to create a cohesive instructional system that	This action is principally directed towards unduplicated pupils because 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. Intended Outcomes and Metrics: • Increased alignment of instruction to essential standards (PLC documentation, pacing guides) • Growth in student achievement on common formative and summative assessments • Teacher-reported gains in collaboration and instructional effectiveness (staff surveys) • Improved outcomes for unduplicated student groups based on disaggregated assessment data	Metrics: 1.4, 1.5, 1.6, 1.7, 1.10, and 1.11, 2.1, 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
	supports equitable outcomes and continuous improvement across all schools. **Scope:** LEA-wide		
2.5	**Action:** Strategic Support for At-Promise Students - ELA and Math (LREBG) **Need:** Continued stagnation of student achievement rates of English Learner, Foster Youth and Low Income Student groups, as demonstrated by CAASPP score results. **Scope:** Schoolwide	The action of maintaining staffing and class sizes at Murdock Elementary supports unduplicated students in several significant ways: 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. 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. 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. 4. Better Behavior Management: Smaller class sizes enable teachers to manage classroom behavior more effectively, creating a positive	Metrics for Effectiveness: 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
		learning environment. This is beneficial for unduplicated students, who may require a more structured and supportive classroom setting to thrive academically and socially. 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. 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. 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:** Strategic Support for At Risk Students - ELA and Math **Need:** 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	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 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	Metrics used for effectiveness: 2.1 through 2.11, in addition to 3.4

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	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. **Scope:** LEA-wide	resources to support academic growth across the district.	
2.12	**Action:** Strategic Support for At Risk Students - ELA and Math **Need:** In support of unduplicated students who may be behind in credits or in need for alternative academic support, the Edgenuity online 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. **Scope:** LEA-wide	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 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. 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	Metrics for effectiveness: 2.7, 2.8, 2.9, and 2.11

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
		academic gaps that unduplicated students might have. 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. 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 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. 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.	

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2.13	**Action:** Strategic Support for At Risk Students - ELA and Math **Need:** Lack of growth in student achievement, as demonstrated by the CAASPP scores for ELA and math for unduplicated groups. **Scope:** 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:** ELD Students **Need:** Continued lack of growth in ELPI rate, 50.7%, (need for increased support in language acquisition) and student achievement scores for EL students (specifically targeting the Reading, 1.28%, and Writing domain, 0.0% in ELS and the Concepts & Procedures, 1.92%, and Problem Solving, 1.28%, domains in math). **Scope:** LEA-wide	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 accessible and engaging, which is crucial for students who are still developing proficiency in English. 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. 3. Cultural Relevance and Inclusivity: Providing materials that reflect the diverse backgrounds and experiences of EL students fosters a sense of	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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		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. 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. 5. Improving Student Outcomes: By providing additional resources, EL students receive the extra support they need to improve their academic performance. This can lead to higher grades, better test scores, and overall improved academic outcomes.	
2.16	**Action:** Foster/Homeless Youth Services **Need:** Students identified as foster youth/ homeless need support to improve engagement, attendance, and academic achievement. **Scope:** 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: 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.	Metrics for effectiveness: 2.1, 2.2, 2.7, 2.8, 2.11, 3.4, and 3.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		2. Regular Attendance: Transportation assistance helps ensure that these students can attend school consistently, which is crucial for academic success and maintaining a routine. 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. 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. 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. 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. 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. 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.	

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		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. 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:** Implement College and Career Readiness Curriculum **Need:** Lack of growth in student academic success and College and Career readiness. **Scope:** Schoolwide	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 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: 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. 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. 3. Closing Achievement Gaps: Targeted professional development helps teachers address the unique challenges faced by unduplicated	2.1, 2.2, 2.3, 2.6, 2.7, 2.8, 2.9, 2.10, and 2.11

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
		students, contributing to closing achievement gaps and promoting equity in educational outcomes. 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. 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. 6. Support for Diverse Learning Needs: Teachers trained in college and career readiness strategies are better equipped to differentiate instruction and provide the support needed for unduplicated students to succeed academically. 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. 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. 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. 10. Parental and Community Involvement: Teachers can engage parents and the community	

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
		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	
2.22	**Action:** Opportunity Program **Need:** Lack of academic growth, as evidenced by CAASPP scores, attendance rates, and graduation rates for low income students. **Scope:** Schoolwide	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: 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. 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. 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. 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. 5. Behavioral Support: These programs typically include behavioral support and counseling services, which can help unduplicated students	Metrics for effectiveness: 1.5, 1.6, 1.10, 1.11, 2.1, 2.2, 3.4, and 3.6

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
		develop better coping strategies, improve their behavior, and create a positive school experience. 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. 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. 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. 9. Pathway to Success: Alternative programs can offer clear pathways to graduation and post-secondary opportunities, helping unduplicated students set and achieve their academic and career goals. 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. 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.	

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		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.	
2.30	**Action:** ELD Students **Need:** Lack of academic achievement for EL students, as demonstrated in the scores from CAASPP testing and language acquisition. **Scope:** 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: 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. 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. 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. 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. 5. Content-Specific Language Support: Teachers learn how to focus on the specific language demands of ELA and Math, such as academic	Metrics for effectiveness: 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 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
		vocabulary, syntax, and discourse patterns, which helps EL students understand and use the language of these subjects more effectively. 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. 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. 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. 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. 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. 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.	

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		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:** ELD Students **Need:** Lack of academic achievement for EL students, as demonstrated in the scores from CAASPP testing and language acquisition. **Scope:** LEA-wide	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: 1. Structured Learning Path: A formal language acquisition curriculum provides a clear and structured learning path for EL and Newcomer students, ensuring that they progress systematically through language proficiency levels. 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. 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. 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. 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	Metrics for effectiveness: 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 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
		Newcomer students acquire language skills while learning academic content. 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. 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. 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. 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. 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. 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.	

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		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. 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.	
3.3	**Action:** Community Outreach **Need:** 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. **Scope:** LEA-wide	Employing two classified Bilingual Community Outreach Liaison 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: 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. 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. 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. 4. Support for Foster Youth: Community liaisons can work with foster youth and their guardians to navigate the school system, access resources,	Metrics for effectiveness: 2.1, 2.2, 2.7, 2.8. 3.2, and 3.4

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		and ensure that these students receive the support they need. 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. 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. 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. 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. 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. 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.	

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		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. 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 equitable educational environment for unduplicated students.	
3.10	**Action:** Student Services **Need:** Continued lack of academic growth for EL and SED groups, as demonstrated by CAASPP scores, as well as access to and growth in CCI indicators and College and Career preparation. **Scope:** 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: 1. Social and Emotional Support: 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. Conflict Resolution: Counselors teach conflict resolution and interpersonal skills, enabling students to handle social conflicts constructively and build healthier relationships with peers and teachers. 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. 2. Academic Support: Academic Counseling: Counselors assist unduplicated students in setting academic goals, planning their coursework, and developing	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

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
		effective study habits, which can enhance their academic performance and motivation. 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. 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. 3. Behavioral Support: 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. Positive Reinforcement: By recognizing and rewarding positive behaviors, counselors can help unduplicated students build self-esteem and encourage a positive school climate. 4. Holistic Development: 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. 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. 5. Parental and Family 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 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. 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. 6. Crisis Intervention: Immediate Support: In times of crisis, counselors provide immediate support and intervention, helping unduplicated students navigate difficult situations and access necessary resources and services. Long-Term Solutions: Counselors can develop long-term support plans for students facing ongoing challenges, ensuring they receive consistent care and guidance. 7. School Climate and Culture: 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. 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. 8. Data-Driven Interventions: 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.	

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		Progress Monitoring: Regular monitoring of students' progress allows counselors to adjust support strategies as needed, ensuring continuous growth and improvement. This action is being provided on an LEA-wide basis because unduplicated pupils, including English learners, low-income students, and foster youth, are enrolled across all school sites and demonstrate widespread needs related to academic achievement, attendance, social-emotional wellness, college and career readiness, and school connectedness. Providing counseling services districtwide ensures equitable access to consistent intervention, progress monitoring, mental health and behavioral supports, academic guidance, and family outreach for unduplicated students who are disproportionately impacted by barriers to educational success. Due to the high percentage of unduplicated pupils throughout the LEA, delivering these services on an LEA-wide basis is the most effective way to increase and improve services and support positive student outcomes across all schools.	
3.11	**Action:** Health Aide Services **Need:** According to the 2024-25 Dashboard data, continued lack of growth in student achievement by SED (74.3% of WUSD), EL (17.7% of WUSD) and foster youth (.6%) student groups, as indicated by CAASPP scores, as well as student attendance and chronic absenteeism rates (13.3%) indicates that students in these groups have a 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 supports unduplicated students (students who are English learners, low-income, or foster youth) in several important ways: 1. Access to Health Services: 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.	Metrics for effectiveness: 2.1, 2.2, 2.7, 2.8, 3.4, 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
	Scope: LEA-wide	Emergency Care: On-site health professionals can provide immediate care in case of health emergencies, ensuring the safety and well-being of students. 2. Management of Chronic Conditions: 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. Medication Administration: Health professionals can administer medications and monitor their effects, ensuring that students' health needs are managed properly and consistently. 3. Health Education: 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. Sexual Health Education: Providing age-appropriate sexual health education helps students make informed decisions and understand the importance of consent and safe practices. 4. Support for Mental Health: 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. Counseling and Support: Health professionals can offer basic counseling and emotional support, helping students cope with stress, anxiety, and other mental health challenges. 5. Improved Attendance:	

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
		Health Monitoring: Regular health monitoring can help identify and address health issues that might cause absenteeism, thereby improving overall attendance and academic performance. 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. 6. Health Equity: 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. Resource Distribution: Ensuring that supplies and materials are available for health services helps maintain equitable access to necessary health care for all students. 7. Support for Foster Youth: 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. Health Records Management: Nurses can manage and maintain health records, ensuring that important health information is not lost during transitions between homes and schools. 8. Improved Academic Performance: Healthy Students Learn Better: Addressing health issues effectively allows students to focus better on their studies, leading to improved academic outcomes.	

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
		Reduced Stress: Knowing that there are health professionals available can reduce stress and anxiety for students and parents, creating a more conducive learning environment. 9. Family and Community Engagement: Health Advocacy: Nurses and health aides can advocate for the health needs of students, connecting families with community health resources and services. Health Workshops: Providing health workshops and community coordinated events.	
3.15	**Action:** Student Support Services **Need:** Continued rates of low academic achievement, as indicated by CAASPP met or exceeded standard testing results (EL: 5.13% ELA and 4.49% Math; SED: 23.08% ELA and 18.00% math), as well as graduation rates (91.7% of homeless and 92.3% of LTEL) and chronic absenteeism (13.3%). **Scope:** 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: 1. Improved Attendance: 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. Addressing Barriers: By removing transportation barriers, low-income students can attend school regularly, which is crucial for maintaining academic progress and engagement. 2. Enhanced Academic Achievement: 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. Access to Resources: Reliable transportation allows students to access school resources, such as tutoring, extracurricular activities, and after-	Metrics for effectiveness: 2.1, 2.2, 2.7, 2.8, 3.4, and 3.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		school programs, which can enhance their learning experience and academic performance. 3. Support for Extracurricular Involvement: 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. Skill Development: Involvement in extracurricular activities helps students develop important life skills such as teamwork, leadership, and time management. 4. Reduced Stress and Anxiety: 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. 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. 5. Parental Support: 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. Increased Involvement: With transportation concerns addressed, parents can be more involved in their child's education, attending meetings, conferences, and school events. 6. Access to Nutritional Programs: School Meals: Reliable transportation ensures that low-income students can access school breakfast and lunch programs, which are essential for their	

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
		nutritional needs and overall health, impacting their ability to learn effectively. 7. Equity and Inclusion: 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. Diverse Learning Environment: Regular attendance of low-income students contributes to a diverse and inclusive school environment, enriching the learning experience for all students. 8. Community Engagement: 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. 9. Long-Term Benefits: 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. 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:** Student Support Services and Enrichment **Need:**	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:	Metrics for Evaluation: 2.1, 2.2, 3.4, 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
	Continued rates of low academic achievement, as indicated by CAASPP testing results, as well as student engagement, chronic absenteeism and attendance rates. **Scope:** Schoolwide	1. Enhanced Academic Performance: 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. Language Skills: Music education, in particular, has been shown to improve language development and reading skills, which is especially beneficial for English learners. 2. Increased Engagement and Motivation: 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. 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. 3. Social and Emotional Development: 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. Emotional Regulation: Participation in these activities can teach students how to manage emotions, cope with stress, and build resilience. Social Skills: Collaborative projects in music and enrichment programs foster teamwork, communication, and relationship-building skills, which are crucial for social development. 4. Support for English Learners: Language Acquisition: Music can support language acquisition by helping English learners	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		develop listening skills, pronunciation, and vocabulary in a fun and engaging way. 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. 5. Access to Enrichment Opportunities: Equitable Access: By providing music and enrichment programs, the school ensures that low-income students have access to opportunities that they might not have outside of school due to financial constraints. Exposure to New Interests: These programs expose students to new interests and potential career paths, broadening their horizons and aspirations. 6. Support for Foster Youth: 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. Positive Relationships: These programs offer opportunities to form positive relationships with peers and mentors, providing foster youth with additional sources of support and guidance. 7. Holistic Development: Well-Rounded Education: Enrichment programs contribute to a well-rounded education, ensuring that students develop not only academically but also artistically and emotionally. Life Skills: Activities such as music can teach valuable life skills, including discipline, patience, and perseverance. 8. Family 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
		Showcasing Talent: Events such as concerts and exhibitions can engage families and the community, fostering a sense of pride and connection to the school. Building Community: These programs can help build a sense of community within the school, creating a supportive and inclusive environment for all students. 9. Academic and Career Readiness: Future Opportunities: Exposure to music and enrichment activities can open doors to future academic and career opportunities in the arts and related fields. 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:** Student Support Services and Enrichment **Need:** Continued rates of low academic achievement, as indicated by CAASPP testing results, as well as student engagement, chronic absenteeism and attendance rates. **Scope:** 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: 1. Increased Access to Opportunities: 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. Broadened Horizons: Exposure to a variety of activities helps broaden students' experiences and interests, contributing to a more well-rounded education.	Metrics for Evaluation: 2.1, 2.2, 2.7, 2.8, 3.4, 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
		2. Improved Attendance and Engagement: Consistent Participation: Ensuring that transportation is available and dependable increases the likelihood that unduplicated students will attend and engage in school activities regularly. Enhanced Motivation: Participation in extra and co-curricular activities can increase students' motivation to attend school and stay engaged in their education. 3. Equity and Inclusion: 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. Inclusive Environment: Facilitating participation in diverse activities fosters an inclusive school environment where all students, regardless of their background, can feel involved and valued. 4. Safety and Well-Being: Safe Transportation: Regular replacement of passenger vans ensures that students are transported in safe, well-maintained vehicles, reducing the risk of accidents and injuries. Peace of Mind: Knowing that transportation is safe and reliable can reduce anxiety for both students and their families, contributing to overall well-being. 5. Social and Emotional Development: 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.	

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
		Skill Development: Activities such as team sports and group projects help students develop important social-emotional skills, including teamwork, leadership, and communication. 6. Academic Benefits: Enhanced Learning: Many extra and co-curricular activities complement academic learning, helping students apply what they learn in the classroom to real-world situations and enhancing their overall educational experience. 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. 7. Support for Foster Youth: 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. Positive Experiences: Engaging in structured, positive activities can provide foster youth with valuable experiences and a sense of normalcy. 8. Family and Community Engagement: 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. Community Building: Extra and co-curricular activities often involve community events, helping to build connections between the school and the wider community. 9. Future Readiness: College and Career Skills: Participation in a variety of activities helps students develop a range of	

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
		skills that are valuable for college and career readiness, such as leadership, critical thinking, and collaboration. Resume Building: Engagement in extra-curricular activities can enhance students' resumes and college applications, providing them with more opportunities for future success.	
3.18	**Action:** Student Support Services and Community Outreach **Need:** Continued high rate of chronic absenteeism, as well as ongoing low CAASPP test results for our unduplicated students. **Scope:** LEA-wide	Maintaining a Family, School, and Community Engagement Coordinator 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: 1. Improved Attendance Rates: Targeted Interventions: The Family, School, and Community Engagement Coordinator can identify unduplicated students who have attendance issues and implement targeted interventions to address the root causes of absenteeism. 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. 2. Enhanced Academic Achievement: Consistent Attendance: Regular attendance is closely linked to academic success. By ensuring that unduplicated students attend school consistently, the Coordinator can help improve their academic performance and overall achievement. Early Identification: Early identification and intervention for students at risk of chronic absenteeism can prevent academic decline and keep students on track for graduation.	Metrics for Evaluation: 2.1, 2.2, 2.7, 2.8, 3.2, 3.4, 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
		3. Increased Family Engagement: Outreach and Communication: The Coordinator 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. Building Relationships: By building strong relationships with families, the Director can foster a collaborative approach to improving attendance, ensuring that families feel supported and understood. 4. Support for English Learners: Language Support: The Coordinator 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. Cultural Sensitivity: Understanding and addressing cultural factors that may affect attendance can help create a more inclusive environment for English learners and their families. 5. Support for Low-Income Students: Resource Allocation: The Coordinator 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. Addressing Basic Needs: Ensuring that students' basic needs are met can improve their ability to attend school regularly and focus on their studies. 6. Support for Foster Youth: Stability and Continuity: Foster youth often face instability and frequent moves, which can disrupt their education. The Director can work to provide	

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
		stability and continuity in their schooling, helping to mitigate the effects of these disruptions. Liaison with Child Welfare: Acting as a liaison between the school and child welfare agencies, the Coordinator can ensure that foster youth receive the support they need to attend school regularly. 7. Truancy Mitigation: Preventive Measures: The Coordinator can implement preventive measures to address truancy before it becomes a chronic issue, such as attendance incentives, mentorship programs, and early intervention strategies. 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. 8. Data-Driven Decision Making: Tracking and Analysis: The Coordinator 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. Measuring Impact: Regular assessment of attendance initiatives allows for continuous improvement and adjustment of strategies to better support unduplicated students. 9. Holistic Student Support: 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.	

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
		Creating a Positive School Culture: Promoting regular attendance contributes to a positive school culture where students feel valued, supported, and motivated to succeed.	
3.21	**Action:** Building Positive School Culture: Implementing PBIS to Foster Inclusive Learning Environments **Need:** 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. **Scope:** 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: 1. Positive School Climate: 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. 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. 2. Behavioral Support: Proactive Interventions: PBIS focuses on proactive strategies to prevent behavioral issues before they escalate, which can help reduce the need for disciplinary actions that disproportionately affect unduplicated students. 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. 3. Reduction in Suspension Rates:	Metrics for evaluation: 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
		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. 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. 4. Social-Emotional Learning (SEL): 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. Emotional Support: By promoting positive behavior and providing a supportive environment, PBIS helps unduplicated students feel emotionally safe and supported at school. 5. Academic Benefits: Improved Engagement: A positive and supportive school climate increases student engagement and motivation, which can lead to better academic outcomes for unduplicated students. Focus on Learning: Reducing behavioral disruptions through PBIS allows for more instructional time and a greater focus on learning, benefiting all students. 6. Cultural Responsiveness: 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.	

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
		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. 7. Family and Community Engagement: 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. Community Support: Involving community partners in PBIS initiatives can provide additional resources and support for unduplicated students and their families. 8. Professional Development: 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. Ongoing Support: Continuous professional development ensures that staff remain informed about best practices and can adapt to the evolving needs of students. 9. Data-Driven Decision Making: 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. Targeted Interventions: Using data to inform decision-making ensures that interventions are targeted and effective, addressing the specific needs of unduplicated 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
3.22	**Action:** Building Positive and Inclusive School Culture: Equity, Bias, and Cultural Responsive Practices **Need:** Ongoing need to increase inclusion and equity, as evidence by low CAASPP results, suspension rates, and attendance; especially targeting WHS. **Scope:** 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: 1. Enhanced Cultural Competency: 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. 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. 2. Increased Self-Awareness Among Educators: Bias Recognition: Training helps educators recognize and address their own biases, reducing the impact of unconscious prejudice on their interactions with students. 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. 3. Positive School Climate: 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.	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
		Reduction in Discrimination: Professional development in understanding bias can help reduce incidents of discrimination and microaggressions, creating a more respectful and supportive school community. 4. Improved Student-Teacher Relationships: 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. 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. 5. Academic Success: 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. Higher Expectations: Professional development helps educators maintain high expectations for all students, including unduplicated students, challenging them to reach their full potential. 6. Social-Emotional Support: Holistic Development: Understanding and addressing the cultural and emotional needs of unduplicated students supports their holistic development, including their social and emotional growth. Safe Spaces: Creating a culturally competent and inclusive environment provides unduplicated	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		students with safe spaces where they can express themselves and seek support. 7. Reduction in Disciplinary Disparities: 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. 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. 8. Parental and Community Engagement: 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. 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. 9. Long-Term Impact: 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. Sustainable Practice: Ongoing training ensures that culturally competent practices become embedded in the school culture, providing sustained support for unduplicated students over time.	

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
3.23	**Action:** Improving Student Attendance **Need:** 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. **Scope:** 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) and special education students in the following ways: 1. Early Identification of At-Promise Students: Timely Intervention: A unified system like SchoolStatus helps quickly identify students who are at risk of chronic absenteeism, allowing for timely and targeted interventions. Data-Driven Insights: By using real-time data, schools can monitor attendance patterns and identify unduplicated students who need additional support. 2. Support for Instructional Staff: 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. 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. 3. Enhanced Family Engagement: 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. Building Partnerships: Engaging families as partners helps build trust and collaboration, which is essential for addressing attendance issues and supporting students effectively. 4. Improved Attendance Rates:	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
		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. Incentives and Recognition: The system can help track and implement attendance incentives and recognition programs, motivating students to attend school regularly. 5. Holistic Student Support: 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. Resource Allocation: Identifying attendance patterns can help schools allocate resources more effectively, directing support where it is most needed. 6. Reduction in Chronic Absenteeism: 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. Continuous Monitoring: Ongoing monitoring of attendance data ensures that interventions are having the desired effect and allows for adjustments as needed. 7. Academic Benefits: Consistent Learning: Improved attendance leads to more consistent classroom learning, which is crucial for the academic success of unduplicated students. Higher Achievement: Regular attendance is closely linked to better academic performance, as	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		students who attend school consistently are more likely to keep up with their studies and perform well on assessments. 8. Social-Emotional Support: Building Relationships: Regular attendance helps students build stronger relationships with peers and teachers, which is essential for their social and emotional development. 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. 9. Parental Empowerment: 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. 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. 10. Long-Term Success: Lifelong Habits: Encouraging regular attendance helps students develop positive habits that are essential for their long-term educational and career success. 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.	

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
1.14	**Action:** Professional Development **Need:** English learners demonstrate significant academic needs in English language arts and mathematics. Only 4.49% of English learner students met or exceeded standards on the CAASPP Mathematics assessment and only 5.13% met or exceeded standards in ELA. We have no formal EL curriculum to support language development, relying upon the innovation of our teachers to develop and implement their own model. **Scope:** 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:** ELD Students **Need:** 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	To increase language acquisition and the developmental support for content areas, Rosetta Stone and other supplemental programs provide: 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. 2. Accelerated Language Acquisition: Programs like Rosetta Stone offer interactive and adaptive	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
	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 concepts, making learning more accessible and enjoyable for EL students. **Scope:** Limited to Unduplicated Student Group(s)	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. 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. 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:** Strategic Support for At Risk Students - ELA and Math **Need:** 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	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
	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 preparation and social engagement within the school community. **Scope:** Limited to Unduplicated Student Group(s)		
2.33	**Action:** Multilingual Learner Shadowing Program (MES, WIS, WHS) **Need:** 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. 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. Additionally, EL progress toward language proficiency remains below the district's desired	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. 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
	benchmarks. While 49.8% of EL students 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. **Scope:** 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 teachers to maintain lower class sizes at Murdock Elementary and the additional ELD instructional aides added over the past three years to support the ELD activities in grades K-4 at Murdock Elementary and 5-8 at Willows Intermediate.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	15732106	5,207,328	33.100%	0.000%	33.100%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,327,367.00	$2,518,994.00	$136,353.00	$534,623.00	$7,517,337.00	$6,377,277.00	$1,140,060.00

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	$5,000.00	$5,000.00				$5,000.00	
1	1.2	First and Second Year Teachers in CA Induction Program	All	No			All Schools		$0.00	$25,000.00				$25,000.00	$25,000.00	
1	1.4	Fostering of Learning-Focused Grading Policies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$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	$27,960.00	$27,960.00				$27,960.00	
1	1.6	Develop Strategies to Improve Access to Technology and Project Based Learning (PBL)	All	No			All Schools		$0.00	$15,200.00	$15,200.00				$15,200.00	
1	1.7	Adopted Instructional Materials	All	No			All Schools		$0.00	$250,000.00		$250,000.00			$250,000.00	
1	1.8	Safety Committee Team	All	No			All Schools		$0.00	$75,000.00			$75,000.00		$75,000.00	
1	1.9	Nutrition	Low Income	Yes	LEA-wide	Low Income	All Schools		$0.00	$50,000.00	$50,000.00				$50,000.00	
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 Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$197,577.00	$0.00	$100,279.00			$97,298.00	$197,577.00	
1	1.12	GCOE TREE Services	All	No			All Schools		$0.00	$3,700.00	$3,700.00				$3,700.00	
1	1.13	Professional Development							$0.00	$59,500.00			$59,500.00		$59,500.00	

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	1.14	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	
1	1.15	Student Services for Technical Skill/CTE Development	All	No			All Schools Specific Schools: Willows Intermediate School		$36,913.00	$0.00		$36,913.00			$36,913.00	
1	1.16	Integrated Literacy, Mathematics, and Academic Language Instruction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$0.00	$7,500.00	$7,500.00				$7,500.00	
1	1.19	Ongoing Professional Development and Coaching for Professional Learning Communities (PLCs)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$42,600.00	$42,600.00				$42,600.00	
2	2.1	ELD Students	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$1,000.00	$1,000.00				$1,000.00	
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	$2,000.00	$2,000.00				$2,000.00	
2	2.4	Strategic Support for At-Promise Students - ELA and Math	All	No			All Schools		$0.00	$9,290.00	$9,290.00				$9,290.00	
2	2.5	Strategic Support for At-Promise Students - ELA and Math (LREBG)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Murdock Elementary		$2,990,165.00	$0.00	$2,798,359.00	$191,806.00			$2,990,165.00	
2	2.9	Strategic Support for At Risk Students - ELA and Math	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$12,060.00	$5,202.00	$17,262.00				$17,262.00	
2	2.10	Strategic Support for At Risk Students - ELA and Math	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Willows Intermediate 5-8		$0.00	$8,500.00	$8,500.00				$8,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.11	Strategic Support for At Risk Students - ELA and Math	All	No			All Schools		$92,165.00	$0.00		$92,165.00			$92,165.00	
2	2.12	Strategic Support for At Risk Students - ELA and Math	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$44,457.00	$44,457.00				$44,457.00	
2	2.13	Strategic Support for At Risk Students - ELA and Math	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Willows High School 9 - 12		$12,262.00	$0.00	$12,262.00				$12,262.00	
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	
2	2.15	ELD Students (LREBG)	English Learners	No			All Schools		$307,939.00	$0.00		$207,971.00		$99,968.00	$307,939.00	
2	2.16	Foster/Homeless Youth Services	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools		$20,000.00	$0.00				$20,000.00	$20,000.00	
2	2.17	Implement College and Career Readiness Curriculum	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Murdock Elementary and Willows Intermediate K-8		$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.18	Implement College and Career Readiness Curriculum	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
2	2.19	Continued Strengthening of College and Career Readiness Curriculum	All	No			All Schools		$0.00	$7,800.00	$2,600.00	$5,200.00			$7,800.00	
2	2.21	CTE Pathways	All	No			Specific Schools: Willows Intermediate and Willows High School 7 - 12		$130,970.00	$0.00	$0.00	$130,970.00			$130,970.00	
2	2.22	Opportunity Program	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Murdock Elementary		$113,867.00	$0.00	$113,867.00				$113,867.00	
2	2.23	Support for After-School Program	All	No			Specific Schools: MES and WIS		$0.00	$200,000.00		$200,000.00			$200,000.00	

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
							TK-8									
2	2.24	Support for After-School Program	All	No			Specific Schools: MES and WIS TK-6		$555,420.00	$0.00		$555,420.00			$555,420.00	
2	2.27	Strategic Support for At Promise Students - ELA and Math	All	No			Specific Schools: Willows Intermediate		$0.00	$0.00		$0.00			$0.00	
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	$5,000.00	$5,000.00				$5,000.00	
2	2.30	ELD Students	English Learners	Yes	LEA-wide	English Learners	All Schools		$0.00	$25,000.00	$25,000.00				$25,000.00	
2	2.31	ELD Students	English Learners	Yes	LEA-wide	English Learners	All Schools		$0.00	$5,398.00	$5,398.00				$5,398.00	
2	2.32	Ongoing Professional Development for Vista ELD Program Implementation	English Learners	No			All Schools		$0.00	$3,000.00				$3,000.00	$3,000.00	
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	All	No			Specific Schools: MES Tk-4		$0.00	$5,000.00		$5,000.00			$5,000.00	
2	2.35	Expanded Academic Supports for Student Achievement and Engagement	All	No			Specific Schools: MES and WIS TK-8		$135,308.00	$0.00		$135,308.00			$135,308.00	
3	3.1	Personalized Graduation Plans for Grades 7-12	All	No			All Schools		$0.00	$2,000.00	$2,000.00				$2,000.00	
3	3.3	Community Outreach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$159,128.00	$0.00	$0.00	$159,128.00			$159,128.00	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	3.4	Community Outreach	All	No			All Schools		$0.00	$8,100.00	$8,100.00				$8,100.00	
3	3.5	Community Outreach	All	No			All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	
3	3.7	6th Grade Outdoor Science Learning Experience	All	No			Specific Schools: WIS 6th		$0.00	$5,000.00	$5,000.00				$5,000.00	
3	3.9	Social and Emotional Learning	All	No			All Schools		$0.00	$20,000.00				$20,000.00	$20,000.00	
3	3.10	Student Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$520,812.00	$0.00	$256,455.00			$264,357.00	$520,812.00	
3	3.11	Health Aide Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$234,999.00	$0.00	$234,999.00				$234,999.00	
3	3.12	Outdoor Education, Science, Nutrition	All	No			Specific Schools: Murdock Elementar		$0.00	$1,853.00			$1,853.00		$1,853.00	
3	3.13	Student Support Services (LREBG)	All	No			Specific Schools: MES Tk-4		$36,873.00	$0.00	$0.00	$36,873.00	$0.00		$36,873.00	
3	3.15	Student Support Services	Low Income	Yes	LEA-wide	Low Income	All Schools		$41,279.00	$0.00	$41,279.00				$41,279.00	
3	3.16	Student Support Services and Enrichment	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Murdock Elementary TK - 4		$152,927.00	$0.00	$152,927.00				$152,927.00	
3	3.17	Student Support Services and Enrichment	Low Income	Yes	LEA-wide	Low Income	All Schools		$0.00	$80,000.00	$80,000.00				$80,000.00	
3	3.18	Student Support Services and Community Outreach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$72,466.00	$0.00	$36,233.00	$36,233.00			$72,466.00	
3	3.19	Student Support Services and Community Outreach	All	No			All Schools		$119,151.00	$0.00		$119,151.00			$119,151.00	
3	3.20	Community Outreach	All	No			All Schools		$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
3	3.21	Building Positive School Culture: Implementing PBIS to Foster Inclusive Learning Environments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$5,000.00	$5,000.00				$5,000.00	
3	3.22	Building Positive and Inclusive School Culture: Equity, Bias, and Cultural Responsive Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	
3	3.23	Improving Student Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$35,000.00	$35,000.00				$35,000.00	
3	3.24	Student Support Services-Additional Supervision	All	No			All Schools Specific Schools: WIS 5-8		$76,912.00	$0.00	$76,912.00				$76,912.00	
3	3.25	Support 5th Grade Environmental Science Outdoor Learning Experience	All	No			All Schools Specific Schools: WIS 5th		$0.00	$10,000.00	$10,000.00				$10,000.00	
3	3.26	Expand Social-Emotional Learning (SEL) Services through Community Schools Grant	All	No			All Schools		$264,907.00	$0.00		$264,907.00			$264,907.00	
4	4.1	Building Student Engagement	All	No			All Schools Specific Schools: Willows Community High)		$0.00	$2,000.00	$2,000.00				$2,000.00	
4	4.2	Fostering Academic Success	All	No			All Schools 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 Specific Schools: Willows Community High		$91,949.00	$0.00		$91,949.00			$91,949.00	
4	4.4	CTE Course Access	All	No			All Schools Specific Schools: Willows		$0.00	$0.00		$0.00			$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Community High									
4	**4.5**	CTE Certifications	All	No			All Schools Specific Schools: Willows Community High		$0.00	$1,000.00	$1,000.00				$1,000.00	
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**	Personal Finance	All	No			All Schools Specific Schools: Willows Community High		$0.00	$1,000.00	$1,000.00				$1,000.00	
4	**4.9**	Graduation Guidance	All	No			All Schools Specific Schools: Willows Community High School 10-12		$0.00	$1,000.00	$1,000.00				$1,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
15732106	5,207,328	33.100%	0.000%	33.100%	$4,104,605.00	100.000%	126.091 %	**Total:**	$4,104,605.00
								LEA-wide Total:	$1,006,462.00
								Limited Total:	$15,728.00
								Schoolwide Total:	$3,082,415.00

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	1.4	Fostering of Learning-Focused Grading Policies	Yes	LEA-wide	English Learners Foster Youth Low Income		$5,000.00	
1	1.9	Nutrition	Yes	LEA-wide	Low Income	All Schools	$50,000.00	
1	1.11	Student Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,279.00	
1	1.14	Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,000.00	
1	1.16	Integrated Literacy, Mathematics, and Academic Language Instruction	Yes	LEA-wide	English Learners Low Income	All Schools	$7,500.00	
1	1.19	Ongoing Professional Development and Coaching for Professional Learning Communities (PLCs)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$42,600.00	
2	2.1	ELD Students	Yes	Limited to Unduplicated	English Learners	All Schools	$1,000.00	

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 (%)
				Student Group(s)				
2	2.5	Strategic Support for At-Promise Students - ELA and Math (LREBG)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Murdock Elementary	$2,798,359.00	
2	2.9	Strategic Support for At Risk Students - ELA and Math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,262.00	
2	2.10	Strategic Support for At Risk Students - ELA and Math	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Willows Intermediate 5-8	$8,500.00	
2	2.12	Strategic Support for At Risk Students - ELA and Math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$44,457.00	
2	2.13	Strategic Support for At Risk Students - ELA and Math	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Willows High School 9 - 12	$12,262.00	
2	2.14	ELD Students	Yes	LEA-wide	English Learners	All Schools	$10,000.00	
2	2.16	Foster/Homeless Youth Services	Yes	LEA-wide	Foster Youth	All Schools		
2	2.17	Implement College and Career Readiness Curriculum	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Murdock Elementary and Willows Intermediate K-8	$5,000.00	
2	2.22	Opportunity Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Murdock Elementary	$113,867.00	
2	2.30	ELD Students	Yes	LEA-wide	English Learners	All Schools	$25,000.00	
2	2.31	ELD Students	Yes	LEA-wide	English Learners	All Schools	$5,398.00	
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		
3	3.3	Community Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	100
3	3.10	Student Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$256,455.00	
3	3.11	Health Aide Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$234,999.00	
3	3.15	Student Support Services	Yes	LEA-wide	Low Income	All Schools	$41,279.00	
3	3.16	Student Support Services and Enrichment	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Murdock Elementary TK - 4	$152,927.00	
3	3.17	Student Support Services and Enrichment	Yes	LEA-wide	Low Income	All Schools	$80,000.00	
3	3.18	Student Support Services and Community Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$36,233.00	
3	3.21	Building Positive School Culture: Implementing PBIS to Foster Inclusive Learning Environments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
3	3.22	Building Positive and Inclusive School Culture: Equity, Bias, and Cultural Responsive Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
3	3.23	Improving Student Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,000.00	
4	4.4	CTE Course Access				Specific Schools:		

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,953,738.00	$6,106,718.00

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	$2,500.00	558
1	**1.2**	First and Second Year Teachers in CA Induction Program	No	$32,400.00	32400
1	**1.3**	Coaching for First-Best Instructional Practices and Literacy	Yes	$113,501.00	103851
1	**1.4**	Fostering of Learning-Focused Grading Policies	No	$5,000.00	844
1	**1.5**	Strengthen the District Formative Assessment Model	No	$10,023.00	3231
1	**1.6**	Develop Strategies to Improve Access to Technology and Project Based Learning (PBL)	No	$15,000.00	5011
1	**1.7**	Adopted Instructional Materials	No	$222,628.00	78437
1	**1.8**	Safety Committee Team	No	$45,000.00	304
1	**1.9**	Nutrition	No	$150,000.00	0
1	**1.10**	Professional Development for Student Information System	No	$10,000.00	5795
1	**1.11**	Student Services	Yes	$224,135.00	224127

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	3498
1	1.13	Professional Development	Yes	$72,475.00	22357
1	1.14	Professional Development	Yes	$5,000.00	0
1	1.15	Student Services for Technical Skill/CTE Development	No	$36,163.00	93088
1	1.16	Inspiring Writers: Strategies for Enhancing ELA Writing Instruction	Yes	$10,000.00	0
1	1.17	Mastering Math: Effective Strategies for Strengthening Concepts and Procedures	Yes	$10,000.00	843
1	1.18	Empowering English Learners: Enhancing Problem-Solving Proficiency in Mathematics	No	$20,000.00	0
1	1.19	Ongoing Professional Development and Coaching for Professional Learning Communities (PLCs)	Yes	$30,000.00	25001
2	2.1	ELD Students	Yes	$1,800.00	1573
2	2.2	Strategic Support for At Risk Students - ELA and Math	No	$5,000.00	0
2	2.3	Training for all Test Site Administrators	No	$1,000.00	571
2	2.4	Strategic Support for At-Promise Students - ELA and Math	No	$0.00	0
2	2.5	Strategic Support for At-Promise Students - ELA and Math	Yes	$2,920,347.00	2893385

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	2.6	Strategic Support for At-Promise Students - ELA and Math	No	$0.00	0
2	2.7	Strategic Support for At Risk Students - ELA and Math	No	$0.00	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	$17,262.00	0
2	2.10	Strategic Support for At Risk Students - ELA and Math	Yes	$7,500.00	4079
2	2.11	Strategic Support for At Risk Students - ELA and Math	Yes	$90,277.00	92167
2	2.12	Strategic Support for At Risk Students - ELA and Math	Yes	$43,000.00	47084
2	2.13	Strategic Support for At Risk Students - ELA and Math	Yes	$12,262.00	0
2	2.14	ELD Students	Yes	$10,000.00	7668
2	2.15	ELD Students	Yes	$421,888.00	389323
2	2.16	Foster/Homeless Youth Services	Yes	$20,000.00	241
2	2.17	Implement College and Career Readiness Curriculum	Yes	$5,000.00	0
2	2.18	Implement College and Career Readiness Curriculum	No	$33,333.00	0
2	2.19	Continued Strengthening of College and Career Readiness Curriculum	No	$10,000.00	8076

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	$0.00	0
2	2.21	CTE Pathways	No	$0.00	126696
2	2.22	Opportunity Program	Yes	$259,019.00	234299
2	2.23	Support for After-School Program	Yes	$0.00	0
2	2.24	Support for After-School Program	Yes	$177,266.00	140785
2	2.25	Support of Technology Access	Yes	$50,927.00	39680
2	2.26	Strategic Support for At-Promise Students - ELA and Math	Yes	$0.00	0
2	2.27	Strategic Support for At Promise Students - ELA and Math	No	$121,955.00	55910
2	2.28	Strategic Support for At Promise Students - ELA and Math	No	$10,000.00	1167
2	2.29	Strategic Support for Improved Student Literacy	No	$10,000.00	0
2	2.30	ELD Students	Yes	$20,000.00	23714
2	2.31	ELD Students	Yes	$20,000.00	8245
2	2.32	Ongoing Professional Development for Vista ELD Program Implementation	Yes	$5,000.00	4000

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	2.33	Multilingual Learner Shadowing Program (MES, WIS, WHS)	Yes	$1,228.00	685
2	2.34	Implement Reading Diagnostic Assessment and Screening Program at MES	Yes	$6,000.00	3226
2	2.35	Implement Districtwide After-School Tutoring with Attendance Recovery (LREBG)	Yes	$5,000.00	5064
3	3.1	Personalized Graduation Plans for Grades 7-12	No	$3,135.00	2492
3	3.2	Pathways to Viable Careers	No	$33,332.00	0
3	3.3	Community Outreach	Yes	$0.00	0
3	3.4	Community Outreach	No	$8,100.00	8234
3	3.5	Community Outreach	No	$10,000.00	0
3	3.6	Environmental Camp	Yes	$0.00	0
3	3.7	River Jim	Yes	$5,000.00	0
3	3.8	Improving Student Attendance	No	$2,500.00	0
3	3.9	Social and Emotional Learning	Yes	$20,000.00	11901
3	3.10	Student Services	Yes	$505,651.00	505292
3	3.11	Health Aide Services	Yes	$231,678.00	235012

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	3.12	Outdoor Education, Science, Nutrition	Yes	$1,000.00	0
3	3.13	Student Support Services	Yes	$35,928.00	30467
3	3.14	Student Support Services	Yes	$0.00	0
3	3.15	Student Support Services	Yes	$30,495.00	36631
3	3.16	Student Support Services and Enrichment	Yes	$149,807.00	152458
3	3.17	Student Support Services and Enrichment	Yes	$0.00	0
3	3.18	Student Support Services and Community Outreach	Yes	$72,466.00	0
3	3.19	Student Support Services and Community Outreach	Yes	$192,137.00	91386
3	3.20	Community Outreach	Yes	$15,000.00	2663
3	3.21	Building Positive School Culture: Implementing PBIS to Foster Inclusive Learning Environments	Yes	$10,000.00	0
3	3.22	Building Positive and Inclusive School Culture: Equity, Bias, and Cultural Responsive Practices	Yes	$10,000.00	1600
3	3.23	Improving Student Attendance	Yes	$20,000.00	33937
3	3.24	Student Support Services-Additional Supervision	Yes	$57,287.00	20151

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	**3.25**	Support 5th Grade Environmental Science Outdoor Learning Experience	Yes	$10,000.00	6139
3	**3.26**	Expand Social-Emotional Learning (SEL) Services through Community Schools Grant	Yes	$176,036.00	277372
4	**4.1**	Building Student Engagement	No	$5,000.00	528
4	**4.2**	Fostering Academic Success	No	$0.00	0
4	**4.3**	Providing Academic Support and Intervention	No	$18,394.00	0
4	**4.4**	CTE Course Access	No	$0.00	0
4	**4.5**	CTE Certifications	No	$5,000.00	0
4	**4.6**	Professional Development	No	$5,000.00	0
4	**4.7**	Student Engagement	No	$5,000.00	3004
4	**4.8**	Financial Literacy	No	$13,303.00	468
4	**4.9**	Graduation Guidance	No	0	0

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
5242963	$6,098,372.00	$5,676,406.00	$421,966.00	5350.000%	2709.000%	-2641.000%

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	$113,501.00	103851	100	91
1	1.11	Student Services	Yes	$224135	224127	100	99
1	1.13	Professional Development	Yes	$72475	22357	100	30
1	1.14	Professional Development	Yes	$5,000.00	0	100	0
1	1.16	Inspiring Writers: Strategies for Enhancing ELA Writing Instruction	Yes	$10,000.00	0	100	0
1	1.17	Mastering Math: Effective Strategies for Strengthening Concepts and Procedures	Yes	$10,000.00	843	100	8
1	1.19	Ongoing Professional Development and Coaching for Professional Learning Communities (PLCs)	Yes	$30,000	25001	100	83
2	2.1	ELD Students	Yes	$1,800.00	1573	100	87
2	2.5	Strategic Support for At-Promise Students - ELA and Math	Yes	$2,920347	2893385	100	99
2	2.9	Strategic Support for At Risk Students - ELA and Math	Yes	$17,262.00	0	100	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.10	Strategic Support for At Risk Students - ELA and Math	Yes	$7,500.00	4079	100	54
2	2.11	Strategic Support for At Risk Students - ELA and Math	Yes	90277	92167	100	102
2	2.12	Strategic Support for At Risk Students - ELA and Math	Yes	$43,000.00	47084	100	109
2	2.13	Strategic Support for At Risk Students - ELA and Math	Yes	$12,262.00	0	100	0
2	2.14	ELD Students	Yes	$10,000.00	7668	100	77
2	2.15	ELD Students	Yes	421888	389323	100	93
2	2.16	Foster/Homeless Youth Services	Yes	$20,000.00	241	100	1
2	2.17	Implement College and Career Readiness Curriculum	Yes	$5,000.00	0	100	0
2	2.20	Student Support Services	Yes	$0.00	0	100	0
2	2.22	Opportunity Program	Yes	$259,019.00	234299	100	90
2	2.23	Support for After-School Program	Yes	$0.00	0	100	0
2	2.24	Support for After-School Program	Yes	177266	140785	100	80
2	2.25	Support of Technology Access	Yes	50927	39680	100	78
2	2.26	Strategic Support for At-Promise Students - ELA and Math	Yes	$0.00	0	100	0
2	2.30	ELD Students	Yes	20000	23714	100	118
2	2.31	ELD Students	Yes	$20,000.00	8245	100	41
2	2.32	Ongoing Professional Development for Vista ELD Program Implementation	Yes	5000	4000	100	80

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	2.33	Multilingual Learner Shadowing Program (MES, WIS, WHS)	Yes	$1,228.00	685	100	56
2	2.34	Implement Reading Diagnostic Assessment and Screening Program at MES	Yes	6000	3226	100	54
2	2.35	Implement Districtwide After-School Tutoring with Attendance Recovery (LREBG)	Yes	5000	5064	100	101
3	3.3	Community Outreach	Yes	$0.00	0	100	0
3	3.6	Environmental Camp	Yes	$0.00	0	100	0
3	3.7	River Jim	Yes	$5,000.00	0	100	0
3	3.9	Social and Emotional Learning	Yes	20000	11901	100	59
3	3.10	Student Services	Yes	$505651	505292	75	99
3	3.11	Health Aide Services	Yes	$231,678.00	235012	100	101
3	3.12	Outdoor Education, Science, Nutrition	Yes	$1,000.00	0	100	0
3	3.13	Student Support Services	Yes	$32928	30467	100	92
3	3.14	Student Support Services	Yes	$0.00	0	100	0
3	3.15	Student Support Services	Yes	$30,495.00	36631	100	120
3	3.16	Student Support Services and Enrichment	Yes	$149,807.00	152458	100	101
3	3.17	Student Support Services and Enrichment	Yes	$0.00	0	75	0
3	3.18	Student Support Services and Community Outreach	Yes	$72466	0	100	0
3	3.19	Student Support Services and Community Outreach	Yes	$192137	91386	100	47

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	3.20	Community Outreach	Yes	$15,000.00	2663	100	18
3	3.21	Building Positive School Culture: Implementing PBIS to Foster Inclusive Learning Environments	Yes	$10,000.00	0	100	0
3	3.22	Building Positive and Inclusive School Culture: Equity, Bias, and Cultural Responsive Practices	Yes	$10,000.00	1600	100	16
3	3.23	Improving Student Attendance	Yes	$20,000.00	33937	100	169
3	3.24	Student Support Services-Additional Supervision	Yes	$57,287.00	20151	100	35
3	3.25	Support 5th Grade Environmental Science Outdoor Learning Experience	Yes	$10,000.00	6139	100	61
3	3.26	Expand Social-Emotional Learning (SEL) Services through Community Schools Grant	Yes	176036	277372	100	160

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
15384277	5242963	3	37.080%	$5,676,406.00	2709.000%	2745.897%	$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 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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